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PERCEPTIONS OF JOB SATISFACTION OF K-8 SUPERINTENDENTS IN
(DFG I & J) BERGEN COUNTY, NEW JERSEY PUBLIC SCHOOL DISTRICTS

BY

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Submitted in partial fulfillment of the
requirement for the Degree Doctor of Education
Seton Hall University

2006

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Chapter I

INTRODUCTION

The Problem

The 2000 American Association of School Administrators Ten Year Study of the American School Superintendent cites a report from superintendents that the superintendency is a very viable and rewarding career in public service. Despite this, they do indicate that a number of problems and troubling challenges exist; however, not so many to seriously impair the educational process of a district. The 2000 results do not dramatically differ from those of the 1982 and 1992 studies (Glass, Bjork, & Brunner, 2000).

The 2000 sample is the largest of any of the Ten-Year Studies and contains responses from 2,262 superintendents across the nation. Of those reporting their genders in the study, 1,953 were males and 297 were female (Glass et al., 2000). Stress is an expected part of any position. Superintendents in the 2000 Study indicated about the same degree of stress as in 1992. Fifty-one percent indicated they feel “very great” or “considerable” stress in their positions. In 1992, 42.3 percent felt “considerable” and 7.8 percent “very great” stress. It is difficult to determine whether the reported stress levels are disabling and interfering with the superintendent job performance (Glass et al., 2000).

The signs of current times have left superintendents throughout the nation feeling more isolated and vulnerable than ever. The news media all too often sensationalize superintendents' shortcomings beyond repair. Superintendents sometimes see themselves as scapegoats for their staff, parents and communities. They take the heat for what people don't like about their schools, their communities or even themselves (Jazzar & Kimball, 2004).

The superintendency is definitely a position that is more challenged in the past decades. The sum of those challenges has been an increase in superintendent stress levels, a pressure cooker job situation, and many vacancies in districts with long histories of problems (Carter & Cunningham, 1997). In light of educational reform shifting in both form and texture (Murphy, 1990), it is important to study the effect "changes" are impacting superintendent job satisfaction. Speculation about the ways the superintendency is changing and may change (Crowson, 1988) emphasizes a need for understanding the organizational and political issues facing superintendents as well as the personal characteristics of those who serve in that position. If in fact superintendent positions are more challenging than they were in the past, as research suggests, are superintendents' satisfied with their job? The question is: Do the challenges outweigh overall job satisfaction?

In the Forward of the book entitled *The Study of the American Superintendency*" *A Look at the Superintendent of Education in the New Millennium*, Paul Houston, executive director of the American Association of School Administrators (2001), stated that:

School superintendents at the start of the 21st century work under intense scrutiny from parents, teachers, board members and elected officials. He stated they are held responsible for the progress and achievements of their students in their district schools. Their hours are long; their critics are many. (p. 1)

Nationwide, stories about vacant superintendent positions are attracting far fewer applicants than in the past. Reports from search consultants, superintendents, school boards, and state agencies point as well to a fast developing shortage of talented and experienced people eager to take top district management posts (Glass, 2000).

This study flows from the doctoral dissertation of Dr. Gene Solomon (2004), a work entitled: *A Study of Perceived Job Satisfaction Among Superintendents in Affluent (DFG I/J) Public School Districts in New Jersey* (2004). Soloman's (2004) approach to this study was a quantitative approach utilizing the Minnesota Satisfaction Questionnaire (MSQ-short form), (Weiss, Dawis, England & Lofquist, 1977), that was originally copyrighted in 1963, to measure superintendent's general satisfaction, intrinsic satisfaction, and extrinsic satisfaction. Soloman (2004) sent out the Minnesota Satisfaction Questionnaire-Short Form survey to one hundred and ten superintendents in New Jersey I & J districts. There were 55 responses - a response of 50%. Data was collected on the participant's size of the district, type of district (urban, suburban, and rural), age, district factor group, gender, tenure status, doctorate, and whether this was their first position (Soloman, 2004).

The demographic data from the study showed that the ages of superintendents in districts (DFG I & J) were between 46 and 65. Three were younger than 46 and two were older. As stated in a similar study conducted by Dr. Richard J. Malanowski's (1999)

dissertation work entitled: *Study of Job Satisfaction Among Urban Superintendent's in New Jersey*, "The nature of the distribution suggests that there will be a need for an influx of new, younger superintendents over the next ten years or so" (Malanowski's, 1999). In terms of job satisfaction responses on the Minnesota Satisfaction Questionnaire responses, Soloman (2004) found the responding superintendents in these districts were overwhelmingly "satisfied" or "very satisfied". In addition, 77.8% of the superintendents in New Jersey affluent districts (DFG I & J) were "satisfied" or "very satisfied" with "the way my boss handles his/her workers". In this question of the survey, boss meant the board of education.

In terms of intrinsic and extrinsic job satisfaction, Soloman (2004) found that the results of the survey were consistent with the work of Borquist (1987), Lindstrom (1989), Nelson (1987), and Whitsell (1987) in terms of superintendents deriving satisfaction from autonomy, achievement and service to others.

In terms of district size, (student population) based in the three groups Soloman (2004) designated in her study: districts with less than 1000 students, districts between 1001-2000 students, and districts with more than 2000 students, Soloman (2004) found there was no statistical inference that could be drawn from the response to any of the questions when looking at district size (student population).

In conclusion, Soloman (2004) found that her statistical analysis aligned with Malanowski's (1999) similar study on job satisfaction with urban superintendents. In conclusion, there seems to be a contradiction between the literature and the job satisfaction of superintendents of DFG I & J. Perhaps, journalists and researchers are not

very likely to discuss results indicating that superintendents are by and large pretty happy with their jobs (Soloman, 2004).

Purpose of the Study

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J).

Research Questions

The design of this study will use qualitative research methods to answer the following questions:

1. What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

Interview Questions 2.1 and 2.2

2. What is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

Interview Questions 2.3, 2.4 and 2.5

3. What is the perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

Interview Questions 2.6, 2.7 and 2.8

4. What impact does the size of a district have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

Interview Question 2.9

5. What impact does gender have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

Interview Question 3.0

Significance of the Study

Research devoted solely to the study of job satisfaction as it relates to k-8 superintendents is limited and to the researcher's knowledge, a study on k-8 superintendents' job satisfaction in districts (DFG I & J) in Bergen County, New Jersey has yet to be conducted. Therefore, a study to assess K-8 superintendents' perceptions of job satisfaction in Bergen County, New Jersey (DFG I & J) will be researched.

It is anticipated that the results of this study will (a) aid in establishing a larger body of literature on k-8 superintendent job satisfaction and the role of gender on superintendent job satisfaction, (b) contribute to a larger body of literature on superintendent job satisfaction, (c) assist state and local policy makers and state boards of education in formulating strategies for making decisions that which affect superintendents and (d) assist superintendents in clarifying their attitudes about their positions.

Limitations

The subjects of this study will be limited to superintendents in Bergen County, New Jersey in DFG's of I and J. Additionally, the superintendents studied will be in districts that have a K-8 structure. The number of districts meeting these criteria limits the number of superintendents that can respond. Therefore, the results could be generalized to districts with similar characteristics, as opposed to the entire state.

There are 32 districts in DFG's of I and J in Bergen County, New Jersey. 17 of those districts meet the requirements for this study as the districts have a k-8 structure. These limitations indicate that the findings may not be reflective of superintendents in other District Factor Groups or in district structures other than k-8.

Delimitations

The selection of the District Factor Groups I and J delimits the study by defining affluent districts as those two districts. The study will also be delimited by those DFG (I & J) districts located in Bergen County, New Jersey. In addition, this study is also delimited with the study comprised of only those superintendents responsible for a k-8 district structure in DFG (I & J) districts located in Bergen County, New Jersey.

Definitions of Terms

For the purpose of this study, the major terms in this study will be defined as:

District factor Grouping: An index of socioeconomic status established by the Department of Education based upon indicators available in the decennial census. Districts are arranged in 10 groups, DFG A through DFG J, A being the group with the lowest socioeconomic status, J the highest. The DFG's represent an approximate measure of a community's relative socioeconomic status (SES). DFG's are statistically calculated using six variables. Those six variables are as follows: (1) Percent of adults with no high school diploma, (2) Percent of adults with some college education, (3) Occupation status, (4) Unemployment rate, (5) Percent of adults in poverty, and (6) Median family income (New Jersey Department of Education website).

Extrinsic Satisfaction: Satisfaction derived from factors/reinforcers in the work environment that are extraneous to the work itself (i.e., salary) (Weiss et al., 1977).

Gender: The sex of the superintendent (male/female).

Intrinsic Satisfaction: Satisfaction derived from factors/reinforcers in the work environment that are inherent to the work itself (i.e., achievement) (Weiss et al., 1977).

Job Satisfaction: A present or past oriented affective state that results when educators evaluate their work roles as being positive or enjoyable (Miskel & Ogawa, 1988).

Job Dissatisfaction: A present or past oriented affective state that results when educators evaluate their work roles as being negative or not enjoyable (Miskel & Ogawa, 1988).

K-8 School Districts: School districts that contain school(s) that house students in grades kindergarten through eighth grade.

School district size: The total number of students enrolled in a public school district in the 2003-2004 school year on October 15, 2004, the date by which all districts must report to the New Jersey Department of Education.

School district structure: The number of grades in a district: k-5, k-6, k-12, 7-12, 9-12 or other.

Superintendent of Schools: Chief executive officer of a public school district.

Organization of the Study

Chapter I presents the problem to be studied: What is the perception of job satisfaction of New Jersey Public school superintendents? How does the superintendents' gender impact the job satisfaction of a superintendent? Chapter II contains a Review of Literature that focuses on job satisfaction of the superintendency and the gender of the superintendent impact the job satisfaction of superintendency.

Chapter III contains a description of the methodology that will be used in this study to evaluate the responses of the superintendents. Chapter IV includes an analysis of the data collected. Chapter V will summarize the study, offer conclusions and recommendations for policy, practice and future research.

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter summarizes the findings of literature related to job satisfaction. This chapter is divided into two major sections: 1) the background of the study; 2) a discussion of the various definitions of job satisfaction, theories explaining the cause of satisfaction, and measures of satisfaction and; 3) summary of literature on the gender of the superintendent and impact of gender on superintendent job satisfaction.

Background of the Study

As a background for this study, it is important to look at the historical perspective of the position of superintendent. The position of superintendent has existed in American public education since the middle 1800's. During this time, many school districts in larger cities appointed an individual to be responsible for the daily operations of a number of school houses. By 1860, 27 cities with school districts had created a position called the *superintendency* (Glass et al, 2000). During the next century, the growth of the superintendency closely paralleled the growth in public schools (Callahan, 1966).

The superintendent's role and subsequent separate operational authority did not occur over night. Cubberly, a former superintendent, called this transition the "struggle to become true professionals (Cubberly, 1922). Superintendents like Cubberly, George Strayer, and Frank Spaulding advocated an executive type of leadership. They worked

effortlessly to prepare the grounds for future school leaders who would be able to provide civic leadership, scientific management and establish business practices for the schools (Glass et al, 2000).

The second phase in the development of the professional superintendency was the attempt to form school districts into industrial models though the principles of scientific management. As cited in Glass, et al (2000), Griffiths in his 1966 book, *The School Superintendent*, describes the superintendent as the “quasi-businessman” who worked to move a significant degree of control over decision making from boards of education into the hands of the superintendent.

During the first part of the 20th century, larger school boards moved toward a more corporate model of management and governance. The board became more of a policy-making body, while day to day decisions were made by the superintendent. By the 1920’s, states had spelled out the legal responsibilities of both parties in statute (Glass et al, 2000).

For almost 100 years, a person in the position of superintendent of schools had job security. From 1909 until 1991 teachers, principals, superintendents, supervisors, assistant city superintendents and city superintendents of public schools were granted tenure. In 1991, the New Jersey Legislature amended NJ Title 18A, eliminating tenure for superintendents of schools appointed after August 1991. The direct impact of this bill on the education of children may have been greater than its supporters ever imagined. It altered forever the way superintendents do their job (Soloman, 2004, NJSBA, 2004).

The position of superintendent is much more fragile than it was decades ago without the safety blanket of tenure. Due to the resulting lack of job security and high

accountability standards superintendents are now responsible for, turnover has become epidemic. Tenure once insured superintendents of job security. They could operate relatively free of the fear that decisions that became politicized would not terminate their career. But things changed for the superintendent after the repeal of the tenure law (Mirga, 1985).

Paul Houston (2001), the executive director of the American Association of School Administrators, stated of the public school superintendency is impossible, the expectations are inappropriate, the training is inadequate, and the pipeline is inverted. Houston cites a number of trends that have made district leadership so difficult: Changing demographics and growing diversity, a fragmenting culture, deregulation in the form of vouchers and charter schools, decentralization of power, and increased accountability with no authority.

Despite comments like the one above and not withstanding their concerns or complaints, the 2001 Public Agenda Report (based on in-depth surveys of 853 randomly selected public school superintendents and 909 randomly selected public school principals) found that most school leaders are content with their jobs (Farkas, Johnson, Duffett & Feleno, 2004). The 2001 Public Agenda Report cited one superintendent as saying, "I'll get a lot of superintendents together, and we'll sit around and we'll complain, and then somebody asks the questions, "Do you like your job?" Everyone will say, 'I love it'" (Houston, 2001).

There are many conflicting viewpoints as to whether superintendents are satisfied with their positions. Literature is strewn with variables that have and will continue to play a role on superintendent job satisfaction and dissatisfaction. The brief history of the

superintendency speaks to these changing times and the impact it has had on the superintendent's overall job satisfaction. In an age of school reform and high accountability, the researcher will attempt to gain an understanding of the perceptions of k-8 superintendents with regard to their job satisfaction.

Job Satisfaction of Superintendents

In exploring the literature on job satisfaction for school superintendents, the focus appeared to be on how school superintendents and school administrators needed to satisfy everyone else, including all their major constituencies of students, teachers, staff, and community members; this might be an indicator as to the state of job satisfaction of school superintendents. There is considerable evidence that the superintendency is a high-risk job, as many urban districts struggle to fill vacant superintendent positions, and tenures of school superintendents are often short, fraught with controversy, and the source of legal battles and civil settlements. Crisis is a term and a feeling that pervades many of the discussions on the superintendency. One can only ask: Why would someone want to become a superintendent? When they do become a superintendent, are they satisfied with the aspects of the job?

According to Cuban (1985) to some extent stress is intrinsic. The superintendent is caught in the politics of keeping the bureaucracy satisfied and of keeping the board satisfied. Those are invariably in conflict. In addition Cuban reported that stress within the superintendency has fluctuated during the last century. It rises when money is scarce, expectations of schools are high, and communities are changing.

In their article entitled, *The Wounded Leader*, Ackerman & Maslin-Ostrowski (2004) guided their research on the self-described leadership crisis by two essential questions:

First, how does a reasonable, well-intentioned person, who happens to be a school leader, preserve a healthy sense of self in the face of a host of factors that may challenge that self or even lead to a wounding crisis? Second, what perspective on the work of leadership can shed light on these challenges and produce a mindset that leaves the individual open to learn and grow from such experiences? (p. 28).

The term “job satisfaction” in the literature is explained a number of different ways. Schultz (1982) defined job satisfaction as “the psychological disposition of people toward their work—and this includes a collection of numerous attitudes and feelings” (p. 287). Hence, job satisfaction or dissatisfaction depends on a large number of factors from where employees eat their lunch to the sense of self fulfillment they may receive from doing their jobs (Newby, 1999). Additionally, Robbins (1996) explained job satisfaction as essentially a general attitude that employees take toward their job. Robbins indicated that this is based primarily as the worker's view of the difference between the amount of rewards they receive and the amount that they should receive. These rewards are not limited to salary, but can include such things as the way employees are treated and valued by management, and the degree to which the company takes their input into consideration.

The Hawthorne study, as cited in Houser and Chace (1993), was an early indicator of research on job satisfaction. As a side effect of studying productivity, (Houser, et al., 1993) stated that:

Investigators found that workers influenced the behavior of their coworkers and a sense of belonging to the work group was pursued. Prior to this time there was little expressed interest among employers to understand job satisfaction. In the 1940s as more workers were needed, largely due to World War II, there was an increased interest in job satisfaction of workers and several theories of job satisfaction were developed to understand relevant issues. (p. 7)

One theory of job satisfaction is based on person's evaluation of whether one gets what he/she wants from a job (Vroom, 1964). The amount of job satisfaction is related to the degree the job provides outcomes which are in congruence with what the person desires. In another theory of job satisfaction, as cited in Houser, et. al., (1993), Herzberg (1966) suggested a two factor theory wherein job satisfaction is composed of intrinsic and extrinsic factors. Intrinsic factors consist of work dimensions of autonomy and responsibility (p. 1). Additionally, (Herzberg, 1959) differentiated intrinsic and extrinsic factors of job satisfaction. Intrinsic factors involved characteristics of the job whereas extrinsic satisfaction concerned the work environment. They found that intrinsic factors contributed to job satisfaction and extrinsic factors were related to job dissatisfaction.

Job satisfaction among U.S. workers appears to be highly correlated with intrinsic and extrinsic job characteristics (Lawler & Hall, 1970). As noted in Chapter I, Weiss et al., (1977), intrinsic satisfaction is defined as satisfaction derived from factors/reinforcers in the work environment that are inherent to the work itself. In a research working paper

written by Susan J. Linz, a research fellow at Michigan State University, intrinsic job characteristics are those factors which influence the perceptions of workers about themselves and their work (Linz, 2002). In addition, as noted in Chapter I, Weiss et al. (1977) defines extrinsic satisfaction as satisfaction derived from factors/reinforcers in the work environment that are extraneous to the work itself (i.e., salary) (Weiss et al., 1977).

The job satisfaction literature tends to indicate that high job satisfaction is related to increased morale, decreased absenteeism and turnover and improved employee relations. Some of the major variables which determine job satisfaction include such things as mentally challenging work, equitable rewards, good working conditions, supportive managers and supportive colleagues (Katzell, Thompson, & Guzzo, 1992).

There are still other considerations that lead to improved job satisfaction. For example, Holland (1985) developed what he termed a personality-job fit theory which he felt underlay job satisfaction. In his theory, the better the match between the individual's personality and their job, the more likely they are to be satisfied with their jobs and the less likely they are to voluntarily leave their positions. For example, he labeled one type of personality as realistic, with congruent occupations involving physical activities that use skill, strength, and coordination. Thus, good job fits would be mechanic, farmer, or carpenter. Another type was investigative, with good job fits including biologist and news reporter.

Another measure of job satisfaction that seems particularly relevant to the school superintendent position is the relationship between centrality, leadership, and satisfaction. According to Gortner, Mahler, and Nicholson (1989), centrality in communication and task networks are linked to job satisfaction. In other words, those who are leaders and

have the most access to information are likely to be the most satisfied. However, there are conditions to this, too. Thus, individuals can become overloaded with tasks and information, lowering both performance and satisfaction.

However, as the complexity of the superintendent's position has increased, so have fears of a dwindling pool of qualified leaders. Cooper, Fusarelli, & Carella (2000) found that almost 90 percent of the superintendents they surveyed agreed that the applicant shortage represents a crisis in the superintendency. Houston (2001) cites a number of trends that have made district leadership so difficult: changing demographics and growing diversity, a fragmenting culture, deregulation in the form of vouchers and charter schools, decentralization of power, and increased accountability with no additional authority.

Most superintendents are not in tenure track positions. They serve at the pleasure of the school board and are usually employed under terms of a negotiated contract. Many states provide the opportunity for a "roll over" or renewal of a contract whereby the superintendent's contract is extended at the time of an evaluation date.

This seemingly austere assessment does not tell the whole story, however. Other studies have indicated that the average tenure of superintendents is at least five years, even in supposedly volatile urban settings (Glass et. al., 2000). While almost a quarter serve less than three years, the majority appear to have a reasonable amount of time to make an impact on their districts. Lashway (2002) concurs with this statement. He has found that although fears exist of a dwindling pool of applicants, studies have shown that the average tenure of a superintendent is at least 5 years and that many are largely confident and committed, if sometimes frustrated. Furthermore, superintendents have to

balance instructional, political, and managerial roles, all of which are necessary and sometimes conflicting (Lashway, 2002).

Conversely, a study conducted in 2002 challenged the average tenure as stated by Glass, et al (2000), and Lashway, (2002). With the assistance of the American Association of School Administrators, Natkin, Cooper, Fusarelli, Alborano, Padilla & Ghosh (2002), undertook a 25-year retrospective study of tenure in 468 school districts. The survey requested information about each superintendent holding office in the district since 1975, including the year the superintendent was first hired as well as his or her tenure. Among the findings were: 1) median tenure between 1990 and 1994 was 6.5 years; 2) Turnover has not increased markedly since 1975; 3) turnover isn't related to the size of the district's student enrollment and; 4) turnover isn't related to the demographic setting of districts (Natkin, et. al., 2002).

The researcher believes that the current situation regarding school superintendent satisfaction is well-illustrated by a report in U.S. News and World Report (Wildavsky, 2000) which indicated that big cities are having an incredibly difficult time finding qualified candidates who are willing to fill their positions. There are so many problems and stresses associated with the job that a labor shortage as been created at the top level. For example, one school superintendent, Daniel Domenech, lasted one day as chancellor of the New York City public schools before [Mayor] Rudolph Giuliani insisted that the school board forced him to resign (Wildavsky, 2000). This is indicative of the politics at all levels, not just in the big cities.

This view of the situation is supported by a report by Stewart Ain (2000) who noted that school superintendents in general are at a premium, with many systems served

by interim superintendents or superintendents who have come out of retirement in order to fill needed roles. There are also increasing moves to pull superintendents from the ranks of other professions, such as the military. Additionally, Hayes (2001) stated that a major factor to consider when studying high turnover rates is that many superintendents are voluntary moving for more lucrative superintendencies.

There are many reasons for this lack of educational leadership. For example, Ain (2000) quoted one woman as noting:

That a lot of people do not want to go into the central administrative positions because they actually are paid less than teachers, but have much more responsibility and pressure. Furthermore, unlike teachers, they cannot acquire tenure and they are easily fired. Everyone, including the assistant superintendents, have access to tenure and job security, but the top person in leadership. (p. 76)

Yet another problem, apparently, is the education cutbacks of the 1990s, which left an insufficiency of mid-life teachers looking to move up the ladder into administration. The result is drastic declines in the number of applicants for each school superintendent position, along with such roles as high school principals and department chairpersons.

The position of school superintendent is not a neutral one, but an ideological one. The school superintendent sets the tone for the district, supports specific philosophies and policies, and may support programs that a percentage of citizens in the district find offensive or simply too expensive. Thus, school superintendents may find their job tenure short, and often serve as lightning rods for community controversies. They

become symbols, and often scapegoats, replaced when communities or school boards cannot come to agreement about district policy or direction.

For example, the school superintendent in Battle Ground, Washington (its actual name) was fired less than a month after a new school board was elected. He had become a major campaign issue during the election, during which candidates on one ticket had promised to get rid of him if elected. This, presumably, was seen as solving some of the problems of the school district which were blamed on the superintendent's personality and allegedly abrasive style (Clayton, 1997).

This situation illustrates some of the problems related to job satisfaction for school superintendents. They are identified with their districts, schools, and programs to such an extent that any failures or problems within the district are frequently attributed to the superintendent, whether fairly or unfairly. In Beck's case, public perceptions of the district were perceived by school board members to have declined during his tenure. Thus, they preferred to buy out his contract for \$160,000, rather than retain him in office (Clayton, 1997). Relatively speaking, this is a large sum for a small school district and shows not only the political nature of the school superintendency, but its important symbolic nature within the community.

Beck himself indicated that several things clearly worked against job satisfaction. He noted that he did not ask for a larger settlement, nor legally contest the settlement offer because he did not want to work for someone who did not want him. He wanted to work where he was wanted. However, he said that it was unlikely that he would apply for another school superintendent position because of the stress of the job. He also noted

that he had feared for his life in the position, having received anonymous threats in recent years (Clayton, 1997).

Administrators are often confronted with situations that require them to play a role that conflicts with their own value system.

In a broader overview of the school superintendent situation, Carter and Cunningham (1997) engaged in a five-year Danforth Foundation School Administration Fellowship Program that included 48 other school superintendents. They noted that of the total of 50 superintendents who entered the program, only two remained on their jobs after the five-year program had ended.

The reasons are many, of course, but for the most part, the problem is the continuous pressure and conflict that school superintendents live with on a daily basis. As Carter and Cunningham (1997) noted, the school superintendent must walk an incredibly thin line, the tightrope, among many different interest and pressure groups. There are, as the authors put it, conflicting expectations, multiple political agendas, and varying ideas. The school superintendent must move through this minefield without creating major enemies and distrust.

Oftentimes, Carter and Cunningham (1997) indicate, the superintendency breaks down from the inside, as the superintendent is no longer able to manage the multiple pressures. This internal breakdown leads to a public stance that opens the superintendent to dissatisfaction from all sides. At that moment, the pressure builds for the superintendent to leave and the usual response is ending of that tenure through resignation, firing, or moving on to a different position. In some ways, it seems like the

school superintendent must remain a moving target, changing districts early enough to avoid being fired, and while still remaining a desirable commodity to another district.

In her commentary on the Carter and Cunningham (1997) book, Meek noted yet another problem. She indicated that while administrators, including school superintendents, have been excited by the ideas of various thinkers like Peter Senge and the reform agenda, their constituencies have not. Thus, there is a basic discrepancy between what the interest groups want from the schools and what the school superintendents believe is necessary for the schools to be successful and the students to thrive. Too often than not, each has a different agenda and the conflicting viewpoints create tension among the parties. This leads to dissatisfaction on both sides: the public becomes dissatisfied because its multiple agendas are not being addressed completely and the school superintendents' become dissatisfied because they see that the agendas set before them are not going to allow them to incorporate their visions of the new directions that schools must take to be successful in the future.

Given all the problems, why would anyone want to be a school superintendent anyway? Ain (2000) reported on that, too, noting that one man said that even though the school superintendency is a heartache kind of job, he enjoyed the challenge. For him, it was an awesome, demanding job, but that was a positive thing, not a negative. Clearly, this is the case for many of the retired superintendents who have come back to serve as interims or temporary superintendents. While part of their desire to serve may be the need for salary, or the quest to feel participants in meaningful work again, it is also obvious that many of them love the work, thrived on the challenge, and were able to deal with the obvious disadvantages.

Although, there are stories of individuals retiring after thirty years of service in the same district and position, it seems as though that is more the story of the past than of the present and the near future. Instead, school superintendents are expected to maintain, or improve the image of the district, maintain, or improve the performance of students, serve as the symbol of excellence, bring all factions together, and take the fall if anything goes wrong.

In looking at the measures of job satisfaction discussed in the first section, there seems to be mentally challenging work available to school superintendents, but not necessarily equitable rewards, supportive working conditions, or supportive colleagues (and communities). In terms of vocational fit, this does not seem to be the major issue, although there may be instances in which teachers move up the ladder into superintendent positions which are not an appropriate personality fit for them. For example, in Holland's (1985) typology, a teacher is labeled as the social type, while the manager is labeled as the conventional type. If school superintendents are seen as more in the managerial role, this may be incongruent for an individual beginning as a teacher. If the school superintendent is seen as a public relations specialist, which is certainly a major aspect of the role, this requires an "enterprising" type. Thus, some of the dissatisfaction expressed by superintendents or by their constituencies may represent incongruities between personality type, personality characteristics, and the occupation itself.

Centrality, too, seems to play a part in both job satisfaction and dissatisfaction for school superintendents. In many of these reported incidents, school superintendents have clearly been central, but have suffered from overload of task expectation, creating

dissatisfaction on their parts or the part of the community. In other words, they have been expected to be too much for too many people and know everything.

Yet, the mental challenge of the job seems to be attractive enough to many of these individuals to create a level of job satisfaction that brings them back even in retirement to serve as interim superintendents. While that is certainly a less pressured place, it is also clear that the work is meaningful and that mental challenge, even without the clear support of constituencies can still provide high levels of job satisfaction to certain people.

Gender of Superintendents

Many researchers have examined the issue of the under-representation of women in educational administration (Marshall, 1984; Montenegro, 1993; Schmidt, 1992). While there continues to be a debate regarding the barriers of advancement faced by aspiring female administrators, the definitions of success of administration have centered on the issue that a woman attains a position of leadership.

In 1909, Ella Flagg Young, made the following statement at her appointment to the Superintendency of Chicago Public Schools:

Women are destined to rule the schools of every city In the near future we will have more women than men in the executive charge of the vast educational system. It is a woman's natural field, and she is no longer to do the greatest part of the work and yet be denied leadership. It will be my aim to prove that no mistake has been made and to show critics and friends alike that a woman is better qualified for this work than a man. (Glass, 2000)

Does gender play a role in the job satisfaction of superintendents? Based on the Glass (2000) cited that leadership is a woman's natural field and in the near future we will have more women than men in charge if the vast educational system. Funk (2004) wrote that suffrage efforts in the early 1900s boosted women into educational leadership roles. At this time, superintendents throughout the United States were selected through county elections (Blount, 1999). According to Blount (1999) many of these county districts had male superintendents who were corrupt and used dishonest financial and administrative practices; women were elected to replace many of the men who had previously held these positions. The victories of these female superintendents were sustained by honesty, credibility, and success in their roles, and by 1930, Blount noted that women held nearly 28% of the nation's superintendencies. In a move to "turn out the ladies," however, male superintendency groups began a national political effort to have school superintendents appointed instead of electing them. These powerful men did not want women to retain their elected positions as superintendents and argued that superintendents should not be elected in public elections that were so "politically charged."

The voters did not see through this political deception and agreed to the appointment of school superintendents instead of an elective process. Because the people who were set up to appoint the superintendents were all men, the women who previously held superintendent positions began to decline; thereafter, males were appointed to nearly all of the superintendent positions across the nation. As a result, female superintendents all but disappeared in the United States after several decades of progress had been made.

Not much is known about the 14% of female superintendents who are serving as school districts in the United States (Brunner, 2001); however, recent research does indicate that more diversity exists among female superintendents than their male counterparts. Female superintendents are more often minorities, Democrats, Catholic or Jewish, and either never married or are widowed or divorced. This reveals very different profiles from male superintendents who are Anglo, Republican, and married. Bruner also indicates that many women who have been able to achieve the position of superintendent have resigned their school leadership roles and have taken a lower position in another school district because of the lack of support from some school board members and district stakeholders soon after they occupied these positions.

Gates, Ringel, & Santibanez (2003) conducted two new RAND Corporation studies and related research at the State University of New York (SUNY), Albany, where they used state data to provide policymakers with insights into the nature of school administrators' careers. The RAND Corporation is a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world. The three states studied in the 2003 study were North Carolina, Illinois and New York. According to (Gates et. al., 2003), these states represented a broad variation in terms of market conditions, state-level school finance policies, and population trends as well as included a variety of urban, suburban, and rural schools and districts. All three states required school administrators to have a Masters degree for the standard certification, as is true of the vast majority of states.

The three state analyses revealed positive trends in the representation of women among school administrators, but they also revealed that the rates of promotion for men

and women differ substantially. In 2000, over 70 percent of the teachers in each of the three states were female. Additionally, women make up a rapidly growing proportion of assistant principals, principals, other administrators, and superintendents in each state. By 2001, women had progressed to being just under half of all principals in Illinois and just over half of all principals in North Carolina.

But while the percentage of female administrators is on the rise, the proportion of female administrators still remains below that of female teachers. Moreover, the research indicates that, in each of the states analyzed, female teachers are less likely than their male counterparts to move to administrative positions (assistant principal, principal, and superintendent). These differences are most pronounced at the earliest stages of career transition, and are the greatest for teachers in elementary schools.

Many of the reasons why these executive women have left their positions as superintendents are either not known or not well understood. Without more information regarding the characteristics of female superintendents who are highly successful in their roles, changes cannot be made regarding alterations needed in superintendent preparation programs to assist those women who are now walking away from their positions as superintendents. According to Brunner (1999), research studies that focus on women in school administration are conducted almost entirely by women, perhaps indicating that this literature is not considered to be an important field of study for many other researchers in education.

Edson (1988) noted that women who enter the field of school leadership do so because they wish to meet the challenges inherent in leadership roles and believe that they can provide children with more positive educational experiences than they see being

provided now. Although the literature regarding female leaders in education reveals that more women than ever before are entering administrative roles. According to Dunlap & Schmuck (1995) there is still much we do not know about sex discrimination, about female career patterns, about women leaders, and about inclusive conceptualizations of managerial and administrative theory.

Recent research studies regarding female administrators in leadership positions in education reveal that they differ not only by gender from male administrators but also lead quite differently as well. The leadership styles of these women reveal that they are perceived by others as change agents (Wesson & Grady, 1995), use interactive leadership (Funk, 1998), practice transformational leadership (Aburdene & Naisbitt, 1992), provide a leadership advantage through webs of inclusion and nurturing (Helgesen, 1990), and exhibit empathy, sensitivity, caring, supporting, compassion, patience, organization, and attention to detail (Funk, 1998). With regard to the need for more women in school leadership positions, Shakeshaft (1989) indicates that women more often than men are identified as highly successful principals.

Glass et. al., (2000), reported in the American Superintendency Study that a vast majority 94.9 percent of American superintendents are white, and 86.8 percent are male. However, the number of female and minority superintendents has increased since 1992. In addition, the number of female superintendents increased from 6.6 percent in 1992, to 13.2 percent in 2000 (Glass et al., 2000). Growth in the percentage of women in the superintendency over the past several decades may have resulted from changes in the individual's perceptions as well as an increasing will to ensure equitable treatment in the selection process.

In her discussion of issues related to women and minorities gaining access to the superintendency, Tallerico (1999) has identified a number of factors that have previously helped women gain access to the superintendency, as well as those that may prevent future efforts. Kamler and Shakeshaft (1999) support the notion that some search consultants are proactive in recruiting women, help to educate boards of education about the strengths of women in executive leadership positions, and advocate for a more equitable search and selection process.

Vail (1999) reported that although little research on female superintendents exists, women are more likely to be hired for the top school job in troubled, urban districts than elsewhere. In addition, Vail noted that women come to the superintendency at an older age than their male counterparts. They are usually the first female school leader in their district. But these highly successful career women are too complex and diverse to be easily categorized by gender. They are more different than alike. Some women superintendents practice the so-called feminine managerial style of compromise and consensus. Others manage in a traditionally male authoritarian way. Some are uncomfortable with the politics of the job. Others thrive in the political arena. Some believe their gender has played a prominent role in their careers. Others say they've never faced gender bias.

The relationship between district size and the community size (i.e. rural, suburban, or urban) are described by Glass (1992) in the 1992 Study of the American Superintendency. The largest of the American Schools (25,000 or more students) are best described as cities or major urban areas. Districts of 3,000-24,999 students are most likely to be suburban. Smaller districts consisting of 300-2,999 students are most likely

to be rural. According to Tyack and Hansot (1982), the challenges facing superintendents differ in various kinds of communities.

Tallerico and Burstyn (1996) interviewed 24 persons from nine different states. Twenty were women who exited the superintendency within the previous 7 years, and 4 were women informants whose perspectives helped shape the collection and analyses of data. Tallerico et. al., (1996) defined the term *exit* to those woman superintendents were non-renewed or resigned, either voluntarily or under pressure, from their superintendencies and subsequently moved into positions other than superintendencies.

Vail (1999) reported that although little research on female superintendents exists, support systems, and general feelings “of being behind the times” in terms of innovative and instructional practices.

In conclusion, the U.S. public school superintendency continues to be the most gender-stratified executive position in the country with men forty times more likely to advance from teaching to the top leadership role in schools than women (Skrla, 1998); therefore, it should be clearly evident that research-based understanding of this inequitable situation the perspectives of the relatively few women who inhabit the role is needed.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). Chapter III contains information on the population, research procedure, interview questions and data analysis and summary.

Population

The population for this study is comprised of k-8 superintendents in Bergen County, New Jersey public school districts for the 2004-2005 school year in District Factor Groups I and J. The 2000 District Factor Grouping Report issued by the New Jersey Department of Education indicates that there are 32 districts in Bergen County, New Jersey with DFG's of I and J. As explained in Chapter I, 17 of the 32 (DFG I & J) districts in Bergen County, New Jersey meet the requirements for this study as their structure is consistent with the k-8 structure to be studied.

As this study will examine the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J), it will also investigate

the aspect of gender of the superintendent on the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). Of the 17 school districts in Bergen County that meet the criteria, 9 have male superintendents and 8 have female superintendents. The ratio of male to female and superintendents is almost one to one. Based on this ratio, the researcher has chosen to invite these 17 k-8 superintendents to participate on the study on job satisfaction. Therefore, the sample size (N=17) and is 100% of the total eligible population.

Research Procedure and Techniques for Data Collection

This study will utilize a qualitative research approach. Data will be collected from subjects through confidential interviews. Seventeen Bergen County, New Jersey superintendents, who have met the criteria stated above, will have letters sent inviting them to participate in the study (see Appendix A). A reply form and a stamped, self-addressed envelope for each superintendent will be enclosed (see Appendix B). All respondents agreeing to participate in the interview will sign a consent form (see Appendix C).

The researcher has chosen a qualitative method for data collection of superintendents' job satisfaction in effort to gain the "personal" input of the respondents. Strauss and Corbin (1990) claimed that qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively.

An extensive review of qualitative research was conducted by Dr. Mark R. Mongon's (2003) in his doctoral dissertation work entitled: Perceptions of Middle

School Principals of the Attributes of Principals of Effective Middle Schools. The qualitative research methodology was used in this study to gather data through face-to-face in-depth interviews. The face-to-face interviews enables the interviewer to establish rapport with the respondent,, allows the interviewer to observe as well as listen, and permits more complex questions to be asked than in other types of data collection (Mongon, 2003).

The particular design of a qualitative study depends on the purpose of the inquiry, what information will be most useful, and what information will have the most credibility. There are no strict criteria for sample size (Patton, 1990). "Qualitative studies typically employ multiple forms of evidence...[and] there is no statistical test of significance to determine if results 'count'" (Eisner, 1991, p. 39). Judgments about usefulness and credibility are left to the researcher and the reader.

Interview Questions

Lofland and Lofland (1984) describe an interview guide or "schedule" as a list of questions or general topics that the interviewer wants to explore during each interview. Although it is designed to insure that basically the same information is obtained from each person. (Lofland, Carter, and Lofland, 1984) stated that there are no predetermined responses. Interview guides ensure good use of limited interview time; they make interviewing multiple subjects more systematic and comprehensive; and they help to keep interactions focused. In keeping with the flexible nature of qualitative research designs, interview guides can be modified over time to focus attention on areas of particular importance, or to exclude questions the researcher has found to be unproductive for the goals of the research.

For this study, the researcher will follow the guidelines of Bogdan and Biklen (1992), and Ely (1991) in developing an outline of main questions, secondary, probing questions, and strategies for eliciting more detailed informant responses. According to (Bogdan and Biklen, 1992), interviewing is a purposeful conversation... that is directed by one in order to get information from another.

Interview Questions

1. Background Information
 - 1.1 How long have you been in your current assignment?
 - 1.2 How many years have you worked as an educator?
 - 1.3 What positions in education did you have prior to your current position?
2. Perceptions

For the next set of questions the subject will be informed that he or she is being asked his or her perceptions as they pertain to job satisfaction as superintendent.

- 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?
- 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Rationale: In the 2000 Study of the American Public School Superintendent Bruce S. Cooper wrote in the executive summary, "For all the speculation and concern about the position, superintendents themselves are rarely asked how they view the career crises, job mobility, role satisfaction, and future life plans."

Cooper is a professor and vice-chair of Fordham University's division of administration, policy, and urban education.

- 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

Rationale: According to Herzberg (1966, 1976) intrinsic satisfiers or motivators are the elements of a person's job providing internal, emotional levels of satisfaction, related to self actualization, self esteem and personal growth.

- 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

Rationale: Herzberg (1959) wrote about why would a worker become motivated when one or more 'meaningless' tasks are added to previously existing ones, or when work assignments are rotated among equally 'meaningless' tasks? If you want people to do a good job, give them a good job to do. Motivation originates from different sources. Intrinsically motivated work behavior is performed for its own sake; the source of the motivation is the actual performance of the behavior—the sense of accomplishment from doing the work.

- 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

Rationale: Intrinsic satisfaction is derived from the ability to use individual ability and talent. Examples include a feeling of responsibility, challenge, recognition result from variety, autonomy, identity & significance.

- 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

Rationale: Capasso, Monahan & White (1998) reported that the tenure law remained in its original form until 1991 when the New Jersey Legislature

amended the state tenure law to exclude all public school superintendents appointed after August 1991.

- 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (*Extrinsic*)

Rationale: According to Herzberg (1966, 1976) extrinsic satisfiers, or hygienes, are job characteristics that are controlled externally and contribute to dissatisfaction within the job experience. Extrinsic outcomes include pay, working conditions, and co-workers relationships.

- 2.8 In your opinion or perception, how do you feel the respect and friendliness of your co-workers contribute to your overall job satisfaction? (*Extrinsic*)

Rationale: Same as rationale to question 2.7

- 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Rationale: The salaries of superintendents vary widely. According to Glass et al., (2000) salaries are greatly affected by district size and location, as well as the history of the district or surrounding district. In addition, Glass notes that the size and wealth of a district seem to be two primary factors in determining the nature of superintendent compensation packages.

- 3.0 In your opinion or perception, how does gender impact the role of superintendent and your overall job satisfaction?

Rationale: Although few women hold superintendencies, some women have been successful in breaking the “glass ceiling” that exists in the educational arena.

Women still dominate the teaching field and the superintendency is still largely

held by men (Shakeshaft, 1989). In addition, Glass et al., (2000) reported that in AASA 2000 study that a majority of female superintendents think that gender barriers exist. The study also showed that most men feel that they do, as well, but to a limited extent.

4. Other

- 4.1 There has been a great deal of research dedicated to the “crisis” in the superintendency. In your opinion or perception, what areas of the superintendency are in “crisis”?

Rationale: In the 2000 Study of the American Public School Superintendent, Glass et al., (2000) noted some issues do make the job tougher and may create a crisis. Superintendents perceive that school districts are sorely under-financed, that high stakes testing and standards make their jobs more difficult, and that a third of school districts have special interest groups that advocate special concerns.

5. Summary

- 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Rationale: Glass et al., (2000) reported in the ten-year AASA study that there were two factors that inhibited and caused increased stress levels to both first year and experienced superintendents: 1) inadequate funding and, 2) too many insignificant demands (trivia and time management). State testing and assessment programs as well as board micro-management were also noted by both groups of superintendents. According to Glass (2000), the superintendency has always been

a stressful occupation. In the 1983 American Association of School Administrators (AASA) Ten-year Study, 46 percent of superintendents indicated that they felt considerable to very great stress. In the 1992 and 2000 studies, the percentage had slightly increased to 50 percent.

Patton (1990) recognized both the inherent vagueness of inquiry as well as real world constraints and noted, "There is no rule of thumb that tells the researcher how to focus a study. The extent to which a research question is broad or narrow depends on the purpose, the resources available, the time available, and the interest of those involved. In brief, these are not choices between good and bad, but choices among alternatives, all of which have merit. (p. 166).

Data Analysis

Interviews will be tape recorded and transcribed and will provide the data for this study. Responses will be examined to determine patterns and exceptions to patterns for each question. To maintain accuracy and anonymity, each subject will be assigned a number code. For the purpose of this study, the data will be reviewed and identified patterns in responses will be recorded. Those responses that are "outliers" to the established patterns will be noted as well. Bogdan and Biklen (1992) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others."

The challenge in qualitative analysis requires some creativity, for it requires placing the raw data into logical, meaningful categories; to examine them in a holistic fashion; and to find a way to communicate the findings. Strauss and Corbin (1990)

describe the next stage of qualitative analysis as involving the re-examination of the categories identified to determine how they are linked, a complex process sometimes called "axial coding". In this way, the "big picture" can be assembled. Strauss and Corbin (1990) described the purpose of coding as a way to not only describe but, more importantly, to acquire new understanding of a phenomenon of interest. Therefore, causal events contributing to the phenomenon; descriptive details of the phenomenon itself; and the ramifications of the phenomenon under study must all be identified and explored. During axial coding the researcher is responsible for building a conceptual model and for determining whether sufficient data exists to support that interpretation.

Finally, the researcher will translate the conceptual model into the story line that will be read by others. Ideally, the research report will be a rich, tightly woven account that "closely approximates the reality it represents. (Strauss & Corbin, 1990).

It is expected that analysis of data from the interviews will reveal patterns associated with job satisfaction and dissatisfaction among the superintendents interviewed and will open more avenues for further research.

Summary

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of public school superintendents in Bergen County, New Jersey public school districts (DFG I & J).

The criteria used to identify the research were described. Research procedures and methods of data collection were described as interviewing selected subjects using

open-ended questions. The questions were developed based on the summary of literature in Chapter II.

Chapter IV provides the findings, analysis, and summary of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

Introduction

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of public school superintendents in Bergen County, New Jersey public school districts (DFG I & J). Qualitative research methodology was utilized to gain insight about these findings. This chapter presents and analyzes these findings.

Nature of the Study

The research subject population selected for study consisted of New Jersey public school superintendents in k-8 districts. These k-8 districts were all located in Bergen County, New Jersey and had a District Factor Group (DFG) of I or J. There are 17 such districts in Bergen County New Jersey and the superintendents of all 17 districts were invited to participate in this research. Seventeen superintendents responded, and of the 17, 15 agreed to schedule interviews. The 15 superintendents interviewed represented 88% of the total subject population.

Superintendents were asked a series of interview questions. A total of 15 questions were grouped into five sets. The first set of three questions was to gain basic information about the background educational experience of the study subjects. The second set of nine questions asked the research subjects about their perception of superintendent job satisfaction as it related to intrinsic and extrinsic job satisfaction. A

third set of one question focused specifically on how gender impacts the role of superintendent and overall job satisfaction. The fourth set consisting of one question asked the subject to share their perception of the “crisis” in the superintendency. The fifth set and final question was intended to summarize the interview by focusing on the advice the subject would give to a new superintendent about job satisfaction.

Presentation and Analysis of Findings

All 15 interviews took place in the offices of the superintendents interviewed.

Background Information

The first set of three questions was to gain basic information about the background educational experience of the study subjects. In this set of questions superintendents were asked about the number of years they served in their current assignment, the previous assignments they have held, and the overall number of years they had served in education. Information is also provided about the respondents’ gender, and the size of student enrollment in each district. These background data were utilized in an analysis of the superintendent responses to the research questions, to determine if patterns existed.

Years in Current Assignment

Superintendents’ responses to this question were as follows: Two superintendents have been in their present position for over 21 years, 1 superintendent has been in his present assignment for 8 years, 3 superintendents had been in their present position for 6 years; 4 superintendents have been in their present position for 5 years, 3 superintendents have been in their present position for 4 years, 1 superintendent has been in their present assignment for 3 years and 1 superintendent has been in his present assignment for less

than 1 year. The average length of time that the superintendents had served in their current assignment was 7.5 years.

Years in Education

The superintendents' responses to this question ranged from as few as 25 years to as many as 39 years working as an educator. One superintendent had 25 years while another had 39 years. Thirteen superintendents had between 29 and 35 years of experience in education, and 2 others fell within the range of 38 to 40 years of experience. Overall the research subjects had been working in education for an average of 32.3 years.

Prior Positions

All 15 superintendents reported previous experience as teachers. They also had prior experience in a variety of supervisory and/or administrative roles. Four of the respondents had been assistant principals; 12 had been elementary principals; 6 had been middle school principals; 3 had been high school principals; and 2 had held the position of superintendent in a district prior to their current assignment.

District Enrollment

The student enrollment in the 15 districts involved in this study ranged from as few as 428 students to as many as 2,402 students. Average student enrollment was 1,057.5. For comparison purposes, the researcher divided the districts into three groups: small (425 – 800 students); medium (801– 1250 students); and large (1251 – 2400 students). There were 7 districts that fell into the small group, 4 districts that fell into the medium group, and 4 districts that fell into the large group.

Gender

Of the 15 research study subjects, nine were male and six were female.

Analysis of Discussions

Perceptions of Superintendent Job Satisfaction

The second set of nine questions asked the research subjects about their perception of superintendent job satisfaction as it related to intrinsic and extrinsic job satisfaction. This set of questions also included a question related to a superintendent's district size and the impact it had on the superintendent's job satisfaction.

Research question 1.

What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

As a result of the interview process several overarching themes have been identified upon analysis of interview questions 2.1 and 2.2 pertaining to research question 1. For the first question in this interview set, the researcher asked each superintendent: In your opinion or perception, what aspects of your job are you most satisfied with?

In the 2000 Study of the American Public School Superintendent Bruce S. Cooper wrote in the executive summary, "For all the speculation and concern about the position, superintendents themselves are rarely asked how they view the career crises, job mobility, role satisfaction, and future life plans." Cooper is a professor and vice-chair of Fordham University's division of administration, policy, and urban education.

The researcher found that 8 of the 15 superintendents interviewed responded to this question by discussing how much they enjoy their ability to collaborate with many different groups: teachers, community, board of education members, students and other

administrators as being the source of the greatest satisfaction. In addition, the ability to promote change on a global level was a satisfying aspect to a 2 superintendents.

Superintendent 1 was most satisfied with the influence on teachers and the way in which teachers could be coached. This superintendent was most satisfied with the way in which they were able to read through problems because of the many jobs this superintendent had had working with Child Study Teams. Superintendent enjoyed working with the PTA and the wonderful support staff in the Board Office.

In the role of Superintendent, Superintendent 2 really liked the idea of working with Principals to make some changes, work through those changes, and see the results of some of those changes. In addition, Superintendent 2 enjoyed the impact the changes had on the students in the district and so forth. Superintendent 2 stated in the interview, “I think that it’s very interesting and exciting to work collaboratively with administrative teams to look at some of the recent research to see how it applies to your district and to see what kind of strategies and changes can be made to really affectively work with some of the youngsters in the classrooms, dealing with our teachers, and our kids and principals working through with the teachers.”

Superintendent 3 believed that the most satisfying part of the superintendency was the opportunity to work with the group of people who included the administrators, teachers, parents, and school board. It was through the coalition of groups of people that could impact an entire school district. Superintendent 3 believed that this was exciting.

When asked what aspect of the superintendency was the source of the most satisfaction, Superintendent 4 answered quite emphatically with the following statement,

“In my particular position, I am satisfied with all aspects of it. There isn’t one that I am dissatisfied with. I have a great Board. I have a great staff. I have great parents. So, there really isn’t anything I am dissatisfied with.”

Superintendent 5 believed that having the potential to actually make the difference in the lives of the children was the most satisfying part of the superintendent’s position.

Superintendent 6 loved the opportunity to work with their group of administrators. It was described as a “campfire the six of us sit around and talk about everything that is going on in the district”. During these meetings, Superintendent 6 said the group comes up with ideas through brainstorming. This superintendent stated that the ability to work collaboratively with the administrative group to decide how we are going to make better decisions with the funds that we have, what kind of programs we looking for and what needs to be changed is the most satisfying part of the superintendency. Superintendent 6 loves the interactions with people.

Superintendent 7 stated there was only one area as the most satisfying in the superintendency. That area is the ability to really act globally in a district where that’s welcomed. Superintendent 7 believed that right now the support of my Board was the most satisfying aspect of the job.

Superintendent 8 is most satisfied with the ability to affect change and behavior mainly concerning teacher behavior and instruction. The superintendent stated to this interview question that the most satisfying aspect of the position of superintendent was the opportunity and ability to work with Board Members. When the researcher asked for clarification on the response, the superintendent stated,

“Believe it or not, I find that most Board Members when elected really don’t understand the scope of what’s ahead of them and I find that what’s given me the most satisfaction is the ability over a period of time to help them become really Board Members in understanding how to make decisions based upon pupil’s needs and not on narrow interests or needs of their own children or elements like that.”

In addition, Superintendent 8 is most satisfied with the pupil progress you are able to see in the K-8 district as you get to know the children as they come in as Kindergarteners, shake their hands at graduation and look at their achievements over the years. Important to note, Superintendent 8 concluded the answer to this question by mentioning that the satisfaction of watching students grow over the years and monitoring their progress is getting harder and harder to do of course with all the demands that are on us.

Superintendent 9 is most satisfied the superintendent position with the able to affect the change. Superintendent 10 responded to this question by stating, “No doubt working directly with teachers. Coaching, inspiring, and motivating teachers.” Superintendent 11 stated that working directly with children and working directly with teachers was an aspect of the superintendency they were satisfied with. In addition, Superintendent 11 likes the decision making process; even though this superintendent works in a very small district, the superintendent believes the leadership from the position of superintendent can have enormous impact. Lastly, Superintendent 11 also spoke about the enjoyment of working with the community.

Superintendent 12 believed the most satisfying aspect of the position is the diversity of the position and the diversity of the responsibilities. Working with the Board and working with the co-workers in the administrative team is very satisfying.

Superintendent 13 enjoys a number of aspects of the superintendent position. “I enjoy the student involvement. I enjoy curriculum. I enjoy the involvement in issues. I like looking for new programs. I enjoy working with new staff. I enjoy staff development.”

Superintendent 14 responded to this question about satisfaction by talking about the small district they worked in and the ability to be involved with the students, the teachers and the community. Superintendent is most satisfied with the mentoring aspect of the position. Superintendent 15 stated, “I am able to come in to a district and move people forward and help people to become better than they were when I first came. That’s a source of pride for me.

For the second question in this set of interview questions the researcher asked each superintendent: In your opinion or perception, what aspects of your job are you most dissatisfied with?

Of the 15 superintendents interviewed, 7 superintendents with their relationships with their Board of Educations and the difficulty in “keeping everyone on the board happy”. Five superintendents were dissatisfied with “the increasing intrusion of mandates and outside influences, politicians and state changes, budget cuts and all those things that take them away from their time during the day in working the kids in improving instruction.” In addition, 3 of the 15 superintendents interviewed stated that there was not one aspect of their position that they were dissatisfied with.

Superintendent 1 is most dissatisfied with the Board and the process of Board Members being elected on for reasons that are not educational. This superintendent stated, "They [the board members] are making decisions about which they know nothing about and base their decisions on friends, people who they know outside of school and who work for the district. There are political loyalties and what they can do for what they can get for their own child by being unethical. Some very serious unethical things have happened that have soured me tremendously and my strength is curriculum and there are many times where I showed the research, I do the backgrounds, and Board Members will not be convinced because a friend of theirs or several friends of theirs work in the school district and said "no it wouldn't work". Even to the point where they appropriate money to people who are their friends and it's bad in this school district.

Superintendent 2 described the extremely late night meetings, the number of night meetings, and the lack of understanding on the part of the Board Members and parents as to the amount of hours and time that it takes to satisfy the need or try to satisfy the needs of all the different constituencies as those aspect of the position most dissatisfying.

Superintendent 3 responded to this question about dissatisfying aspects of the superintendency by saying, "That's easy. The increasing intrusion of mandates and outside influences, politicians and state changes, budget cuts and all those things that take me away from my time during the day in working the kids in improving instruction."

Superintendent 4 stated that there was nothing that they were dissatisfied with.

Superintendent 5 stated in the area of dissatisfaction with the position, they would have to say that it would be the actual ability to make changes quickly enough to make a

difference and all of the political aspects that get in the way of being able to deliver on the promise.

Superintendent 6 responded to this question on the statement, "It is very difficult to have a "Revolving Door Board of Education." Superintendent 6 stated that, "In the ten years that I have been here at least 20 or more Board Members in that piece of time. The turnover is so hard. It's not only hard the dynamics between the Board Members and the administration which is really for the purposes of the Board Meetings the B.A. and I; but the dynamics of the group itself that constantly changing. So, there's no foundation."

Superintendent 7 responded this question on dissatisfaction by describing the ability of one community member to do serious damage to a school district and the lack of recourse you have to deal with individuals like that. Just to give you an example, Superintendent 7 described how this community member, who was a Board member was forced off the Board because of harassment charge and potential ethics violations. In the month of January alone this community members phone calls, his emails, phone messages and faxes totaled up to 191 contacts with the superintendent. Superintendent 7 stated that this community member was single handedly responsible for the last two budget defeats in that district.

The community politics and self-serving people who have single interests who think they could change the world as well as the lack of support at the State and Federal levels are the areas that Superintendent 8 is most dissatisfied with. This superintendent added that the perceptions that the educators are over-paid and under-worked, the level of parenting that keeps diminishing more and more to me as the years go on, the lack of

support at home, the lack of conversation between parents and children, and the expectation that the schools have to do everything are major dissatisfiers.

Superintendent 9 stated that the politics involved and the dearth of financial resources were the areas of dissatisfaction in the superintendency.

Working with a Board of Education comprised of 9 different personalities, 9 different needs, and 9 different perceptions was the area of most dissatisfaction for Superintendent 10.

Superintendent 11 responded to this question by stating, "I'll tell you what's wearing in a very severe way - dealing with conflict. I don't have problems dealing with students, but I do starting with parents, Board Members and politicians."

Superintendent 12 stated there aren't any areas of dissatisfaction in the superintendency.

Superintendent 13 stated that the difficulty in balancing the budget was one area of dissatisfaction. On one hand, you have to please the tax payer while working under fiscal constraints and at the same time try to run the school efficiently. This superintendent made reference to the surplus amount districts are allowed to hold in their fund balance has now been lowered to 2% for the next year and this is causing strain on school districts. In addition, this superintendent mentioned that parents are very demanding.

Superintendent 14 responded to this question by stating that there is really no part of my job that he is dissatisfied with.

Superintendent 15 answered this question with a question he was asked years ago, *What's the best part of being a Superintendent and the worst part?* The superintendent

responded, “The best part is when I can say yes and the worst part is when I say no and when I really mean yes. The worst part is not being able to accomplish some of the tasks I would like to accomplish because there are other priorities at that particular time that I am not that interested in but that are ultimately important to the district.”

Research question 2.

What is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

As a result of the interview process several overarching themes have been identified upon analysis of interview questions 2.3, 2.4 and 2.5 pertaining to research question 2. To gather information for Research question 2, the researcher asked each superintendent: In your opinion or perception, how important is the amount of freedom you have on your job?

According to Herzberg (1966, 1976) intrinsic satisfiers or motivators are the elements of a person’s job providing internal, emotional levels of satisfaction, related to self actualization, self esteem and personal growth. All of the superintendents interviewed in this study stated that the amount of freedom they have on the job is extremely important. Two out of the 15 superintendents interviewed were satisfied with the amount of freedom on their job because they could devote time to their families. The 13 remaining superintendents were also very satisfied with their amount of freedom on the job because it gives them the ability to make the best decisions for students in their districts. As one superintendent stated, “The ability to have the freedom to do what is right allows the superintendent the opportunity to do the work”.

Superintendent 1 stated the amount of freedom on the job is very important. This superintendent said, “That’s the best part of it. I love the idea that I can take a vacation outside the school calendar. I love that I can make my own schedule as long as I get my job done. I have the opportunity to work from home. I have the opportunity to work on vacation. I mean I can as long as I get my job done. That’s probably and along with the paycheck is probably the two biggest selling points.”

Superintendent 2 responded that freedom on the job is very important. This superintendent stated that they are at a stage in life right now where my daughter has lived out of the house for several years now and my husband and I are able to do some traveling. It is important to that this superintendent has the ability to accompany her husband on trips that are of interest and take a little break here and there.

Superintendent 3 stated, “The amount that I get from my local, the autonomy that I have in my local place is wonderful. It’s the external influences in my school setting and my school board. This superintendent spoke highly of their administrative team and the regional consortium stating that there is a lot of freedom for direction, and influence.

This area of the superintendency is extremely important to Superintendent 4. According to this superintendent, there isn’t one thing that has brought to the Board that they have said “No” on.

Superintendent 5 stated that the amount of freedom on the job was crucial. The ability to have the freedom to do what this superintendent thinks is right allows the superintendent the opportunity to do the work.

Superintendent 6 stated that it depends on the day as to how much freedom the superintendent thinks he has. Superintendent 6 responded that, “I have considerable

freedom with my time as I would choose in many ways to use it but I have a lot of constraints from just the very structure of the Board Meetings. Everything as in a school system, the school, the district and the state put tons of restraint and constraints on what I do.”

Superintendent 7 stated that the amount of freedom on the job was about 105% of his priorities. However, superintendent 7 stated that, “The corollary to that is that it goes back to what I like best about this position which is the freedom is not just accepted by my Board, it is welcomed. I heard my Board President once remark to one of the members who wanted to do something. I almost fell out of the chair quite honestly. The Board member said to another Board member that a topic we were discussing was not the Board’s decision. The Board member explained to the other member that we have a Superintendent and that’s his decision. Our job is to pass judgment on the reasonableness of that decision not whether or not it should be. We’re policy. He administers.”

Freedom on the job is critically important to Superintendent 8. This superintendent stated that he did not think we would be having this discussion if the level of freedom on the job were not as it is. Superintendent 8 stated, “I think the freedom can make some critical day to day decisions. The freedom to be able to listen, explore what’s there and the different ideas that can be brought to the Board and to the public, is critical.

The amount of freedom in the superintendency is very important to Superintendent 9. This superintendent feels that freedom is a very general term but freedom can mean the freedom to make decisions based upon student outcomes as opposed to all the other things that snap and bite at you as a Superintendent. If I don’t

have that freedom it is very frustrating and a source of displeasure. In the best of what we do, we are supposed to be here for the kids and the kids only.

Superintendent 10 stated that amount of freedom on a job is very important. In order to be creative and in order to bring programs in; you need to have freedom of thought and the time to think. This superintendent said that in order to do the job effectively you cannot be tied down to a traditional approach. You need to be able to deal freely with people.

The amount of freedom in the superintendency is very important to Superintendent 10. Most of the time, this superintendent said, I have enormous freedom and does not abuse it. This superintendent happens to have tenure but stated in our interview that, "I come in every day as if I don't. In this way, the Board gets more from me. I am a bargain for them. I really take the job very seriously and I think I've been able to sustain my longevity here."

The amount of freedom Superintendent 12 has in the superintendency is considerably important. This superintendent stated that when it comes to decision making a collaborative and consultative approach is used and decisions are not made unilaterally. The superintendent said that major stake holders are involved from the beginning and have developed a solid rationale with the decision and are able to communicate that. Superintendent 13 believes that the amount of freedom in the job of superintendent is very important. In this way, freedom allows the superintendent to see any issue from different perspectives.

The amount of freedom in the superintendency is extremely critical to Superintendent 14. The superintendent explained that it would difficult working in a

district where the superintendent was not able to initiate programs and bring different kinds of staff development to the district. The superintendent believes that the Board and the Superintendent should discuss and share any topic. However, Superintendent 14 would hope the Board would trust in him as the educator that I would be bringing forth ideas that would benefit the district.

The amount of freedom in the superintendency is absolutely important to Superintendent 15. Superintendent 15 stated during the interview that the freedom to be able to make decisions in whatever job you are in is very important and that when you don't have that freedom you are probably going to make bad decisions. Superintendent 15 stated, "When you are confined to a certain regiment or certain parameters in terms of what you can do and what you can do it doesn't allow you to grow. It doesn't allow you become the best educator you can be and we learn as much from our mistakes as we do from our successes. You have to give people, including yourself, the opportunity to make mistakes in order to find greatness down the road. So, to me freedom is - I can't even quantify it. It's that important."

The researcher then asked each of the superintendents: In your opinion or perception, how important is it to develop skills and abilities at your job?

Hertzberg et al., (1959) is quoted as saying, "Why should a worker become motivated when one or more 'meaningless' tasks are added to previously existing ones, or when work assignments are rotated among equally 'meaningless' tasks? If you want people to do a good job, give them a good job to do." Motivation originates from different sources. Intrinsically motivated work behavior is performed for its own sake;

the source of the motivation is the actual performance of the behavior—the sense of accomplishment from doing the work.

All the superintendents interviewed in this study stated that there was a great deal of importance in developing skills and abilities at their job. Two superintendents referred to themselves as “life long learners”. Six superintendents discussed the importance of “staying current” with the newest educational topics. One superintendent took this further by stating, “It is incumbent upon the person that feels so important to be able to affect that same change upon him”. One superintendent commented on the importance of developing skills and abilities at their job in order to communicate more effectively with the Board and the community. Five superintendents felt strongly about developing their skills and abilities at their job and often did so by attending in district and out of district professional development workshops as well as participating in national conferences.

Superintendent 1 stated that it is extremely important to develop skills and abilities at your job. This superintendent is self motivated and a life long learner. For example, this superintendent knew what her weaknesses were and always worked on them. Superintendent 1 stated, “I had a lot of trouble doing public speaking and I worked on it to the point where I would tape my speeches and play them in the car tape player. That’s the way I do my budget presentations, my state of the schools address, retirement speeches, you name it. I still tape them because I have such a fear of speaking. That’s just one example where I have a deficit and I worked on it. I am a life long learner and I worked very hard to try to figure out how kids learn. I have gone to so many conferences, read so many books, and I kind of say that it took me the first half of my

career to figure out how kids learn and the second half of my career was trying to convince other people. I mean that's what happened. It's the way it happened to me."

Superintendent 2 believes it is very important to stay current. However, it's more and more difficult not being current, at this point, in formal coursework because of the difficulty finding the time. This superintendent always attends the ASCD conferences because I think that it is an important conference for curriculum and when working in a smaller district, this superintendent feels the need to drive that curriculum.

Superintendent 3 concurred with Superintendent 2 as he believes it is very important to stay current on educational practices and instructional techniques because skill sets are ever changing.

In response to this interview question, Superintendent 4 said, "Very much so." This superintendent stated that there is an opportunity to take part in district professional development activities and always in attendance at the Superintendents' conferences, both local and national.

Superintendent 5 responded to this question by stating, "I consider myself to be a life-long learner so I am always learning. I need to know the skills I need to continue to do the job effectively. I didn't go in knowing about school construction but I had to learn about school construction in order to manage the 6 million dollar construction project. That's just one example. They don't teach that to you in Superintendent school."

Superintendent 6 believes it is very important for a superintendent to sharpen their skills and instructional practices in order to help teachers become better teachers.

Superintendent 7 believes that improving a superintendent's skills and abilities is critical simply because I think, "In the 1940's and 1950's, the job of a Superintendent must have been a wonderful. You would walk into a building and it would be like, 'God is here' and people would quake. But I think given the rate of change and given the rate of change in our business, if you stand still you're falling behind so you have to go at those professional development opportunities every chance you can get."

Superintendent 8 believes that developing skills and abilities has always been a top priority. In this superintendent's case, they have been this position a long time and it's been a challenge to keep developing professionally. This superintendent stated that when you're going for your degrees, it's obvious you're in that environment. Once you stop and then you have all of the other priorities pulling at you, it becomes much more difficult.

Superintendent 9 believes that developing skills and abilities is important. Superintendent 9 explains that the answer to the question before this one in the interview sequence (Question 2.3 concerning the amount of freedom on the job) was "very." The superintendent explained that the answer to this question is a notch below that and the only reason it would be notch below it is because the thing that makes this superintendent the most happy is the ability to affect positive change. This superintendent believes that it is incumbent upon the person that feels that's so important to be able to affect that same change upon him.

Superintendent 10 believes that developing skills and abilities is critical. From advancing your own career, to getting professional development to work with trainers

this superintendent does not think you move forward unless you get professional development within the system.

Superintendent 11 believes that developing skills and abilities is very important. Superintendent 11 explains that in this very fast paced world when you live in changes in technology business and politics and if you don't keep up with it, you're lost.

Superintendent 12 believes that developing skills and abilities is very important. Superintendent 12 stated that anything that can help me to be a better leader and that will help me to do my job more effectively is essential.

Superintendent 13 believes that developing skills and abilities is critical. Superintendent 13 said that, "If I didn't stay current and reading journals and if I didn't attend workshops, I wouldn't be able to manage particularly a K-8 building because the students' needs are so varied. If someone comes with a middle school question, I want to be able to answer that intelligently and the same thing would be true for a firstgrade classroom teacher."

Superintendent 14 believes that developing skills and abilities is critical to do on a daily basis. This superintendent believes that it is extremely important that every day we try to improve on how we communicate, how we deal with the community and issues and part of that is an honest reflection.

Superintendent 15 believes that developing skills and abilities is tremendously important. Superintendent 15 responded to this question by saying, "I've always felt and this is something that I've lived by my entire career; If I couldn't be better than next year than I was the year before, than it's time for me to leave my job. If I assess my 39 years as being successful, then that would be the reason for it because every year I wanted to do

something better than I did the year before. I also worked under some people who were very demanding as Administrators which at the time I may not have loved but it proved to be very important to me that I learned an ethic. I learned a certain work ethic and an ethic for success. It's important to be able to define solutions but it's more important to define the best solution and I've always used that as criteria for what I am doing. Is it the best? Not that it solves the problem but is it the best solving of the problem?"

The researcher then asked each superintendent: In your opinion or perception, how important is it to you to accomplish something worthwhile at your job? Intrinsic satisfaction is derived from the ability to use individual ability and talent. Examples include a feeling of responsibility, challenge, recognition result from variety, autonomy, identity and significance. Once again, each of the superintendents interviewed felt it was extremely important to accomplishing something worthwhile at their job. Affecting change in a positive manner was the prevailing theme through all the superintendents' responses.

Superintendent 1 said that it is very important to accomplish something worthwhile in the position of superintendent. This superintendent stated that they are not a person who could just go through the motions.

Superintendent 2 said that it is very important to accomplish something worthwhile in the position of superintendent. Superintendent 1 stated in the interview that, "Having been in a district that's more needy and a district now that's affluent, I see that the importance of a lot of the things that I do is diminished sometimes by the fact that there's so many wonderful things going on in the district that's affluent that you kind of lose sometimes the feeling that what you've done made a big difference. However, in a

needy district you find that satisfaction over and over again because there's so much that has to be done that each thing that you are able to do becomes monumental and its very visible to people. I will say that job satisfaction is very important. I think it's easier to come by in a district that has more needs."

Superintendent 3 said that it is very important to accomplish something worthwhile in the position of superintendent. This superintendent stated that it is very important because it is all that we do.

Superintendent 4 stated that accomplishing something worthwhile is always important and it is probably what drives me to do what I do. Whether it is implementing new programs, implementing new curriculum, watching children learn or being in classrooms and watching the programs that you've recommended actually happen to kids, it is extremely important. Superintendent 4 said that when you are in a small district you can see all of the little and big accomplishment daily.

Superintendent 5 said that accomplishing something worthwhile on the job is "the only reason I do it". Superintendent 5 stated that accomplishing something worthwhile is a source of tremendous satisfaction received each day. Superintendent 6 said that it is very important to accomplish something worthwhile in the position of superintendent.

Superintendent 7 said as a response to this question, "I wouldn't do it otherwise. We could all be accountants." Superintendent 8 said that it is critical to accomplish something worthwhile in the position of superintendent. That's why we are here. This superintendent stated, "I don't think I could deal with the frustration of not being able to feel that we've made strides, that we've accomplished our goals and that we made a difference. We're here to keep moving the system forward."

Superintendent 9 said that it is very critical to accomplish something worthwhile in the position of superintendent. Superintendent 10 said that it is most important to accomplish something worthwhile in the position of superintendent. This superintendent believes that if you're a superintendent not moving forward, you're moving backward. If you can't accomplish things and you can't get things done and then the job satisfaction is at nil. Probably it is one the most important things to be able to accomplish tasks and move things forward without stumbling blocks and hurdles put in the way.

Superintendent 11 stated that it is very important to accomplish something worthwhile in the position of superintendent. When asked about the importance of accomplishing something worthwhile, Superintendent 12 said, "I wouldn't be here if it wasn't. Most superintendents seek the job because they feel they can make a difference. That certainly holds true in my case. I need to be able to end the day and the year and know that the district is a little bit better off and I've done something to accomplish that."

Superintendent 13 said that it is the most important thing to me to feel like what I'm doing is meaningful. This superintendent stated that their goal is that every child learns something new every day in school and the children in particular want to come to school here.

Superintendent 14 stated that it is very important to accomplish something worthwhile in the position of superintendent. Superintendent 14 stated, "I have to leave at the end of the day and feel that I made some contribution. Whether it's the color on the new chair or making a difference in the child's life, I have to be in a job where I feel it is worthwhile. That's why I love what I do in terms of education and dealing with people."

Superintendent 15 that accomplishing something worthwhile is what keeps this superintendent going. According to Superintendent 15, “If there is nothing for me or if there is no new horizon, I get bored. That is my personality. I need have to have something to shoot for.”

Research question 3.

What is the perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

As a result of the interview process several overarching themes have been identified upon analysis of interview questions 2.6, 2.7 and 2.8 pertaining to research question #2. The first question asked to each superintendent in this set of questions was: In your opinion or perception, what impact does the lack of tenure have on you job security?

The responses from the 15 superintendents interviewed varied as to the impact of the lack of tenure had on their job security. Three superintendents felt that that lack of tenure of superintendents had a great deal of impact on job security because they could no longer do their job “fearlessly”. However, one of these superintendents stated that the comment and feeling on job security may have to do “with the reality of her age”. Two superintendents stated that the lack of tenure had no impact on their job security because “If you are really good at what you do, it is not going to impact”. The remaining superintendents in this study (9) stated that the lack of tenure did not impact their job security and in some cases allowed them to become more of a “free agent” in the job market. Two of the superintendents interviewed were tenured as they have been in their position for over 30 years. One of the tenured superintendents did comment on the “new

superintendents coming into a district could be severely impacted by the political pressures”. Capasso, Monahan & White (1998) reported that the tenure law remained in its original form until 1991 when the New Jersey Legislature amended the state tenure law to exclude all public school superintendents appointed after August 1991.

Superintendent 1 said the lack of tenure has a great deal of impact. This superintendent believes that tenure allows you to do your job fearlessly and the way things are without tenure, you cannot do your job fearlessly. In the case of the Board of Education, Superintendent 1 stated that you not only have to be concerned about who gets elected to the board, but you also have to be concerned about who the Board President is because the President can change the whole tenor of Board Meetings and what happens behind close doors.

Superintendent 2 said the lack of tenure has a lot of impact. Superintendent 2 stated, “Let me just say to you that I’ve never been a proponent of tenure, not when I was a Teacher and not when I was a Principal. I felt that if I couldn’t stand on my own and others couldn’t. Therefore, we really shouldn’t be protected by something we call tenure. I remember many years ago in a class expressing that opinion and the professor pulled me aside and said, “I want to just talk to you about tenure and what it means.” He had been a Paterson policeman and had gone back to school on the GI bill. He said, “Do you know what its like to work in an urban district? They change politics very often and when that politics change, so do peoples jobs change. Well I hadn’t experienced that. I always worked in very affluent school districts, so I really didn’t know anything about that and now just sitting at the top of the heap as far as the position is concerned and realizing that we are the only ones that don’t have tenure, I certainly am taking a counter position and

saying that I think that tenure is very important to a Superintendent and that maybe that just the experience of being here means something different now than it did several years ago when I never thought it would matter. It does matter because you are constantly concerned with your perception with the board and with all members of the Board.

But right now seeing the revolving door Superintendents and seeing how boards use that to their advantage and you know exercise that kind of power over Superintendent, I would like to see the tenure or a longer contract to institute.”

Superintendent 3 said the lack of tenure does not have a lot of impact. This superintendent stated that was never an issue and likens it to free agency. Superintendent 3 spoke about length of stay for the average Superintendent in New Jersey which mirrors what’s nationally is statistical less than 3 years. For those people who find the right place and enjoy where they’re going or deliberately leave one place to seek another for all the right reasons. This superintendent stated that the lack of tenure for superintendents has led to free agency and believes that superintendents end up with more opportunity for change since people who were otherwise entrenched in their positions no longer are.

This superintendent maintains that superintendent openings are more frequent and people move around more and in our county and state. As a result of this, its driven salaries up and benefit package with leverage almost like a good left-handed pitcher.

Superintendent 4 said the lack of tenure has had absolutely no impact. It does not faze me to not have tenure. This superintendent’s opinion is that if you are really good at what you do, it is not going to impact.

Superintendent 5 said the lack of tenure has no impact whatsoever. If you are good at what you do it is not going to be a problem to find a job when the time comes.

Superintendent 5 stated that the lack of tenure opened up the job market and made us more like free agents and allowed us more opportunity too. Superintendent 5 stated, “Hey, if you don’t like what I do, I’ll go someplace else. Try to find someone to replace me.”

Superintendent 6 responded that, “There are times when I get really worried about the idea of not having tenure and not having that security as I get older and older. Unfortunately, I think it has a little bit more to do with the reality of my age because when I was young I didn’t care.”

Superintendent 7 said the lack of tenure is one place I might really differ than a lot of my colleagues. This superintendent thinks that getting rid of tenure is the best damn thing that ever happened to us. In this superintendent’s opinion, all it did was to create a free agency in which more and more people are choosing to stay at the Principalship. This superintendent stated, “On the other hand, as an individual, I spent 12 years in one district as a Superintendent and left with 4 ½ years on my contract. So for folks like me, what happened was this free agency just blew the lid off salaries and it created a seller’s market. If I left my job tomorrow, if any of us did in a place like Bergen County with a few years experience successful under our belts and it’s not even about being in a big district or a K-12 district or a wealthy district, just a few year’s experience, its wide open! So from a very personal selfish stand point, Hooray! Hooray! Hooray!”

Superintendent 8 said the lack of tenure doesn’t pertain because I am one of the few superintendents that are tenured. However, Superintendent 8 did state that it would have made a difference if I didn’t in terms of my ability to work with the district. But this superintendent could see how new Superintendents coming in today without tenure

could be severely impacted by political pressures especially when you are raising a family And that's one of the reasons that I am still working is because I have some things to finish.

Superintendent 9 responded to this question by stating that the lack of tenure on job security has the affect on the way it is structured in New Jersey. The superintendent explained that you do have security for the length of your contract. So the affect is its simply taking life long and changed it to a defined period time. The superintendent continued to say, "Now the negative part of that is that it's made those of us in my cohort [contracted Superintendents] unfortunately much more politically sensitive to decisions and the biggest negative aspect to that is, maybe surprisingly for your study here, is not the potential loss of position of your job but the potential that having the wear with all to make the right decision is sometimes tenured by the fact of making that decision in light of *Are you going to stake your job on it?* So that's the biggest negative."

This superintendent went on to mention the good stuff about tenure. He stated the following, "Salary. I wouldn't be making the salary - neither would you if they hadn't abolished tenure. So I've always said and always felt that when they abolished tenure for Superintendents, it is the best thing they ever did for people like me who succeed and who do well."

Superintendent 10 said the lack of tenure has no impact. In this superintendent's opinion, all it does, whether you have tenure or not, life becomes uncomfortable by Board Members either way or comfortable.

Superintendent 11 said the lack of tenure has no impact. This superintendent believes that the law was a mistake. They did it to save money and to give Boards more

control. Superintendent 11 stated, “To be honest, you don’t have patients in the doctor’s office telling the doctor what they want – holistic medication rather than a prescription or they would like this surgery versus that surgery. That’s what you have with Boards of Education.”

Superintendent 12 said the lack of tenure didn’t matter very much. Every once in a while this superintendent will say to the Board, “You know I am the only one around here who doesn’t have tenure. Your B.A., your administrative team, your teachers, your custodians in this district have tenure. But you know after a while if I really believe that if the fit isn’t there, it’s better to go somewhere else. So I don’t really find that the lack of tenure has been a constraint for me...after the first couple of years.”

Superintendent 13 said the lack of tenure has very little impact. This superintendent could see where it could have an impact on a new Superintendent.

Superintendent 14 said the lack of tenure really has no impact on how I feel about my job security. This superintendent believes if the Board does not think the job being done is a good job; than this is just not a match and this superintendent has no problem moving on to somewhere else.

Superintendent 15 said the lack of tenure has no impact. It has no impact because this superintendent believes that they have a certain level of freedom that allows me to walk away from my job when I choose to walk away from my job. This superintendent understands the importance of tenure for younger people who have families.

For the second question in this set, the researcher asked each superintendent: In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction?

According to Herzberg (1966, 1976) extrinsic satisfiers, or hygiene, are job characteristics that are controlled externally and contribute to dissatisfaction within the job experience. Extrinsic outcomes include pay, working conditions, and co-workers relationships. All 15 of the superintendents agreed that the relationship with the Board impacts their job satisfaction. One superintendent spoke freely on the relationship with the Board and how negatively it impacted job satisfaction. The impact in this case was so severe that there have been physical and mental repercussions.

Superintendent 1 believes that their relationship with the Board is tremendously impacts their job satisfaction.

Superintendent 2 stated that their relationship with the Board impacts the job satisfaction greatly. This superintendent recalls that in their past district there were times when some of the Board Members were very difficult to deal with and it really colors a lot of things that you do.

Superintendent 3 believes that the relationship with the Board very much impacts their job satisfaction. The superintendent referred to conversations with colleagues in which a number of people who find their School Boards interfering by managing, trying to direct and constantly demanding either personnel or individual reports and information. Superintendent 3 stated that the School Board she works for operates by committees. These committees meet away from the Board and are much more efficient.

Superintendent 4 believes that their relationship with the Board tremendously impacts their job satisfaction and will say this very openly always to all sorts of audiences. This superintendent believes that they are able to accomplish what they accomplish in that school district for kids because of the supportive Board. As

Superintendent 4 told one of my new Board Members, It is probably the most important aspect of being the Superintendent.”

Superintendent 5 believes that a good relationship with the Board is everything. According to Superintendent 5, the relationship with the Board can either make you able to do your job or unable to do your job. They can make it impossible to work or they can give you the free reign to do your job.

Superintendent 6 believes that their relationship with the Board is enormously impacts their job satisfaction.

Superintendent 7 responded to this question with an emphatic, “Oh, absolutely! Absolutely! You can still do all the things you want whether or not they are with you or against you. It’s just whether it takes X amount of effort or 12X.”

Superintendent 8 believes that job satisfaction is directly proportional to a good relationship with the Board. Superintendent 8 stated that, “If you have a supportive Board, a Board that has a big picture and doesn’t micro manage, it’s a direct relationship between the job satisfaction. There is no question about it.”

Superintendent 9 believes that there is a direct relationship between job satisfaction and a good relationship with the Board. This superintendent believes that the biggest satisfaction is getting things done together.

Superintendent 10 believes that job satisfaction is impacted a great deal by the relationship with the Board. The superintendent believes that it is a constant juggling act. There are 9 people out there in the community getting information and distorted perceptions all the time. So, that relationship is a big part of the job.

Superintendent 11 responded to this question by stating that unfortunately, the relationship between the superintendent and the Board it's very important. This superintendent spends a lot of time at it and likens it to cultivating a garden because if it's negative, it can destroy a person. Superintendent 11 stated, "If a Board turns on someone, they can make your life miserable and it's not worth staying. So I would say it's very high priority. The unfortunate part is that it's very time consuming."

Superintendent 12 stated that there is a major impact between job satisfaction and a good relationship with the Board. To have a good Board of Education working with the Superintendent is so very important to job satisfaction.

"There's impact. It's positive and negative where every April the Board changes. I do spend a lot of time reaching out so to speak and at times no matter what I do, I can't. Some people I believe become Board Members for specific reasons which really shouldn't happen and if I'm not open to that it could be difficult. Overall I don't have major Board problems."

Superintendent 14 believes that it's absolutely critical that a superintendent develop a professional relationship and a trust with the Board. This superintendent believes that the development of a good relationship is the most important thing the Superintendent needs to do and probably one of the very first things is to develop that trust and respect. Understanding that the Board and the superintendent are going to disagree at times, Superintendent 14 stated, "I don't think I could accomplish much and also be satisfied in this position if I had to be argumentative over every little thing we want wanted to do."

Superintendent 15 states that the board/superintendent relationship is tremendously important. This superintendent made this statement during the interview, “If I am going to come to work on a daily basis and have to battle with people to do what I know is right, there is too much energy expended and as a result of that you’re going to burn out. I am not going to be able to do the kind of job that I want to do. I don’t expect them to say yes to everything to rubber stamp it. I like discussion. I like dialogue with intelligent people and people that don’t have an agenda ahead of time. And I am willing to compromise with those people. I think that’s what makes the success between a Superintendent and the Board is the ability to compromise. It is the ability to know what battles to fight and what not to fight. It’s about getting along with people.

For the final question in this set, the researcher asked each superintendent: In your opinion or perception, how do you feel the respect and friendliness of your co-workers attributes to your overall job satisfaction?

All 15 of the superintendents agree that the respect and friendliness of your co-workers attributes to your overall job satisfaction. However, important to note that 6 of the 15 superintendents felt that respect from co-workers was more important than friendliness. One superintendent believed that superintendents do not have any co-workers. They have subordinates and once again, the respect those people have for the superintendent is most important.

Superintendent 1 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction. This superintendent stated that she is a “social being” and that is the part of my job that I do like the most.

When asked this interview question, Superintendent 2 stated, “Truthfully, the position of Superintendent is so much a position that you’re alone. The Principals are great and I enjoy working with them but when it comes down to the decision that you make you can stand out there by yourself. So is it important to have good relationships with the people? Yes, definitely. This is because they are going to be more responsive to ideas if you have a good relationship with them and certainly when you work everyday.”

Superintendent 3 stated that the respect and friendliness of your co-workers definitely contributes to their overall job satisfaction. Superintendent 3 stated that this is my 30th year and I worked in five quality school districts. This superintendent has never been in a place where the culture wasn’t pleasant. Superintendent 3 believes that energy comes when you enjoy the people you work with and share the common goals and values.

Superintendent 4 believes that the respect and friendliness of your co-workers attributes to their overall job satisfaction in a positive way. This superintendent stated that especially true in a small school district. The superintendent asked the researcher to define co-workers. The superintendent asked the researcher if she was referring to the superintendent’s my Business Administrator and people who I work with on a daily basis. The researcher responded that those were the people she was referring to and the superintendent then commented, “Those relationships have to be good because you are working in such close quarters and working together every day and you do everything.” In terms of the staff members in the school district, Superintendent 4 believes that you need to have a good relationship with them. However this superintendent pointed out that every decision did not need to be agreed upon. In fact, this superintendent said at the

conclusion of the response to this question, “If some people don’t like me and they don’t like what we’re doing the programs, guess what? There’s a nice door there and you could go because I know what I am here to do and I’m getting it done.”

Superintendent 5 felt the work “co workers’ was not a good word when describing the people the superintendent works with. Superintendent 5 believes that superintendents do not have any co-workers. This superintendent went on to explain that superintendents have subordinates and they have colleagues in other districts but do not have co-workers. This superintendent could be friendly but could not be their friends. It is important for this superintendent to keep the professional distance so tough decisions can be made when they have to be.

Superintendent 6 stated that the respect and friendliness of your co-workers attributes a lot to their overall job satisfaction. This superintendent stated that it would be pretty tough to walk in a place every day where you are just a pariah or something not that I am not to some people.

Superintendent 7 stated that a good relationship with co-workers is not just germane to the Superintendency; it is a tremendous variable for anybody in any job. If you think about Superintendent 7 stated, “You spend 50, 60, 70 hours a week with these people and if you don’t like the people you’re with or you don’t feel good about being with them, its just not a pleasant way to spend your life. So, it is a real high priority to me.”

Superintendent 8 responded to this question by stating that respect of co-workers was more important than friendliness. This superintendent believed that this is a key factor in this position as you have so many competing interests tugging at you.

Superintendent 8 stated, “It is so hard to satisfy all constituencies, but I think if you’ve done what you need to do and feel the sense that you’re respected in the community, that is most important. You know the support of people and the friendliness of the people is nice, but give me respect anytime.”

Superintendent 9 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction is very important. This superintendent believed that it was not at the top of their list, but very important. It’s easier to deal with a pleasant culture. And your familiarity and professional friendship with colleagues are a big part of that.

Superintendent 10 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction a great deal. Personal relationship between the personal and professional relationship that you have with your administrative team are linked to this superintendent’s success and happiness. However, Superintendent 10 stated, “There are times when you just have to separate those and it’s just the way it has to be. It is not dictatorial. But the reality is that there are times when something has to occur or something has to be given up that you just have to do.”

Superintendent 11 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction a lot. This superintendent maintains that when there has been conflict the superintendent does not have their friendship. Superintendent 11 stated there was no need to seek anyone’s friendship, but respect is a pretty important ingredient for me.

Superintendent 12 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction very highly. This superintendent stated that

respect is more important than the friendship and the working relationship are more important than the friendship. Mutual respect, collaboration and collegiality are so very important.

Superintendent 13 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction is very important. This superintendent stated that although friendliness to a degree is important, respect is much more important. Superintendent 13 stated, "You really have to back away. What I've learned is people that I had as friends as a teacher I had to give up. This is a very lonely position."

Superintendent 14 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction is very important. This superintendent believes that that the superintendent in any district sets the tone for what the spirit in that building is going to be. Superintendent 14 stated, "How can we do any initiatives or move forward on any plan if you don't have the staff respecting you. They don't agree all the time on certain issues but if they have that respect and trust, and they know that you're fair, they are more likely to do what needs to be done."

Superintendent 15 stated that the respect and friendliness of your co-workers attributes to their overall job satisfaction is important and has some affect. This superintendent stated he does not to come to work to make friends rather to accomplish a task. Superintendent 15 stated, "You are always going to work with people - some of whom that you like more than others but the idea is that doesn't matter. Donald Trump says it all the time, 'If you are with your worst enemy you have to find a way to make that particular situation work.' I really don't care whether they like me or not."

Research Question 4

What impact does the size of a district have on job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

As a result of the interview process, several overarching themes have been identified upon analysis of interview question 2.9 pertaining to research question 4.

For this research question, the researcher asked each superintendent: In your opinion or perception, what impact does the size of a school district have on your job satisfaction?

When reviewing the literature on size of a school district, what became clear was that the literature supported the notion that the size of a school district was directly proportionate of the superintendents' salary. The salaries of superintendents vary widely. According to Glass et al., (2000) salaries are greatly affected by district size and location, as well as the history of the district or surrounding district. In addition, Glass notes that the size and wealth of a district seem to be two primary factors in determining the nature of superintendent compensation packages.

When interviewing the superintendents, the researcher found that not one superintendent discussed salary as it related to his or her district size as a factor in their job satisfaction. The 15 superintendent interviewed felt small districts (of which all the superintendents felt that their district, regardless of their district's size was good size and elicited high job satisfaction) enabled the superintendents the ability for the to communicate with all parties daily and have a hands on approach to all aspects of the district. Three of the superintendents had had the opportunity to work in a much larger

district than the district they are currently employed in and found that although in a small district a superintendent becomes “chief cook and bottle washer,” their was true sense of job satisfaction.

Superintendent 1 has only worked in K-8 districts. Superintendent 1’s current district size is approximately 800 students. This superintendent has found small districts to be gossipy and sometimes small minded. Superintendent 1 was a Principal in a large school district and had more job satisfaction. It was not clear to the superintendent as to whether this was because it was a larges district or because I liked my Superintendent.

Superintendent 2 thought this was an interesting question because he came from a Pre-K thru 12 district that was larger and now is in a district that’s K-8. Superintendent 2’s current district size is approximately 1100 students. This superintendent believes that the difference between a larger district and smaller district is that in the smaller district you are the only one doing everything. You are the only one driving all of the things that are happening. In a larger district, you have an opportunity to delegate some of the chores and some of things that are in the job that you don’t really like that writing the entitlement grant and so forth, you have the chance to delegate that to somebody. The superintendent went on to say that in the smaller district you have no opportunity to delegate it, so you have to do all of the nitty gritty

Superintendent 3 has had consistent satisfaction in all the districts they have been employed in but felt that there are different levels of ownership participation and influence in a smaller district. Superintendent 3’s current district size is approximately 700 students. According to this superintendent, that while smaller districts provides for a lot of hands on and knowledge of individual teachers, custodians etc. you are also the

chief coke and bottle washer as Superintendent. In smaller districts, you don't have any assistant curriculum people.

This superintendent recalled that when working in a larger district they had an administrative counsel comprised of 8 or 9 administrators that met on a regular basis. Although this superintendent enjoyed the larger group and the opportunity for more ideas, more balance and more divergence, there was high satisfaction in both small district and larger district settings.

The superintendent stated, "Sometimes in a larger organization it is also harder to get things done consistently and to make sure that what was set out was shared more consistently through 7 buildings. It's a little easier to make it happen I think in 2 or 3."

Superintendent 4 has worked in very large districts where there were 22,000 students, smaller districts where there were 12,500-students and very small districts where there were 500 students. Superintendent 4's current district size is approximately 400 students. This superintendent believes that the size of a district impacts tremendously on job satisfaction personally because in a small district the superintendent can see every single thing that happen and can impact every single thing that happens. Superintendent 4 stated that in a large school district you saw global stuff but you didn't know what was happening in all of those classrooms and all those schools.

Superintendent 5 has worked in a variety of different school sizes but only in a small district as a Superintendent. Superintendent 5's current district size is approximately 600 students. So this superintendent's perception, in their opinion, that in a smaller district you are involved in so many more things it's hard to sometimes to pull yourself back into the Superintendent role. In addition, there are fewer people to delegate

things to. Superintendent 5 also said that in this way a smaller district in some ways may be harder than a larger district.

Superintendent 6 found this a little hard to answer because she had been an Assistant Superintendent in two much larger school districts. Superintendent 6's current district size is approximately 1000 students. Commenting this premise, Superintendent 6 stated, "I am many times involved on a Principal level almost as much as I am involved on a Superintendent level working in a small district. I like that. I have a lot of familiarity with a lot of the kids. I still have kids that matter of factly come up and give me a hug in the hall. So it's not only the size, it means a lot to me to be able to be in the position for the length of time that I've been able to be here.

Superintendent 7 made a conscious decision for to chose a district contained a certain grade level span. Superintendent 7's current district size is approximately 1300 students. Superintendent 7 stated that, "I have always deliberately and consciously made the decision to stay in relatively small districts under 2500 kids. Whether it is a K-12 or K-8 district, I don't want to ever be in a position where I don't know the names of my entire faculty. So for me I consciously made that decision to go small."

Superintendent 8 responded that the current district he is employed in is experiencing a tremendous growth in enrollment. Superintendent 8's current district size is approximately 1200 students. Although the district needed to build an expansion program in a ten year period, the superintendent believes the difference in growth now as opposed to ten years ago has made it more of a challenge. Superintendent 8 stated that, "I would have to say it has had a negative influence on my job satisfaction. First of all, with the growth and expansion, we have the challenge of the two building problems I

think too that the fact that you have to work harder and give more attention to acquiring and attracting new staff members, training new staff members and integrating them with the existing staff has made a difference as we've grown. In addition, our class sizes have increased dramatically and strained our resources. It created a myriad of problems even with things like parking, traffic, mail boxes - all those little things that take time away from you doing more important things.

When we had schools of 400 students, I thought those were ideal. Now we have schools that are approaching 700 students and we need more administrators, more teachers, more support and more of everything. We also do not have the same personal relationships that we used to have.

Superintendent 9 stated that the size of a district does have an impact on job satisfaction. Superintendent 9's current district size is approximately 2400 students. This superintendent, comprised of about 1200 students is the perfect size. The district has 4 elementary schools that are just under 400 students and a middle school that's a little bit large. This superintendent believes that there is a strong synergy having 6 thru 8 schools as opposed to having a two grade schools. It just lends itself in every aspect, not the least of which is the students, because of those building sizes; students see their school as a home. Superintendent 8 went on to say, "We clearly have neighborhood schools. We've achieved that by what we do with hallways, what we done with teachers teams. We literally have 3 teams within each grade level, so it's 9 little homes in each level. The sizes of the schools have led to a good school culture. That's a source of pleasure on coming in a district like this."

Superintendent 10 has been a Superintendent in a district with 800 students and a district with 1500 students. Superintendent 10's current district size is approximately 1500 students. It is this Superintendent's belief that the satisfaction he experienced in both districts might be linked to socio economics because one district was a blue collar and the other a middle class community. Superintendent 10 stated, "To me, the size of a district influences my job satisfaction a lot because I still like to have hands on with teachers and relationships in classes and get in and see students as much as possible. I am not convinced in a large district you can do that so in the district because when I was in a smaller district, I was in classrooms more than I am now. I think the 1500 to 2200 student district is probably the highest job satisfaction."

Superintendent 11 stated that there would be difficulty answering this question because his employment had only been in one district. Superintendent 11's current district size is approximately 600 students. Superintendent 12 believed that superintendents in smaller district wore hats than just that of the Superintendent. Superintendent 12's current district size is approximately 1600 students. This superintendent stated that it's almost as though you have to know a lot about everything and oversee everything. From speaking with other colleagues in larger districts, Superintendent 12 contends that a Superintendent appears to have greater freedom and time to pursue areas of interest. In addition, when you are in a smaller district, you are doing so many nuts and bolts and that some of those areas of which you are perhaps most interested certainly don't get enough time.

Superintendent 13 believes that the size of a school district influences superintendent job satisfaction a great deal. Superintendent 13 has a relatively small

school with about 525 students. This size gives the superintendent the ability to know the students and the staff on a very personal level.

When asked whether or not the size of a district influenced job satisfaction, Superintendent 14 responded, "Well, that's an interesting question because I think when I first moved into this position, I sort of had in my own mind, it's a small district and not as important as the people with those big school districts with 5000 kids. But that changed probably in a couple of months. I feeling, honestly, the job is a job, whether you have 500 kids or whether you have 5000 kids. I mean obviously you can't be as intimately involved with all those children in a smaller district but I think we all do the same thing because certainly all those same skills you talked about in those question you already asked still apply even with the bigger district."

Superintendent 14 is very satisfied because of the opportunity to get more involved in working with the children and knowing the children. Superintendent 14's current district size is approximately 600 students. This superintendent believes that certainly as far as sizes goes, a superintendent has those opportunities that superintendents probably may not have as many in a larger school district.

Superintendent 15 believes that being the Superintendent of a small district is much more satisfying because you become more involved in more aspects of the job. Superintendent 15's current district size is approximately 900 students. Additionally, this superintendent stated that when you are in a larger district, you are more of a manager. Superintendents in a smaller district, according to Superintendent 15, can be involved in curriculum, personnel, organization and structure and mentoring.

A third set of one question focused specifically on how gender impacts the role of superintendent and overall job satisfaction.

Research question 5.

What impact does gender have on job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

As a result of the interview process, several overarching themes have been identified upon analysis of interview question 3.0 pertaining to research question 5. The researcher asked each superintendent: In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Although few women hold superintendencies, some women have been successful in breaking the “glass ceiling” that exists in the educational arena. Women still dominate the teaching field and the superintendency is still largely held by men (Shakeshaft, 1989). In addition, Glass et al., (2000) reported that in AASA 2000 study that a majority of female superintendents think that gender barriers exist. The study also showed that most men feel that they do, as well, but to a limited extent.

Once again the research and information gathered during the course of these interviews did not entirely agree with the above referenced research that a majority of female superintendents think that gender barriers exist. Of the 15 superintendents interviewed as part of this study, one of the female superintendents unequivocally stated that there are gender barriers. She referenced the discrimination she feels from her male Board members. Another female superintendent interviewed in this study did state that she felt that male superintendents did not view female superintendents as being their equals. In her opinion, this feeling of equality between male and female superintendents

only comes about when both can share something in common other than the parameters of the job. In this female superintendent's case, golf was the link that made the relationship she had with male superintendent's more open.

Superintendent 1 is a female. She responded to this question by stating that we still have a glass ceiling and it's from the bottom up. In regard to gender, this superintendent believes that it's in getting into the interview process and getting the high paying jobs. Superintendent 1 stated, "It's still an old boys' network and I have interviewed. I've been there. There is still some concern about a woman with a doctorate. I think that there is stereotype that maybe she's cold and book smart and has no common sense. I do find that my Board is very disrespectful of my knowledge and my experience. They do not weigh my knowledge and experience into decisions. They don't factor it in at all. So gender plays a role. Don't let anyone tell you different."

Superintendent 2 is a female. She responded that ten years ago in Bergen County, she was one of 7 female Superintendents. During the time since, she has lost count of how many we have today but we certainly have a great of number of female Superintendents. Superintendent 2 stated that there are not many female superintendents in Bergen County that she certainly has had to rely on many of the male superintendents for mentoring advice etc. "I have found that the male superintendents have always been very helpful and very much want to be of help, so I almost think that as a female many of the male superintendents are feeling like they can help you. Many of them have been a superintendent for very long time. The superintendents have been very helpful and I believe that gender has not played a role in my job satisfaction."

Superintendent 3 is a male. Gender is not an issue for Superintendent 3 in terms of the roles and responsibilities. This superintendent is very interested in the gender issue having not being affected by it especially when it comes to leadership. This superintendent cited some research about gender identified behaviors. To this end, this superintendent spoke about the behaviors that were more effective for the position.

Superintendent 4 is a female. She stated that in her opinion, women make far better Superintendents than men. The researcher asked the superintendent to clarify her comment. The Superintendent responded, "I think woman pay much more attention to detail when it comes to curriculum. This superintendent believes that in terms of being a female superintendent, it has never negatively impacted her job satisfaction.

Superintendent 5 is a male. He stated, "Being male is the only gender I know and I'm not sure that I can really comment on that." I really never even thought about that in terms of how it appears for job satisfaction." The superintendent said that maybe his response to the question should have been that he is gender-neutral. He explained that depending upon the gender of the person that you have to work with sometimes it is easier to talk about certain things. For example, if you have a subordinate who is a female and is dressing inappropriately, it's sometimes easier to have another female subordinate person talk to that person about that and similarly if there's issues going on in the boy's locker room it's easier to have a guy go down there and deal with those things. In summary, this superintendent thinks that job satisfaction in terms of gender is 'situations specific'.

Superintendent 6 is a female. She stated that she is only female in a group of five. She recalled saying to the Region Board, "Don't hire a woman. I mean really don't hire a

woman.” Superintendent 6 stated, “She likes being the only female in this group. She doesn’t think about it very much and really doesn’t think it’s up there as the top of the priority list as an impacting negatively or positively.”

Superintendent 7 is a male. He believes that the gender of a superintendent is an irrelevancy. But, clarifies this statement, by saying, “That comment is from a male stand point and given the nature of what I think, many women have faced some difficulties trying to move forward in their careers. I think there is probably a very different perception between men and women because I don’t think men have faced many of the same issues that women have faced. So, on one level, I think men have had really almost unfair advantage in this position. We don’t have to worry about always interrupting our careers to have our children.”

Superintendent 7 believes that the gender issue is absolutely and unequivocally related to the tenure issue because the tenure dramatically reduced the overall pool of available applicants. He believes that it placed many Boards in the position where they think they had to consciously confront what their own personal bias might be about gender and about race. That’s maybe less cooperative but boy right now they are wonderful.

Superintendent 8 is a male. He stated that he had never thought about this issue. He recalled situations where he probably was cut some slack from some people over the years because he was a male. Superintendent 8 does not believe that the town he is currently employed in would have responded the same way in situations if the superintendent was a female. Superintendent 8 stated that in his district there is an

administrative team. 3 are women and 3 are men. Gender is never an issue and this superintendent does not see any overt signs that there is any issue with it.

Superintendent 10 is a male. He believes that there is little to none impact as to gender and job satisfaction. However, this superintendent stated that he was aware that at the building level a male Principal gets away with a little bit more than a female Principal. Although there is no evidence in the superintendency according to Superintendent 10, he has observed it on the Principal level where the demanding male will be accepted and the female will be called names because of her requirements or demands.

Superintendent 11 is a male. He said, "I've always felt that gender plays a role in leadership and there may be certain gender differences. I know philosophically and I have heard people suggest that if there were more female Presidents and Premiers, we might have fewer wars. I've heard it said by female teachers they would prefer to work for male administrators than female administrators. I'm not sure that I have an opinion but I think the diversity is necessary and helpful in situations but as to differences I am not very sure what they would be."

Superintendent 12 is a male. He was neutral on the subject. This superintendent did not really think the gender is important. He explained, "It's the person and it's the leadership. It's all the professional qualities that are not a male or female thing. A Superintendent regardless of the gender needs to be able to work with a whole host of people and regardless of the gender you better develop the skills in order to do so. So I don't see that is critical."

Superintendent 13 is a female. She does not believe that gender plays any role in job satisfaction. However, noted in the interview by Superintendent 13 was that if you go to the County meetings, there is a room full of men.

Superintendent 14 is a female. She stated, "I do believe that as a female and a Superintendent, there is still that underlying current that is still pervasive among the male Superintendents. I do feel that females have to be a notch better to prove ourselves to be better or you almost have to be male-like in how we respond, react and interact. When you show those kinds of male tendencies or qualities, I just get a little different sense of how I feel about our interactions. In fact one of the Superintendents actually said to me, 'Yeah, you're like one of the guys.' I said to myself, 'Yeah, I made it'. That's the truth."

Superintendent 15 is a male. He responded to the question by saying he is male and cannot comment about what it would be like to be a female. Superintendent 15 stated, "Maybe the Board would deal differently with a female Superintendent. It may come down to be chauvinistic. I think it's just that men go to work and women are home."

The fourth set of questions consisting of one question asked the subject to share their perception of the "crisis" in the superintendency.

To elicit this information from each superintendent, the researcher asked: There has been a great deal of research dedicated the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis?"

In the 2000 Study of the American Public School Superintendent, Glass et al., (2000) noted some issues do make the job tougher and may create a crisis. In addition,

Glass (2000) noted, that superintendents perceive that school districts are sorely under-financed, that high stakes testing and standards make their jobs more difficult, and that a third of school districts have special interest groups that advocate special concerns.

The responses from the 15 superintendents varied; however there were some common themes as related the federal and state mandates placed on educational accountability as well as the ability to keep schools funded with the educational programs that will best serve the needs of students. One superintendent felt that the “crisis” in education was the parents and Board members not wanting to be led by an educator and subsequently making decisions that affect kids with only half a point of view. One superintendent commented that the superintendency is becoming a “revolving door” and with the impact of the federal law S1701, districts are suffering from the constant change.

The remaining 14 superintendents in this study discussed the difficult role of a superintendent, the amount of responsibility and stress of the job, the financial impact on education, the stress of the position, the isolation of the position and the high stakes testing accountability as being the many factors that have led to the “crisis” in the superintendency.

Superintendent 1 thinks that first of all that teachers’ unions have a lot of power. This superintendent believes that districts where parents are highly educated and are used to getting their own way. Additionally, Boards do not want to be led by an educator, they want to be lead by their constituency and whatever the constituency thinks is right, and they only have half a view point. Superintendent 1 also believes the crisis is just that people don’t want to get out of the classroom or the principal’s office because they make

good money doing that. There's no sense in making a couple of thousand dollars more to take all this abuse.

Superintendent 2 responded to this question by referring to the tenure law which equates to a revolving door of Superintendents. Additionally, according to Superintendent 2, believes the crisis right now is budget and funding. This superintendent stated that he is in a small district that is being greatly affected by S1701. It is this decrease in funding that affects the staffing and therefore, the pool of candidates for administrator positions becomes a crisis also.

Superintendent 3 responded to this question by seeing the crisis in the superintendency as the lack of willingness of people to aspire to take the role of superintendent. This superintendent stated, "Superintendents are criticized. They are asked to do impossible things. They work the long hours. I think that unless Superintendents are really confident in their own skin and willing to really sit with your school board, either in the pre hiring early phase of your role as the Superintendent or an extended contract and build a consensus as to clear role expectations and what everybody is suppose to be doing, I think it would really difficult to lead. I don't think young administrators, not by chronological age but young in their administrative role are not given much of a chance to really grow and learn. I've been an administrator for over 20 and there's a lot more pressure now to be superstar real quickly."

Superintendent 4 believes there definitely is a crisis as superintendents are dealing with instruction, test scores and accountability. This superintendent stated that, "It's a tremendous amount of work and a tremendous amount of responsibility and quite frankly a lot of people look at me and say, 'Why do you do that? You could do something else and

make the same amount of money without that tremendous amount of responsibility.' My personal feeling is that I don't think people are being trained well enough to be become a Superintendent; therefore, they are shying away from it.

There are a couple of areas that Superintendent 5 brought up immediately upon being asked about the crisis in the superintendency. One is the idea of governance and that superintendents have a lot of responsibility that sometimes not as much authority. This superintendent believed that another crisis is that the job is so demanding and in many ways virtually impossible to do 100% well.

Superintendent 6 stated that the crisis in the superintendency is the revolving door of Superintendents. This, in the superintendent's opinion, can not be good for the district moving forward.

Superintendent 7 thinks the Superintendency in crisis because public education is. This superintendent stated that, "What is happening to us as Superintendents in many ways is representative of what I think of what is happening across the board. I think public schools are increasingly under pressure. I sometimes wonder if it is a breakdown of institutional respect. For me, given the intricacies of the relationship between academic performance and funding, where those mechanisms are tied together, I think it's politicized too much and probably manipulated in a real bad way."

Superintendent 8 sees the crisis in the superintendency as being the very basic level of attracting people to come into the profession given the stress of the job, the responsibilities of the job, the barriers that are been placed in a superintendent's way, the way the job is perceived and now with S170.

The other major barrier, in this superintendent's opinion is finding ways to combat the isolation of the position. It is important to make sure that there are support systems built in through colleagues, neighboring districts or our county associations.

Superintendent 9 stated that the first crisis in the superintendency is the pool of candidates who are willing to put up with the position. The second crisis, according to this superintendent, is merely numbers. Superintendent 9 stated, "People of my age are baby boomers. The bottom line is I am part of a humongous group of people used to working hard and getting we wanted kicking and scratching. So there is this big cohort of people that chose education as a profession, probably many of whom took this job when the other jobs were taken. Through the years, my cohort decided to go over to the dark side and become Administrators. Even a fewer bunch of us became Superintendents and by no accident, frankly, that the tenure law changed when the big group of people that I represent became Superintendents. The abolishment of tenure has had the affect of number one: decreasing the pool of candidates and at the same time the ones who are finally stupid enough like me to decide to go for this position."

Superintendent 10 sees one area of crisis as time commitments. It is this superintendent's opinion that there are so many demands and there is virtually no getting away from the job whether it's weekends or vacations. Superintendent 10 also believes the crisis in the superintendency is the inability to satisfy all the needs of different groups. The instructional needs, the public perception needs, the Board's requirements and the administrative team to name a few. Harry Galinsky [professor at Seton Hall University] said years ago, 'Every year because of the decisions you make you lose 10% of your constituency so don't stay more than 10 years.'

Superintendent 11 viewed the crisis in the superintendency is that fewer and fewer people want to deal with the public because of the change in the culture. This is due to less politeness, the heavy politics and lack of financial support. In this superintendent's opinion the job is almost in danger of becoming totally undesirable and unworkable because of the change in the structure. The NCLB requirements and the burden on the administrators to ensure that their staff meets the mandates is also part of what is putting the superintendency in crisis, according to Superintendent 11.

Superintendent 12 believes that the supply of Superintendents is definitely one of the biggest crisis' in the superintendency. He believes that there are fewer of people who want to sit in the superintendent seats and handle all of the aspects of the job. In addition, this superintendent believes that the need for superintendents to wear all of the hats, work within the confines of federal mandates while trying to do it all is what is causing the crisis in the superintendency

Superintendent 13 maintains that people don't want the job because there is no limit to that what you are responsible for. Additionally, this superintendent stated that the responsibility aspect at this job for me is overwhelming. Superintendent 13 stated, "If you add k-8 that's under construction, public opinion that they don't need administration, the 2% surplus, you wonder how you can operate a district successfully.

Superintendent 14 thinks the job has become so much more political that does not see many people aspiring to do it because you can't make any kind of decision or make a move without being concerned is the district going to be sued. Superintendent 14 believes that what has made the position so difficult is the need for the superintendent to please the

Board, please the community members, please the mayor and counsel, please the parents and please the administrators, the teachers, the children and the vendors.

Superintendent 15 proposes that Boards of Education and the community people think they know more about education than the Superintendent does. As a result of this, Superintendent 15 believes there is no more tenure in the Superintendency every year there are new members to the Board. These new Board members could have nothing to do with your hiring. They have not bought into your philosophy and they have their own agendas.

The fifth set and final question was intended to summarize the interview by focusing on the advice the subject would give to a new superintendent about job satisfaction. The researcher asked each superintendent: If you were advising a new superintendent about job satisfaction, what would you tell them?

Glass et al., (2000) reported in the ten-year AASA study that there were two factors that inhibited and caused increased stress levels to both first year and experienced superintendents: 1) inadequate funding and, 2) too many insignificant demands (trivia and time management). State testing and assessment programs as well as board micro-management were also noted by both groups of superintendents. According to Glass (2000), the superintendency has always been a stressful occupation. In the 1983 American Association of School Administrators (AASA) Ten-year Study, 46 percent of superintendents indicated that they felt considerable to very great stress. In the 1992 and 2000 studies, the percentage had slightly increased to 50 percent.

All the superintendents interviewed in this study commented that there is a great deal of stress in the superintendency as a result of the numerous demands of the job from community and Board members as well as state mandates. It was important that new

superintendents understood this before assuming the position. One superintendent commented, “I would make sure that whoever is beginning as Superintendent understood the complexities of the role and the demands of the role and what they were getting into. It is important that they weren’t surprised or discouraged or disillusioned”.

In addition, emphasis was placed by three of the superintendents that it is very important that new superintendents carve out time for themselves. One superintendent remarked, “The job of Superintendent includes 14, 16 and 18-hour days and it is important that a new superintendent has some interests outside of the job.” Another superintendent stated, “It is important that a new superintendent understand the complexities of the role and the demands of the role and what they were getting into. It is important that they aren’t surprised or discouraged or disillusioned”.

Superintendent 1 would tell a new superintendent not to fall in love with their school district. Additionally, it was stated they should be evaluating the board as the board is evaluating them and that they should keep their resume updated. This superintendent remarked that that the tone of boards can change and it can be a tremendous effect on you.

Superintendent 2 would tell new superintendents that they need to carve out time for themselves. The job of Superintendent includes 14, 16 and 18-hour days and it is important that a new superintendent has some interests outside of the job. Superintendent 2 says that you can’t be really good and strong as the Superintendent if you can feel that you’re really being run ragged.

According to this superintendent, people will always say, ‘Well, gee, could I have more information? Can you do this? Can you do that?’ So it is important to set the

perimeters of what you're not only capable of doing, but what you are willing to put into that job. Superintendent 2 stated, "I think the job will become overwhelming and can be depressing and for sure there would not be job satisfaction at the end of the day because you will be saying, 'Why am I doing this?'"

Superintendent 3 admits that he did give advice to people because he has been in this county a long time and people always ask him. He said that he would encourage people to seek the Principalship as long as they enjoy it and for a longer period of time. He would recommend maybe 2/3 of an administrator's career to be dedicated to teacher/principal role and maybe 1/3 or less in terms of the central office role. Reasons for this include the amount of pressures, expectations, etc.

Superintendent 3 stated, "I would make sure that whoever is beginning as Superintendent understood the complexities of the role and the demands of the role and what they were getting into. It is important that they weren't surprised or discouraged or disillusioned. I would encourage people considering the Superintendency to spend time with Superintendents and get on committees. I would tell them to, 'Go for it,' because it is exciting, rewarding and very satisfying. However, it is exhausting and you just gotta have strong shoulders. You can't have thin skin. You need a little bit of an ego and a little bit of an attitude. Say, 'Hey, I know what we are doing. Just follow me. I'll take you there.'"

Superintendent 4 said that the most important thing is to really develop that relationship with your Board. According to this superintendent, if you have your Board with you, everything thing else will come.

Superintendent 5 would tell a new superintendent that he or she would need to not only hope to find the satisfaction in the job that they are going to; but to have a lot outside interests and make sure they leave time for those outside interests. Superintendent 5 stated that, "If you put all your eggs into the job as being your life and your satisfaction, you're gonna end up being a very unhappy person. That's how I survive. I have a lot of outside things that I like to do."

Superintendent 6 would tell a new superintendent that you just don't do this job unless you love it. There needs to be something about the challenge of it. Superintendent 6 said that new superintendents need to get a real feel of the pulse of what's really going on.

Superintendent 7 said that, "This job is not for everybody - not by any stretch of the imagination. But the longer I stay in it the more, I can't imagine doing something else. The ability to just act and make change occur on a such a global level while simultaneously being able to go to the other end of the spectrum and do things so global for a single kid is really a magnificent thing to be able to do.. It really is. I don't think most other people understand our job and I think sometimes we don't educate people enough about what we do.

Superintendent 8 would tell a new superintendent that one of the ways to achieve job satisfaction is to build coalitions of people. This would mean devoting much of your time initially to working with staff members, with students and the community members. In this way, people will have the opportunity to develop a sense of trust and to get to know you. This way when there are issues in the community, people will give you and the schools the benefit of the doubt. Superintendent 8 stated, "You have to do your

homework. You have to speak with people. You have to do the research. You have to consult. You have to educate yourself and when you get to a point when you think something is good for kids, you have to be willing to take some risks even though the threat of failure might be there and could affect your job security.”

Superintendent 9 would tell a new superintendent that match is very important. This superintendent would suggest that a new superintendent not to go for salary and not to go for how close it is to your home. According the Superintendent 9, “I would go for the same thing I tell my teachers when they sit at this desk and I am considering hiring them. I tell them thank you very much for coming in and that we had a very nice interview. Then I tell them like the Continental Airlines line which is ‘We understand that you have your choice’ as a teacher as to where you end up going. I would the same thing to Superintendent being offered the position.

Superintendent 10 said that the first thing he would say is that the superintendency is a wonderful profession. It’s a great place to be and you can have an impact and make a difference. This superintendent would say to an aspiring Superintendent that they should enjoy it but they need to have thick skin. In addition, Superintendent 10 would advise aspiring Superintendents to feel the culture and not try to change the culture. Live in it. Exist with what exists for at least 6 months to a year before you make dramatic changes because your changes will be washed away from tradition and you won’t have the impact you will a year later.

Superintendent 11 would tell a new superintendent that what they need to make a go of it is having a temperament that is fundamentally optimistic. It would be important

to have the ability to rebound psychologically and new superintendents should go in with their eyes open and know there are issues.

Superintendent 11 would also urge the person to seek a balance in life because you have to have a support network to bend and deal with issues

Without hesitation, Superintendent 12 said, "Cease the moment". Superintendent 12 mentioned that a new superintendent should not be so concerned about longevity that you sacrifice your core beliefs. This superintendent believes that if you work hard and work honestly, communicate well; most of the time you'll feel a sense of reward.

Finally, Superintendent 12 would advise a new Superintendent to learn as you go. Never stop learning.

Superintendent 13 advises a new superintendent to become a Principal and not a Superintendent. This superintendent said in the course of the interview, "I think one of the reasons I am going to hold on to the principalship is I get to be in the classroom a lot and I like being in contact. Some Superintendents don't have student contact and I think that's what keeps you going. I think that's why initially we got into education to begin with. Without that and then you add to that the paper work and the other aspects of the position, why would you want this job? I was saying that it would be hard for me to sell the Superintendency."

Superintendent 14 thinks you just have to be happy in the position you are. This superintendent understands that that sounds very simple, but thinks that if it comes down to who you are as a person, you have to know yourself. That is when you handle the difficulties and handle the issues. According to Superintendent 14, "All the other skill stuff you can learn in the classes and read the books. But you know what? You can do

all of that; but if you don't have the skills in you and the common sense and a little bit of savvy and a political awareness, I don't know how you can teach someone to do that. I think you have to be genuine and you also have to be willing to stand up for the issues.”

Superintendent 15 offers the following advice to a new superintendent, “Be true to you. You are never going to be satisfied. You are never going to be satisfied in a job if you're not able to follow your conscience. Pick and choose your battles. It is all about your character, about who you are, what you can live with and what you can't live with. Superintendent 15 continued to say, “When you cross that line because of security and do something that you really don't believe in because you don't want to lose my job or you don't want to make somebody unhappy with me; that lead to greater unhappiness. You will one day look at yourself and say, ‘Who am I? ‘What am I doing?’” and ‘Why isn't this thing working?’ I would tell them that it is not working because you are not who you said you were. You have to be who you are and you have the hope that what you do will be accepted and you let your work speak for you.”

Summary

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of public school superintendents in Bergen County, New Jersey public school districts (DFG I & J). Qualitative research methodology was utilized to gain insight about these findings. Chapter IV includes a summary of the interview responses, conclusions that can be drawn from the study and recommendations for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of public school superintendents in Bergen County, New Jersey public school districts (DFG I & J). Chapter I presents the problem to be studied: What is the perception of job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). Chapter II contains a review of literature that focuses on job satisfaction of the superintendent and how gender and district size (student population) impacts the perceived job satisfaction of superintendents. Chapter III contains a description of the methodology used in this study to evaluate the responses of the superintendents. Chapter IV includes an analysis of data collected. Chapter V offers a summary, conclusions and recommendations for policy, practice, and future research.

Five research questions were asked: (a) What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey? (b) What is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (c) What is the

perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (d) What impact does the size of a district have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (e) What impact does gender have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

In order to address these research questions, 15 superintendents were interviewed in their offices and asked questions related to the research questions.

Summary of Research

There are many conflicting viewpoints as to whether superintendents are satisfied with their positions. Literature is strewn with variables that have and will continue to play a role on superintendent job satisfaction and dissatisfaction. The brief history of the superintendency speaks to these changing times and the impact it has had on the superintendent's overall job satisfaction. The researcher analyzed the responses in order to determine the perceptions of job satisfaction of each superintendent and subsequently draw conclusions based on similarities and differences in responses. The findings of this study are enumerated in the following paragraphs.

Research Question 1 was *What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?* In order to elicit these perceptions, participants were asked two questions: *In your opinion or perception, what aspects of your job are you most satisfied with?* and *In your opinion or perception, what aspects of your job are you most dissatisfied with?* Schultz (1982) defined job satisfaction as "the psychological disposition of people toward their work and this includes a collection of numerous attitudes and feelings." In this way, satisfaction or

dissatisfaction in a job depends on a large number of factors from where employees eat their lunch to the sense of self fulfillment they may receive from doing their jobs (Newby, 1999). Robbins (1996) explained job satisfaction as essentially a general attitude that employees take toward their job. The researcher found that 8 of the 15 superintendents interviewed responded to this question by commenting how much they enjoy their ability to collaborate with many different groups: teachers, community, board of education members, students and other administrators as being the source of the greatest satisfaction. In addition, the ability to promote change on a global level was a satisfying aspect to 7 superintendents. This majority response to this question supported the literature as reported in the 2001 Public Agenda Report. This report was based on in-depth surveys of 853 randomly selected public school superintendents and 909 randomly selected public school principals and found that most school leaders are content with their jobs according to Farkas, Johnson, Duffett & Feleno (2004). The 2001 Public Agenda Report cited one superintendent as saying, "I'll get a lot of superintendents together, and we'll sit around and we'll complain, and then somebody asks the questions, "Do you like your job?" Everyone will say, 'I love it'" (p. 3).

Another measure of job satisfaction that seems particularly relevant to the school superintendent position is the relationship between centrality, leadership, and satisfaction. According to Gortner, Mahler, and Nicholson (1989), centrality in communication and task networks are linked to job satisfaction. The ability for the superintendents to work collaboratively with members of community and educational environment was the most common satisfier.

When the researcher asked the superintendents: *In your opinion or perception, what aspects of your job are you most dissatisfied with?* Seven of the 15 superintendents were dissatisfied with their relationships with their Board of Educations and experienced of difficulty in “keeping everyone on the board happy”. The researcher found that the responses to this question were aligned with the literature on job satisfaction for school superintendents as discussed in Chapter II. Superintendents in the study spoke at length about the inability to satisfy all stakeholders. The majority of them found that they could not satisfy everyone else; including all their major constituencies of students, teachers, staff, and community members and this was a source of great dissatisfaction. There is a great deal of importance placed on relationships from a superintendent job satisfaction perspective as well as an administrator turnover perspective. Kowalski (1999) is contributing to a renewed interest in the research on superintendent-school board relations as high rates of administrator turnover are becoming more of the norm.

Five superintendents in the study were dissatisfied with “the increasing intrusion of mandates and outside influences, politicians and state changes, budget cuts and all those things that take them away from their time during the day in working the kids in improving instruction.” In a recent study of the superintendency (Glass, Bjork, & Brunner, 2000), almost 60% of the surveyed superintendents reported that community pressure groups were operating their districts. In addition, superintendents and members of local boards of education are pivotal actors in reforming public schools. As our nation becomes more ethnically and racially diverse, more complex with differing expectations for schooling, and more contentious as individuals and groups engage policymakers to support their interests, community conflict is inevitable (Blumberg, 1985).

Finally, there were 3 of the 15, or 20% of the superintendents interviewed, who stated that there was not one aspect of their position in which they were dissatisfied.

The next two research questions in the study focused on questions that elicited the perceptions of the 15 superintendents as they related to intrinsic and extrinsic areas of job satisfaction. As cited in Chapter II, Herzberg (1966) suggested a two factor theory wherein job satisfaction is composed of intrinsic and extrinsic factors. Intrinsic factors consist of work dimensions of autonomy and responsibility (p. 1). Additionally, Herzberg, Mausner, Peterson, & Snyderman (1959) differentiated intrinsic and extrinsic factors of job satisfaction. They found that intrinsic factors contributed to job satisfaction and extrinsic factors were related to job dissatisfaction.

Research Question 2 asked what is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? In order to elicit these perceptions, participants were asked three questions. In a research working paper written by Susan J. Linz, a research fellow at Michigan State University, intrinsic job characteristics are those factors which influence the perceptions of workers about themselves and their work (Linz, 2002).

When superintendents in this study were asked: *In your opinion or perception, how important is the amount of freedom you have on your job?* All of the superintendents interviewed in this study stated that the amount of freedom they have on the job is extremely important. Two out of the 15 superintendents interviewed were satisfied with the amount of freedom on their job because they could devote time to their families. The 13 remaining superintendents were also very satisfied with their amount of freedom on the job because it gave them the ability to make the best decisions for

students in their districts. As one superintendent stated, “The ability to have the freedom to do what is right allows the superintendent the opportunity to do the work”.

In your opinion or perception, how important is it to you to develop your skills and abilities at your job? All the superintendents interviewed in this study stated that there was a great deal of importance in developing skills and abilities at their job. Two superintendents referred to themselves as “life long learners”. Six superintendents discussed the importance of “staying current” with the newest educational topics. Based on the perceptions of the superintendents interviewed in this study, the researcher can conclude that each is most interested in sustainable leadership. Sustainable leadership systems provide intrinsic rewards and extrinsic incentives that attract and retain the best and brightest leadership candidates. Systems like these provide time and opportunities for leaders to network and learn from and support one another. According to Gortner, Mahler, and Nicholson (1989), centrality in communication and task networks are linked to job satisfaction. In other words, those who are leaders and have the most access to information are likely to be the most satisfied.

Five superintendents felt strongly about developing their skills and abilities at their job and often did so by attending in district and out of district professional development workshops as well as participating in national conferences. Another measure of job satisfaction that seems particularly relevant to the school superintendent position is the relationship between centrality, leadership, and satisfaction. In other words, those who are leaders and have the most access to information are likely to be the most satisfied. The researcher concluded that the superintendents derive a great deal of intrinsic

motivation and satisfaction and importance in developing their skills and abilities at their jobs.

The next question related to research question 2 asked the superintendents: *In your opinion or perception, how important is it to you to accomplish something worthwhile at your job?* Intrinsic satisfaction is derived from the ability to use individual ability and talent. Examples include a feeling of responsibility, challenge, recognition result from variety, autonomy, identity and significance. The school superintendent sets the tone for the district, supports specific philosophies and policies, and may support programs that a percentage of citizens in the district find offensive or simply too expensive. Thus, school superintendents may find their job tenure short, and often serve as lightning rods for community controversies. They become symbols, and often scapegoats, replaced when communities or school boards cannot come to agreement about district policy or direction.

The ability to affect change in a positive manner was the prevailing theme throughout all the superintendents' responses to this question. The prevailing response is best stated in the words of Superintendent 4, "Accomplishing something worthwhile is always important and it is probably what drives me to do what I do. Whether it is implementing new programs, implementing new curriculum, watching children learn or being in classrooms and watching the programs that you've recommended actually happen to kids, it is extremely important. Superintendent 4 said that when you are in a small district you can see all of the little and big accomplishments daily."

As noted in Chapter I, Weiss et al., (1977) defines extrinsic satisfaction as satisfaction derived from factors/reinforcers in the work environment that are extraneous

to the work itself (i.e., salary; Weiss et al., 1977). According to Herzberg (1966, 1976) extrinsic satisfiers, or hygienes, are job characteristics that are controlled externally and contribute to dissatisfaction within the job experience. Extrinsic outcomes include pay, working conditions, and co-workers relationships.

Research Question 3 was: *What is the perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?* In order to elicit these perceptions, participants were asked three questions: In your opinion or perception, what impact does the lack of tenure have on your job security? Capasso, Monahan & White (1998) reported that the tenure law remained in its original form until 1991 when the New Jersey Legislature amended the state tenure law to exclude all public school superintendents appointed after August 1991. As stated in Chapter II, most superintendents are not in tenure track positions. They serve at the pleasure of the school board and are usually employed under terms of a negotiated contract.

The responses from the 15 superintendents interviewed varied as to the impact of the lack of tenure had on their job security. The majority of superintendents in this study nine (9) stated that the lack of tenure did not impact their job security and in some cases it allowed them to become more of a “free agent” in the job market. As cited in Chapter II, Hayes (2001) stated that is a major factor to consider when studying high turnover rates is that many superintendents are voluntary moving for more lucrative superintendencies. Two of the superintendents interviewed were tenured as they have been in their position for over 30 years and therefore this question did not apply to their overall job satisfaction. However, important to note, that although the two superintendents were tenured, they could understand the fear and uneasiness new superintendents could face as a result of the

lack of a tenure law. One of the tenured superintendents did comment on the “new superintendents coming into a district could be severely impacted by the political pressures”.

Three superintendents felt that that lack of tenure of superintendents had a great deal of impact on job security because they could no longer do their job “fearlessly”. This finding supported the literature cited in Chapter II. Studies conducted by Glass et. al., (2000) have indicated that the average tenure of superintendents is at least five years, even in supposedly volatile urban settings. While almost a quarter of superintendents serve less than three years, the majority appear to have a reasonable amount of time to make an impact on their districts. Lashway (2002) also concurred with this statement. He has found that although fears exist of a dwindling pool of applicants, studies have shown that the average tenure of a superintendent is at least 5 years and that many are largely confident and committed, if sometimes frustrated. Furthermore, superintendents have to balance instructional, political, and managerial roles, all of which are necessary and sometimes conflicting. It, therefore, is not surprising to the researcher that 3 of the superintendents felt that they were impacted by the lack of tenure.

Two superintendents stated that the lack of tenure had no impact on their job security and stated that “if you are really good at what you do, it is not going to impact”.

In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? All 15 of the superintendents agree that the relationship with the Board impacts their job satisfaction. One superintendent spoke freely on the relationship with the Board and how negatively it impacted job satisfaction. The impact in this case was so severe that there were physical and mental repercussions.

Carter and Cunningham (1997) stated that while administrators, including school superintendents, have been excited by the ideas of various thinkers like Peter Senge, their constituencies have not. Consequently, this has initiated a basic discrepancy between what the interest groups want from the schools and what the school superintendents believe is necessary for the schools to be successful and the students to thrive. More often than not, each has a different agenda and the conflicting viewpoints create tension among the parties. This leads to dissatisfaction on both sides: the public becomes dissatisfied because its multiple agendas are not being addressed completely and the school superintendents' become dissatisfied because they see that the agendas set before them are not going to allow them to incorporate their visions of the new directions that schools must take to be successful in the future.

In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? All 15 of the superintendents in this study stated that the respect and friendliness of your co-workers attributed to their overall job satisfaction. This finding corresponded with the Hawthorne study and as cited by Houser and Chace (1993) as it was an indicator of the research on job satisfaction. As Houser et al., (1993) also stated that, "Investigators found that workers influenced the behavior of their coworkers and a sense of belonging to the work group was pursued. Prior to this time, there was little expressed interest among employers to understand job satisfaction." Six of the 15 superintendents stated within their response to this question that respect from co-workers is more important than friendliness of their co-workers. One superintendent in the study believed that superintendents do not have any co-

workers. They have subordinates and once again, the respect those people have for the superintendent is most important.

Research question 4 asked what impact the size of a district had on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey. In order to elicit these perceptions, participants were asked one question: In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent? When reviewing the literature on size of a school district, what became clear was that the literature supported the notion that the size of a school district was directly proportionate of the superintendents' salary. As cited in Chapter II, Hayes (2001) stated that frequently, both the salary and prestige of a chief school administrator position are determined by the number of students attending a district. According to Glass et. al., (2000) salaries are greatly affected by district size and location, as well as the history of the district or surrounding districts. In addition, Glass notes that the size and wealth of a district seem to be two primary factors in determining the nature of superintendent compensation packages.

However, when reviewing the superintendents' responses to this question, the researcher found that not one superintendent discussed salary as it related to his or her district size as a factor in terms of job satisfaction. The fifteen superintendents interviewed felt small districts, regardless of their own district's size was a good size and elicited high job satisfaction, enabled the superintendents the ability for the to communicate with all parties daily and have a hands on approach to all aspects of the district. Three of the superintendents had had the opportunity to work in a much larger district than the district they are currently employed in and found that although in a small

district a superintendent becomes “chief cook and bottle washer,” their was true sense of job satisfaction. This finding did parallel Swift’s (1984) article in which he stated there are intrinsic examples of small schools: low pupil teacher ratio and individualized instruction, the opportunity to know students and their families and the satisfaction of watching students progress, the opportunity to influence curriculum and administration and the community involvement in the schools.”

This statement was echoed in the interview conducted with one of the Superintendents who stated, “I am many times involved on a Principal level almost as much as I am involved on a Superintendent level working in a small district. I like that. I have a lot of familiarity with a lot of the kids. I still have kids that matter of factly come up and give me a hug in the hall.”

Research Question 5 asked *What impact does gender have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey.* In order to elicit these perceptions, participants were asked one question: *In your opinion or perception, how does gender impact the role of superintendent and your overall job satisfaction?*

Of the six female superintendents interviewed as part of this study, one of the female superintendents unequivocally stated that there are gender barriers. She referenced the discrimination she feels from her male Board members. Brunner (2001) as referenced in Chapter II supports this finding as he indicated that many women who have been able to achieve the position of superintendent have resigned their school leadership roles and have taken a lower position in another school district because of the lack of

support from some school board members and district stakeholders soon after they occupied these positions.

Another female superintendent interviewed in this study did state that she felt that male superintendents do not view female superintendents as being their equals. In her opinion, this feeling of equality between male and female superintendents only comes about when both can share something in common other than the parameters of the job. In this female superintendent's case, golf was the link that made the relationship she had with male superintendent's more open.

The remaining thirteen superintendents in this study, both male and female, did not view gender as being a factor of satisfaction or dissatisfaction in regard to their job satisfaction. The researcher concludes the following: one, the small sample of superintendents interviewed did not view gender as a factor in their job satisfaction and this could be related to the small sample size or the DFG I & J grouping of district superintendents participating in this study; two, Brunner (1999), research studies found that focus on women in school administration are conducted almost entirely by women, perhaps indicating that this literature is not considered to be an important field of study for many other researchers in education. Therefore, further research solely devoted to the area of job satisfaction and gender ought to be conducted to determine if in fact the sample size of this study represents a larger superintendent population viewpoint on gender.

A final area of questions for the fifteen superintendents interviewed focused on the "crisis in the superintendency". The question the participants were asked is as follows: There has been a great deal of research dedicated to the "crisis" in the

superintendency. In your opinion or perception, what areas of the superintendency are in “crisis”?

According to Paterson & Kelleher (2005) school leaders remember the good old days when resources were adequate, school boards were stable, superintendents stayed for a while, and forces outside the school district trusted those inside the school district to do the best job possible educating students. It used to be smooth sailing. The researcher found that statements made by Paterson and Kelleher were supported by the superintendents’ responses to this question. The responses from the 15 superintendents varied. However, there were some common themes shared by the superintendents related to the federal and state mandates placed on educational systems. One superintendent felt that the “crisis” in education was directly related to the parents and Board members “not wanting to be led by an educator and subsequently making decisions that affect kids with only half a point of view”. As expressed in Chapter II, in exploring the literature on job satisfaction for school superintendents, the focus appeared to be on how school superintendents and school administrators needed to satisfy everyone else, including all their major constituencies of students, teachers, staff, and community members; this might be an indicator as to the state of job satisfaction of school superintendents.

One superintendent commented that the superintendency is becoming a “revolving door” and with the impact of the federal law S1701, districts are suffering from the constant change. As articulated in Chapter II, the complexity of the superintendent’s position has increased, so have fears of a dwindling pool of qualified leaders. Cooper, Fusarelli & Carella (2000) found that almost 90 percent of the superintendents they surveyed agreed that the applicant shortage represents a crisis in the

superintendency. Houston (2001) cites a number of trends that have made district leadership so difficult: changing demographics and growing diversity, a fragmenting culture, deregulation in the form of vouchers and charter schools, decentralization of power, and increased accountability with no additional authority.

The remaining thirteen superintendents in this study discussed the difficult role of a superintendent, the amount of responsibility and stress of the job, the financial impact on education, the stress of the position, the isolation of the position and the high stakes testing accountability as being the many factors that have led to the “crisis” in the superintendency. According to Cuban (1985) to some extent stress is intrinsic. The superintendent is caught in the politics of keeping the bureaucracy satisfied and of keeping the board satisfied. Those are invariably in conflict. In addition Cuban reported that stress within the superintendency has fluctuated during the last century. It rises when money is scarce, expectations of schools are high, and communities are changing.

As stated in Chapter II, there is considerable evidence that the superintendency is a high-risk job, as many urban districts struggle to fill vacant superintendent positions, and tenures of school superintendents are often short, fraught with controversy, and the source of legal battles and civil settlements. Crisis is a term and a feeling that pervades many of the discussions on the superintendency. One can only ask: Why would someone want to become a superintendent? When they do become a superintendent, are they satisfied with the aspects of the job?

The final question in this study asked the superintendents to share any insight they could give a new superintendent entering the profession. The question the participants were asked is as follows: If you were advising a new superintendent about job

satisfaction, what would you tell them? All the superintendents interviewed in this study commented that there is a great deal of stress in the superintendency as a result of the numerous demands of the job from community and Board members as well as state mandates. One superintendent commented, "I would make sure that whoever is beginning as Superintendent understood the complexities of the role and the demands of the role and what they were getting into. It is important that they weren't surprised or discouraged or disillusioned".

A central theme threaded through out the responses to this question was the importance of new superintendents leading a balanced life. As result of the complexities and demands of the position, new administrators entering the position of the superintendency understand that they needed to "carve out time for themselves" because the job can be overwhelming and without a release. Winkler (2005) in an article he wrote entitled *Balancing on the Edge*, wrote:

Resilience is about balance. There are four points of balance when climbing: two hands and two feet. Three points of contact equally distributed will maintain balance; the fourth point – a hand or a foot – can be used for rest or for work. If for some reason there are only two points of contact, there is a good chance we will lose our balance and fall. (p. 43)

Long (1995) concurred with Winkler and further stated that work plays a powerful role in people's lives and exerts an importance influence on their well being. Although employment in superintendency can be an exciting challenge for many individuals, it can also be a tremendous source of stress.

Conclusion

The purpose of this study is to investigate the perceived job satisfaction of k-8 superintendents in Bergen County, New Jersey public school districts (DFG I & J). This study will also examine the aspect of gender of the superintendent on the perceived job satisfaction of public school superintendents in Bergen County, New Jersey public school districts.

Five research questions were asked: (a) What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey? (b) What is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (c) What is the perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (d) What impact does the size of a district have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? (e) What impact does gender have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey? In order to address these research questions, 15 superintendents were interviewed in their offices and asked questions related to the research questions.

Research Question #1

What is the perceived level of job satisfaction of k-8 superintendents in public school districts (DFG I & J) in Bergen County, New Jersey?

All responses but one indicated a perceived level of high job satisfaction. The superintendents indicated that they were satisfied with their ability to make a difference in the education of children, the ability to collaborate with many stakeholders about the

district and build relationships. The one non-conforming response from a superintendent indicated a low level of job satisfaction and this was primarily due to relationships with the Board of Education.

Research Question #2

What is the perceived level of intrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

All responses indicated a perceived level of high intrinsic job satisfaction. The superintendents indicated that they were satisfied with the amount of freedom they have on the job, the ability to develop their skills and abilities at their job, and the importance of accomplishing something worthwhile at their job.

Research Question #3

What is the perceived level of extrinsic job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

All responses indicated a perceived level of high extrinsic job satisfaction. Of the three interview questions that were associated with determining the perceptions of superintendent extrinsic job satisfaction, the question referring to the impact the lack of tenure had on the superintendents' job satisfaction, two superintendents indicated that it had a great deal of impact. Thirteen superintendents were not impacted by the lack of tenure. In regard to the two other interview questions related to extrinsic job satisfaction: relationship with the Board of Education and relationship with co-workers, all superintendents responded that that these relationships were extremely important for their levels of job satisfaction.

Research Question #4

What impact does the size of a district have on job satisfaction of k-8 superintendents in public school districts in Bergen County?

All responses indicated that the size of a school district does impact their job satisfaction. The superintendents indicated that they were satisfied with the size of their districts because of their abilities to interact with parents, faculty and students on a daily basis and become more involved in the daily operations of the schools in their district as a result of their small districts.

Research Question #5

What impact does gender have on job satisfaction of k-8 superintendents in public school districts in Bergen County, New Jersey?

All responses but one indicated that gender has no impact on their job satisfaction. The one non-conforming response from a superintendent indicated unequivocally that there are gender barriers. She referenced the discrimination she feels from her male Board members.

Recommendations for Future Research

Research Recommendations

- 1) A study of job satisfaction of superintendents as it relates to district size.
- 2) A quantitative study of job satisfaction of female superintendents in K-8 districts in New Jersey.
- 3) A study of the job satisfaction of superintendents from an educational background and those from a business background.

- 4) A study of the role of gender in the job satisfaction of superintendents. Female superintendents should be studied by a qualitative approach to more clearly understand their perception of any gender bias.
- 5) A study of job satisfaction of superintendents and job satisfaction of principals to determine if and why there is a different level of job satisfaction.
- 6) A study of job satisfaction similar to this study that investigates the perceptions of job satisfaction of superintendents in lower district factor grouping districts.

Practice Recommendations

- 7) A study of job satisfaction of first time superintendents as opposed to those who have held multiple positions.
- 8) A study that investigates the role of the No Child Left behind Act and its impact on superintendent job satisfaction.
- 9) A study on superintendent-school board relations as it relates to high rates of administrator turnover.
- 10) A study that examines the political climate in a community and the climate's effect on the superintendent's job satisfaction.
- 11) A study of the perceptions of job satisfaction of superintendents as it relates to their time spent in the position. Does the amount of time a superintendent of a district impact their level of job satisfaction in a positive or negative manner?

Policy Recommendations

- 12) A study that explores the different types of Board of Educations and the Boards relationship with the superintendent and the impact of the relationship on the superintendent's job satisfaction.

- 13) A study of the removal of tenure for superintendents to gain a better understanding of the “free agent” premise.
- 14) A study of tenured and non-tenured superintendent job satisfaction.
- 15) A study on who creates policy in a school district – the superintendent or the Board of Education? How does this impact superintendent job satisfaction?
- 16) A study that investigates tenured superintendents who have chosen to relinquish their tenured position and become superintendent in another district.

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APPENDICES

Appendix A
Superintendent's Letter

Dear Superintendent;

My name is Lauren Schoen. I am completing a doctoral dissertation in Education Administration at Seton Hall University, College of Education and Human Services, on the subject of Superintendent Job Satisfaction. The title of the study is "*Perceptions of Job Satisfaction of K-8 Superintendents in (DFG I & J) Districts in Bergen County, New Jersey.*" I would like to interview you in person, asking three background questions and approximately twelve open-ended questions, so that we may discuss this important topic and so that I may gain your perceptions about this topic. The open-ended questions explore areas of intrinsic and extrinsic job satisfaction, superintendent gender and its influence on job satisfaction, and other areas that may occur to you. The interview should take approximately forty-five minutes.

The interview would be held at your office or at a mutually convenient place and mutually convenient time. I will make notes of your responses and would like your permission to tape-record our conversation. The confidentiality and anonymity of all interviews and of all schools and districts will be preserved. This information will be used solely for the purpose of analysis and all notes and tape recordings will be destroyed at the conclusions of the study. Prior to that, all notes and recordings will be kept under lock and key in my home. Your participation would be voluntary and could be withdrawn at any time. All participants in this study will receive a copy of the abstract upon request.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the

research procedures adequately safeguard the subject's privacy, welfare, civil liberties and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the office is (973)275-2974.

It is my hope that this study will enhance our understanding of job satisfaction of k-8 superintendents in (DFG I & J) districts in Bergen County, New Jersey. Whether or not you decide to participate in this study, I would appreciate it if you would complete and return the enclosed reply form so that I will know who to contact for interview purposes. If you indicate you are willing to participate in this study, I will contact you to arrange a time and place for our discussion. Thank you for taking time to help with this project.

Sincerely,

C. Lauren Schoen

Appendix B

Reply Form

REPLY FORM

Perceptions of Job Satisfaction of K-8 Superintendents
in (DFG I & J) Districts in Bergen County, New Jersey

Please Check:

_____ I agree to participate

_____ I do not wish to participate

Name: _____

District: _____

Student enrollment: _____

Telephone Number: _____

Best time of day to be contacted: _____

A stamped, self-addressed envelope is enclosed for your response

Thank you.

Return to: C. Lauren Schoen

Appendix C
Consent Letter

CONSENT LETTER

Researcher's Affiliation

C. Lauren Schoen is completing a doctoral dissertation in Education Administration at Seton Hall University, College of Education and Human Services.

Purpose

The purpose of C. Lauren Schoen's study is to investigate the *Perceptions of Job Satisfaction of K-8 Superintendents in (DFG I & J) Districts in Bergen County, New Jersey*. The interview should take approximately forty-five minutes.

Procedures

Subjects will be interviewed by the researcher. The researcher will make notes of the responses as well as tape record the conversation. Interviews will be conducted in each of the responding DFG (I & J) K-8 Bergen County, New Jersey Superintendent District offices.

Instruments

The interview will consist of the researcher asking three background questions and approximately twelve open-ended questions in effort to gain my perspective about the topic of superintendent job satisfaction. The open-ended questions explore areas of intrinsic and extrinsic job satisfaction, superintendent gender and its influence on job satisfaction, as well as other areas that may occur to me. An example of a question is: *In your opinion or perception, what aspects of your job are you most satisfied with?*

Voluntary Nature

Participation in this study would be voluntary and could be withdrawn at any time. Refusal to participate in the study or discontinuing participation at any time will involve no penalty or loss of benefits to the subjects otherwise entitled.

Anonymity

There is no anonymity in this study due to the nature that the researcher is conducting face to face interviews. However, the information gathered through the interviews will be used solely for purposes of analysis and that the confidentiality of the interview and of the school district will be preserved. To maintain accuracy and confidentiality, each subject will be assigned a number code.

Confidentiality

All recorded and documented responses will be kept in a secure, locked cabinet in the researcher's home.

Confidential Records

The researcher and her mentor will see the raw data (all notes and recordings) which will be saved in a secure, locked cabinet in the researcher's home for three years.

Risks and Discomforts

There are no anticipated risks or discomforts associated with participating in this study.

Benefits

The expected benefits from participating in this study include a greater understanding of superintendent job satisfaction and possible policy formulation as a result of knowledge gained.

Compensation

There is no compensation for participating in this study.

Alternative Procedures

There are no appropriate alternative procedures or courses of treatment that might be advantageous for the subject as a result of this study.

Contact Information

C. Lauren Schoen, the researcher and a student at Seton Hall University, may be contacted for answers to pertinent questions about the research and research subject's rights. In addition, the researcher's mentor and the Chairperson of Seton Hall University's IRB may also be contacted.

Dr. Anthony Colella, Researcher's Mentor
Seton Hall University
Department of Education, Administration and Supervision
400 South Orange Avenue
South Orange, New Jersey 07079
973.275.2728

Dr. Mary Ruzicka, Institutional Review Board Chairperson
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079
973.275.2723

Audio Tapes

Signing this Informed Consent grants the researcher permission for audio taping. The subject has the right to review all or any portion of the tape and request that it be destroyed. The audio tape will be kept in a secure and locked cabinet in the researcher's home for a period of at least 3 years following termination of the research.

Copy of Informed Consent Form

A copy of the signed and dated Informed Consent will be given to the subject.

Subject or Authorized Representative

Date

Appendix D
Thank you Letter

THANK YOU LETTER

Date
Superintendent
School District
Address

Dear Superintendent,

I would like to thank you for participation in my research regarding job satisfaction of superintendents in DFG I & J districts in Bergen County, New Jersey.

Your participation was very helpful.

If you would like a copy of the results, or if you have any further comments on this research, please call (201) 843.2151.

Once again, thank you for your participation.

Sincerely,

C. Lauren Schoen

Appendix E
Transcripts of Interviews

Text of Superintendent Interviews

Superintendent #1Question 1.1 How long have you been in your current assignment?

Four years

Question 1.2 How many years have you worked as an educator?

Thirty One

Question 1.3 What positions in education did you have prior to your current position?

I was a Teacher. I was a School Psychologist, Director of Special Services, a Principal and then a Superintendent. There is not much that I haven't done.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Most satisfied with the influence I have on teachers and the way I coach teachers. Most satisfied with the way I can read through problems because I have had so many jobs that I understand when the Child Study Team has a problem. I understand when the Principal has a problem I feel that I'm good at assessing problems in the school district. I enjoy working with the PTA and I have a wonderful support staff in my Board Office. Notice who I left out, Lauren?

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Most dissatisfied with the Board and the process of Board Members being elected on for reasons that are not educational. They are making decisions about which they know nothing about and base their decisions on friends. People who they know outside of school and who work for the district and what they, you know, political loyalties and what they can do for what they can get for their own child by being unethical. Some very serious unethical things have happened that have soured me, tremendously and my strength is curriculum and there are many times

where I showed the research, I do the backgrounds, and Board Members will not be convinced because a friend of theirs or several friends of theirs work in the school district and said “no it wouldn’t work”. Even to the point where they appropriate money to people who are their friends and its bad in this school district and it’s very. It is not something I want to participate in so basically I am there for the pay check right now and my pension and this is the first time in my life that I have ever worked for a pay check. I have never worked for a pay check I’ve worked because I’ve loved it. That’s why I lasted so long.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (Intrinsic)

Very important. That’s the best part of it. I love the idea that I can take a vacation outside the school calendar. I love that I can make my own schedule as long as I get my job done I have the opportunity to work from home. I have the opportunity to work on vacation. I mean I can as long as I get my job done. That’s probably and along with the paycheck is probably the two biggest selling points.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

Extremely important. I’m self motivated. I’m a life long learner. I have known what my weaknesses are and always worked on them. I had a lot of trouble doing public speaking and I worked on it to the point where I would tape my speeches and play them in the car tape player. So that when I got up it looked extemporaneous and I have memorized it. And that’s the way I do my budgets, my state of the schools, retirement parties, you name it. I still tape them cause I have such a fear of speaking.. That’s just one example where I have a deficit and I worked on it. I am a life long learner and I worked very hard to try to figure out how kids learn. What was the best way, I went to so many conferences, read so many books, and I kind of say that it took me the first half of my career to figure out how kids learn and the second half of my career was trying to convince other people. I mean that’s what happened. It’s the way it happened to me.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

Its very important. The reason I’m so disappointed is that I could not accomplish what I needed to accomplish for me as a professional in this job and I am not a person who could just go through the motions. I have a passion about what I do and that passion has been so suppressed. My husband died. I was looking for another job when he died and he died in June and I realized I could not start a new job and thanked God that I hadn’t found one. Could you imagine starting a new job with grief?

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

It has every impact because it really is in my opinion about Boards liking you and you fitting in not always for the better so you know tenure allows you to do your job fearlessly. And the way things are without tenure you cannot do your job fearlessly. I can now because I am retiring and I have some time left on my contract and I am pretty fearless at this point but you know given the ethical calibration where Boards vibrate for them to like you is to lower your standards sometimes and that's what they wanted me to do. They wanted me to lower my standards and that makes me so uncomfortable. We hardly talk to each other...we go through the motions. I have one Board Member who has been very supportive...he happened to be the Board President when I was hired. And he felt like he had some kind of responsibility when the Board turned...he was no longer President and then when the new President came and everything changed. So you not only have to be concerned about who gets elected to the board but you have to be concerned about who the Board President is because they can change the whole tenor of Board Meetings. What happens behind close doors.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Tremendously. Tremendously. I enjoy my work I enjoy my day in day out stuff very much, I count the Board Meetings left on post its. I have a post it now that says "33" ...and every Board Meeting I put up another post it on my computer after tomorrow night it will be "32". I feel like I am in a jailhouse. And I considered breaking my contract but I am not ready to do something else yet so I am going to stick it out but it impacts my job satisfaction tremendously and actually, Lauren, I did my dissertation on teachers' job satisfaction and the highest correlation with teacher jobs satisfaction was supervision. Their Principal or whoever supervises them. I have a copy of it that I can send to you but it's also in the library at Seton Hall. It's about teachers' job satisfaction and locust of control were they internal or external locust of control. But there were some other side things about job satisfaction. It might help you design what you want to do. The first one was supervision....the second one was satisfaction with coworkers. So you might find I mean we're still all of the same culture. It's just that we got more degrees.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

I think it contributes. I'm a social being and that is the part of my job that I do like the most and, you know, yeah it is very important.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Well I've only worked in K-8 districts. I have found them to be a little intense. You know, culturally they're kind of gossipy and sometimes small minded you know they know too much. I was a Principal in a large school district and I had more job satisfaction there whether that was because it was a large district or because I liked my Superintendent or because whatever it was. It just happened to be a larger district.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I think it's there I think we still have a glass ceiling and it's from the bottom up thing its in getting into the interview process. I think it's getting the high paying jobs. It's getting into the K-12 districts. It's still an old boys' network and I have interviewed. I've been there I've read through the lines it starts there and then there is still some concern about a woman with a doctorate. I think that there is stereotype that maybe she's cold and book smart-no common sense. You know and I do find that my Board is very disrespectful of my knowledge and my experience. They do not weigh my knowledge and experience into. They don't factor it in at all. So gender plays a role. Don't let anyone tell you different.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think first of all that teachers' unions have a lot of power, much more so than they had before the person who was my predecessor was by the teachers union. They took a vote of no confidence. The parents got behind the teachers...and the Board booted their ass. I think that in districts where parents are highly educated. I think that they are used to getting their own way. They're have money and there's a lot of woman in my district who used to be high-powered, high-paying people who managed a lot of other people and now they are soccer moms - stay-at-home moms and also the dads think that they know education because they're educated in another field so that lends itself and also Board doesn't want to be led by a Superintendent. They want to be led by the constituency that elected them and they do not want to do anything that would jeopardize their re-election. So I mean I think the teachers' union and the idea that Boards don't want to be led by an educator, they want to be lead by their constituency and whatever the constituency thinks is right and they only have half a view point. They have the very small view point. There's more to some of these issues. I cannot renew a teacher's contract without a huge hearing and the whole auditorium filled with parents who think that this teacher is the greatest teacher in the world because she was nice to their kids but they don't know how to teach....there are a lot of nice people who don't know how to teach. That wears you down. I think the crisis is just getting more down and also that people don't want to get out of the classroom or the principal's office because they make good money doing that. There's no

sense in making a couple of thousand dollars more to take all this abuse so they stay where they're at ...it's very time consuming and compelling .you sell your soul ...you give up a lot an awful lot.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Well, I would tell them not to fall in love with the district. That they should be evaluating the board as the board is evaluating them and that they should keep their resume updated. Seriously the tone of boards can change and it can be a tremendous effect on you. I would tell them not to lose sleep to believe in them self and believe in what you're doing to be ethical - to give Boards good advice and sleep well at night.

Superintendent # 2

Question 1.1 How long have you been in your current assignment?

In this district, I've been here 3 years but totally as Superintendent, this is my 10th year as Superintendent.

Question 1.2 How many years have you worked as an educator?

Thirty plus...

Question 1.3 What positions in education did you have prior to your current position?

I've taught for many years and then worked for the State Department of Education as a writing specialist and from there I went into a Principal shift for Pre-K thru 7th grade school and then an Assistant Superintendency and then Superintendent for the last 10 years.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

In the roll of Superintendent, I really like the idea of working with Principals to deal with some ideas that we would like to make some changes, work through those changes, and see the results of some of those changes and the impact that it has on the students in the district and so forth. I think that it's very interesting and exciting to work collaboratively with administrative teams to look at some of the recent research to see how it applies to your district and to see what kind of strategies and changes can be made to really affectively work with some of the

youngsters in the classrooms, dealing with our teachers, and our kids and principals working through with the teachers.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Well, let's see...the extremely late night meetings, the number of night meetings, and, I guess, the lack of understanding on the part of the Board Members and parents as to the amount of hours and time that it takes to satisfy the need or try to satisfy the needs of all the different constituencies.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (Intrinsic)

It's very important to me. Actually I am at a stage in life right now where my daughter is grown and will be getting married this year. She has lived out of the house for several years and my husband and I are able to do some traveling. He does do some traveling for work and so I was able to put in my contract here as I did in my last contract that I can take vacation days at any time during the course of the year. That's very important to me the fact that I can accompany him on trips that are of interest and take a little break here and there.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

It's something that I think is very important for me to stay current and its more and more difficult not being, at this point, in formal coursework just finding the time to get into some of the workshops that your would like to get into or institute. What I try and do is in this position for the ten years I have been allowed to go to one national conference and the one that I have selected for the ten years has been the ASCD because I think that it is a needy conference for curriculum and because I've been in districts that are smaller districts, I feel that I need to drive that curriculum and so that becomes one of my.. I guess areas where I "prime the pumps", so to speak and then pursue, sometimes on my own, and sometimes through follow up workshops some of the areas of interest that I have for that year or whatever.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

Well that's very important to me and having been in a district that's more needy and a district now that's affluent I see that the importance of a lot of the things that I do is diminished sometimes by the fact that there's so many wonderful things going on in the district that's affluent that you kind of lose sometimes the

feeling that what you've done made a big difference. However in a needier district you find that satisfaction over and over again because there's so much that has to be done that each thing that you are able to do becomes monumental and its very visible to people. It's visible to staff, to administrators, to parents to kids and so I will say that job satisfaction is very important. It's, I think, its easier to come by in a district that has more needs.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

A lot. A lot of impact. As a matter of fact, it is although, let me just say to you that I've never been a proponent of tenure, not when I was a Teacher and not when I was a Principal, I felt that if I couldn't stand on my own and others couldn't. Therefore we really shouldn't be protected by something we call tenure.. I remember many years ago in a class expressing that opinion and then a professor pulled me aside and said "I want to just talk to you about tenure and what it means". He said he had been a Paterson policeman - gone back to school on the GI bill and said, "Do you know what its like to work in an urban district?" They change politics very often and when that politics change so do peoples jobs change?" Well, "no" I hadn't experienced that. I always worked in very affluent school districts. So no I really didn't know anything about that and now just sitting at the top of the heap as far as the position is concerned and realizing that we are the only ones that don't have tenure. I certainly am taking a counter position and saying that I think that tenure is very important to a Superintendent and that maybe that just the experience of being here means something different now than it did several years ago when I never thought it would matter. It does matter because you are constantly concerned with your perception with the board and with all members of the Board. Although you have to keep focus and doing the right thing for kids all the time you still know that the way you do it can rub certain board members the wrong way and you know that they have a lot of influence on your future so I do think that if Superintendents are not to have tenure that other areas such as Principals and so forth they need to start to feel it too. But right now seeing the revolving door Superintendents and seeing how boards use that to their advantage and you know exercise that kind of power over Superintendent I would like to see the tenure or a longer contract to institute. .if it is not a tenure thing that 3 years not be a minimum. I think that a minimum ought to be raised to 5 years. .

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Well, it impacts the job satisfaction greatly. And I am fortunate probably being in my third year here that I am still probably on the honeymoon so to speak. But I think that its very important and I have in my past district had times when some of the Board Members were very difficult to deal with and it really colors a lot of things that you do and a lot of the focus that you should have on the youngsters

and the position gets refocused to your emotions and what you are going to do to compensate or to be able to turn that person around. Too much energy goes into and emotion goes into dealing with the personalities instead of dealing with the job.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (*Extrinsic*)

The friendliness of the coworkers? Well, truthfully the position of Superintendent is so much a position that you're alone. The Principals are great and I enjoy working with them but when it comes down to the decision that you make you can stand out there by yourself. So is it important to have good relationships with the people? Yeah, definitely because they are going to be more responsive to ideas and to requests. If you have a good relationship with them and certainly when you work every day, you want to walk into an environment where you like the people and get along the people. However, I think one of the things that you start to learn is that you get a little bit hardened to concerning yourself about the relationships I guess as I was younger in moving along in the field. I didn't make friends in the district that I worked. I'm not dealing with making friends at this point. I am doing a job and so I am not looking to do that. I think if I were that it would be difficult.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Well, interesting that you should ask me that one because I came from a district that was larger and that had Pre-K thru 12 and now in a district that's K-8. I was recruited here and said now I won't have all the headaches of a high school. It's a small district, etc. All those things are true and I'm glad I made the move but the difference between a larger district and smaller district is that in the smaller district you are the only one doing everything - driving all of the things that are happening and in a larger district you have an opportunity to delegate some of the chores and some of things that are in the job that you don't really like that writing the entitlement grant and so forth. You have the chance to delegate that to somebody in the smaller district you have no opportunity to delegate it so you have to do all of the nitty gritty. The kinds of things that you don't love as well as you know some of the other things and I find that it makes it more difficult to get out of the office and see what's going on and there's too many minutia things that you have to tend to and you're the only one that can do that so I do think that its more difficult to be superintendent in a smaller district.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Ten years ago in Bergen County I was one of 7 female Superintendents. I've lost count of how many we have today but we certainly have a great of number of

female Superintendents. So with just 7 and not that many in my area in Bergen County I certainly have to rely on many of the gentlemen for mentoring advice etc. I have found that they have always been very helpful and very much want to be of help so I almost think that as a female that its helpful that many of the gentlemen are feeling like they can help you...they've been superintendent for very long. They are in it, maybe, have a lot more experience...and are willing to share that experience and share the information that might be helpful to you and I have not found that to be a detriment again...you know I had to look to the person who was around that had a similar district to mine for the kind of mentoring that I needed at the time. Basically in those cases in each of the situations that I've come up that I've needed have been male. At this point we have what we call a quad district here. That are four superintendents that work together on curriculum and so forth. Of those four there is only one male. So at this point, I certainly do rely on several of the females also...times have changed.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

Well I think the one that you talked about before and that is the tenure law which means the revolving door for Superintendents. I think the crisis for me as I kind of laid out for you the other day and you were the shoulder that I needed that day you called. The crisis right now is budget and funding and I am a small district being greatly affected by S1701 and I see that down the line we'll find that other districts may find that they also are having some difficulties that I think that smaller ones are probably going to be affected first. Tenure law being one funding or lack of it being another. Funding right now is a big crisis. As the funding affects the staffing getting teachers that have the capability to learn and grow and is rather difficult. We're used to getting some people with some experience as the dollars get tighter its going to be more and more first year teachers and also that in the field of Vice Principal. Right now I'm losing that position...but I have to replace that position with a supervisor. And probably the person that's in the position will want a Vice Principal shift. So therefore I only got him two years ago ...and the quality of people who are applying for the administrative positions...it seems rather difficult to find somebody who you might want to help and mentor and so forth. So actually the pool of candidates for administrators' positions becomes a crisis also.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I would tell them; first of all, that they need to carve out time for themselves... that the job is a never ending job. That they need to really think about themselves, that you spend many, many hours and then you think about the job of Superintendent and there probably isn't job that you spend as many hours straight

you know, 14, 16, 18-hour days and you need some interests outside of the job and you need to pursue those interests. I think also one of things that they always say to people. You have to have a feeling that on the weekend the time is yours and you need to recoup. You know can't be really good and strong as the Superintendent if you can feel that you're really being run ragged. That's something I would make sure that somebody new to the field remembered because you can spend every day and evening and you still won't be finished and it won't be done to the satisfaction of everybody that you're dealing with people will always have, "Well gee could I have more information. Can you do this? Can you do that? and so forth. So you have to set the perimeters of what you're not only capable of doing but what you are willing to put into that job and then let people know that this is what I can give you in this amount of time and so forth and otherwise I think the job will become overwhelming and can be depressing and for sure there would not be job satisfaction at the end of the day....you'll be saying," Why am I doing this?"

Superintendent # 3

Question 1.1 How long have you been in your current assignment?

Five years

Question 1.2 How many years have you worked as an educator?

Thirty

Question 1.3 What positions in education did you have prior to your current position?

Elementary, K-8 Phys Ed Health Teacher for 7 years...Assistant Principal 6-8 Middle Schools for 4 , Principal of K-6 Elementary for 5 years. Elementary Principal K-6 building for 4 years and Middle School Principal 6-8 , 750 kids for 6 years... and the last 5 years as Superintendent K-8 district. That's 30.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Most satisfied with? The opportunity to work with the group of people, administrators, teachers, parents, school board. Coalition of groups of people to impact an entire school district. That's exciting I think.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

That's easy...the increasing intrusion of mandates and outside influences, politicians and state changes...budget cuts...things that take me away from my time during the day in working the kids, in improving instruction, the fun of why we are in education to begin with - fighting with attorneys over legal issues.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

The amount that I get from my local, the autonomy that I have in my local place is wonderful. It's the external influences in my school setting...my school board, and my administrative team and my regional consortium. I have lots of freedom autonomy, direction, influence - it's the external pressures. Problems with Trenton, county, state offices, federal imposition unfunded mandates, disproportion, return of state aid to fund programs, way too dependent on local and property tax to fund schools, the unfunded mandates that just keep coming and take away resources for kids.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

Very important. Skill set is ever changing and wider actually than the skill set of my previous role as Building Principal. Many more groups to work with in terms of the types of constituents' groups whether its local mayors and counsels, dealing with attorneys with negotiations... dealing with contractors for building, getting with county leaders interpreting, dealing on your skills as an educator. It's a wider range of skills

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

Very important. That's all we do. Identify where our needs are. We need assessment to drive our focus our goals. We search for short and long term plans. Prioritize them and then put our energies into changing them. So that's very important.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

Not much for me...it was never an issue for me...and you know what, Lauren.. as I look at it now I liken it to free agency ... at the end of the day while the length of stay for the average Superintendent is for New Jersey which mirrors what's nationally is statistical less than 3 years.. For those people who find the right place and enjoy where they're going or deliberately leave one place to seek

another for all the right reasons. I kind of chuckle inside and I think it is led to free agency. I think Superintendents end up with more opportunity for change since people who were otherwise entrenched in their positions no longer are. I think the openings are more frequent. People move around more and in our county and state... its driven salaries up because to tell you the truth there's less qualified people and if you accomplished anything and you feel good about your work and feel you have something to negotiate when your sitting at the table, I really believe you could increase your salary benefit package with a leverage almost like a good left-handed pitcher.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Very much so. I've spoken with colleagues...obviously the Superintendent and the School Board have a relationship that's significant spend a lot of time with the school board, decision making, the process and the team approach. Certainly the leadership hierarchy and I do feel fortunate that I handle very experienced board. 3 or 4 of them have 5, 6, 7 term years under their belt. Some of them have been together 12, 15, 18 years. They take their board role very seriously. They treat the role of the school board the way a Superintendent would like it to be treated and that is they see themselves as responsible for developing policy and overseeing general governments not being in charge of the school district They do not like a manage at all. By example, the last 5 years I've been there I had a chance to hire 2 Principals. And they direct me and gave me the job to hire the principal. Bring us the finalists. Tell us who you recommend. That's why we hired you. If you don't hire a good person, we hold you accountable. In talking to a lot of my colleagues, it's not typical at least here in Bergen County. I talked to a number of people who find their School Boards interfering, managing trying to direct. Constantly demanding either personnel or individual reports and information. My School Board operates by committee, committees report. Committees meet away from the Board...much more efficient. The committee has respect from the rest of the Board in terms of their role and it really provides for a very well run school district. The clear roles and responsibilities and we really have some fun along the way. I consider myself very lucky.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

Definitely does. This is my 30th year. I've worked in five quality school districts. I've never been in a place where the culture wasn't pleasant. That energy that comes when you enjoy the people you work with and share the common goals and values...beliefs when focuses on kids. And everybody's motivation is for the right place...I'm not talking every individual staff member down to the last custodian or secretary and 3rd grade teacher. I am talking in general. That it definitely contributes. It makes you feel like you're part of something and people are buying into things and when you're asked for input people understand. But that is

important. It can't be much fun trying to demonstrate some leadership and trying to persuade and encourage and motivate people to go in a direction if their working conditions are awful or no continuity of program. That's got to be a difficult challenge and discouraging.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Let me just think of the differences in the sizes of places I've been in. I've had consistent satisfaction. But there are different levels of ownership, participation and influence because right now I am in a very small district. Only 725 – 750 kids in the entire K-8 district. So that provides for a lot of hands on and I can know the individual teachers and classrooms and each custodian and every secretary by name which provides a privy to personal approach. We all lean at times for some support. You know you are also the chief coke and bottle washer as Superintendent. You don't have any assistant curriculum people. You don't have assistant personnel people. You don't have much in terms of being able to have the technology. When I was in a larger district that had an administrative counsel with 8 or 9 administrators that met on a regular basis, I did enjoy that larger variety, the larger group, the opportunity for more ideas, more balance and more divergence. I enjoyed both settings. I like the pros and cons. Sometimes in a larger organization it is also harder to get things done consistently and to make sure that what was set out was shared more consistently through 7 buildings. It's a little easier to make it happen I think in 2 or 3. So that if we design that elephant or the house, whatever, we all agree that that's what the parts will look like when we're done. It gets a little larger it gets a little harder to do that I think..

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Gender is not an issue for me in terms of the roles and responsibilities. However when I was doing my doctoral work at Fordham, I was following the work of Cheryl Shakesdraft whose out of Hofstra. Her work was "Gender Identified Behavior". I am very interested in that especially when it comes to leadership, so while it doesn't matter to me what the gender is of the person. My preferred comfort level in terms of leadership and working in a team is in terms of sharing in consensus and discussion and input versus a more authoritative and single minded directive approach and so the gender identified behaviors are that males are less likely to ask for help, less likely to spend a long time pros and cons and less likely to point out all the things. There's a lot more gender identified performance behavior by males as being more directive, more authoritative, less likely to admit or change if something is wrong or that they need help or that would accept or ask for consensus in discussion. While the gender identified behavior for female leaders is that in fact it's identified the perception being more .sensitive, more thoughtful, more willing to ask, the need to really massage it, to get underneath the needs. The goals and all those kinds of things. To me, I like

which process is more effective. So to me it's a non gender issue. So if the Superintendent of schools, you're talking about superintendent as the leader to me it is more important to talk about the leadership style, how you make decisions. How do you identify the goals...how do you include people in decision processes... how do you demonstrate value of the workers, how do you respond to people, how do you communicate. I don't care what gender they are. And if there were 5 choices between male female and 3 others I think it will help people understand that it is not gender that's the issue it's the gender identified expected behavior.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

Clearly I think the concern or lack of willingness of people to aspire to take the role and I could see why. Superintendents are criticized. They are asked to do impossible things like NFL coaches who win the division but not the Super Bowl They are fired on the spot. There are unrealistic expectations. The hours of job have expanded to the points that are unrealistic like the pressure of high stakes testing and comparative data. Some of those situations would be beyond your control I think they are really difficult. I think some Superintendents coming on their district fear that whole non tenured extended contract approach. So unless your really confident in your own skin and willing to really sit with your school board either pre hiring early phase of your role as the Superintendent or an extended contract and be able to build that consensus as to clear role expectations and what everybody is suppose to be doing. I think its really difficult to lead while your looking over your shoulder and worried about what someone is going to think about this. You are trying to please this person on the Board or this key outspoken person or the Mayor and that doesn't encourage people. We used to give people more opportunity to make a mistake or 3 or 5 or 7 and then see how they resolve it. And then over the long run see if in fact they grew or learned from those decisions I think in general people are less tolerant and less patient and want everything yesterday, all the results tomorrow. Beginning teachers I don't think get enough chance to grow and learn. I don't think young administrators, not by chronological age, but young in their administrative role are given much chance to really grow and learn. I've been an administrator for over 20 years, so I think there's a lot more pressure now to be superstar real quickly. You're supposed to be this expert in 9 areas, Give me a break. You're suppose to be an expert in everything, you're going be an instructional leader be involved in all child development issues, reading specialist, testing specialist and interpret all of the test scores. So I think that is one of the highest risks of the job.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I did give advice to people because I've been in this county a long time and people ask me. I would encourage people to seek the Principal shift as long as they enjoy it and for a longer period of time. To have the role and direct involvement with instruction and teachers and with kids. And then in proportion for the central office or Superintendency, I would ratio that it would be less tolerable toward the end of their career so maybe instead of somebody having 2/3 and getting quickly into central office. I would recommend maybe 2/3 from a teacher/principal role and maybe 1/3 or less in terms of the central office role. For all those reasons that I shared in terms of those pressures, expectations etc. That's a whole lot for someone that's paying for -15, 20, 25 years of their career. Some people would be able to do it. That would be the advice that I would give and then I would make sure that whomever is beginning as Superintendent understand the complexities of the role and the demands of the role and what they were getting into so that they weren't surprised or discouraged or disillusioned as to think that you know why I thought it would be like this. So I encourage people considering Superintendency to spend time with Superintendents, get on committees. If you are in an internal district, get some central office experience. Understand those parts of the job that are beyond the educational role like dealing with attorneys, contractors, school boards and mayors and governors and county executives and those kind of things. Yet having said all that, if people really want to do this I don't discourage them because I am one of those weirdos who as hard as all of this is, I love what I do. I have absolutely no regret. I go home exhausted. I spend a disproportionate time on my work. I should be spending more time with family, leisure and with friends but it is a labor of love. I really enjoy the challenge. I don't have any regrets. I would do it again tomorrow and I hope there are people out there that understand why we do it and hope they take up their chance to do it also and not be dissuaded or discouraged because there is some negativity to the role... because people don't last or they don't seem to be appreciated. Its probably true in a lot of professions. So the people who want to do this and they really think they could make a difference and they've enjoyed success as a Teacher or an Assistant Principal and a Principal and say, "You know? I think I can do the whole thing." I'm going to direct the whole orchestra and see if I can get this piece to work and that piece to work and apply my skills. I say go for it because it is exciting. Its rewarding and very satisfying and just exhausting. You gotta have strong shoulders. You can't have thin skin. You need a little bit of an ego, a little bit of an attitude say, "Hey, I know what we are doing - just follow me. I'll take you there."

Superintendent # 4

Question 1.1 How long have you been in your current assignment?

This is my 4th year.

Question 1.2 How many years have you worked as an educator?

Thirty Five

Question 1.3 What positions in education did you have prior to your current position?

I was a Deputy Superintendent in a larger school district, I was a director of personnel, I was a Director of Student Support Services. I was a Coordinator of all Career Development programs for a larger district, Teacher, not a Principal or Vice Principal.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

You know, quite honestly, in my particular position, I am satisfied with all aspects of it. There isn't one that I am dissatisfied with. I have a great Board, I have a great staff. I have great parents. So there really isn't anything I am dissatisfied with.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Most dissatisfied with? Do you know I have to tell you there is nothing that I am dissatisfied with. I have to say it. I am in a great situation.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

It's extremely important and I have a tremendous amount of freedom. I have a Board who does not micro manage. I have had two Board Presidents. Two different Board Presidents. Both are exceptional. So I have a tremendous amount of freedom. There isn't one thing that I've ever brought to the Board that they have said "No" on. So I have tremendous freedom.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

Very much so. And that's something that I do each year. I ensure that I take part of our professional development activities and always with the Superintendents' conferences, both local and national. I presented at these national conferences probably for the past 8 years. Each year I do. But the other thing that I did last year that was absolutely phenomenal. I became the staff member at the Fordham's Leadership Institute for Principals. I led a group that was an 8-day program but I also had phenomenal speakers that developed me professionally so I always made sure I take part in something like that.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

Always and that is probably what drives me to do what I do. Whether it is implementing new programs...implementing new curriculum...watching children learn. Being in classrooms and watching the programs that you've recommended actually happen to kids. Extremely important and I am able to see that every day because it's a small district because as a Superintendent of a small district you can do it. Easily.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

For me personally, absolutely no impact. It does not phase me to have tenure...I haven't been in a tenured position. I guess in about 7 years now. I did not get tenure as a Deputy Superintendent. I did not as a Superintendent and even prior to that, it has no impact. My personal opinion if you are really good at what you do it is not going to impact, to date. Let's put it that way, to date. Anything could change. When you have a change of a Board. You know, that type of thing that could happen. But right now to date it has no impact.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Tremendously and I say this very openly always to all sorts of audiences. I am able to accomplish what I accomplish in that school district for kids because I have a great Board who supports me 100%. They are an exceptional board. But they were not. When I came into Englewood Cliffs, I was advised not to go. That they were a horrible Board and you now what? They are fabulous. They had some changes and some issues that got resolved. They're a fabulous Board. So it's extremely important its probably, as I told one of my new Board Members, it is probably the most important aspect of being the Superintendent.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

It attributes. It does positively impacts it especially in a small school district. You have co-workers and it's all depending what you mean as co-workers. If you are speaking about my Business Administrator. You know people who I work with on a daily basis, that relationship has to be good because you are working in such close quarters and working together every day and you do everything. And in terms of the staff members in the school district you need to have a good relationship with them but I don't get. It doesn't impact me. Like if some people don't like me, they don't like what we're doing the programs. But you if you

don't like it, Guess what? There's a nice door there and you could go because I know what I am here to do. I'm getting it done.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I have worked in very large districts. I've worked where there were 22,000 students. I've worked in a 12,500-student and I've worked in 500-student districts. It impacts tremendously on my job satisfaction personally because I can see every single thing that happens and I can impact every single thing that happens when you are in a small school district. I was a Deputy in a 12,500 student school district. You saw global stuff but you didn't know what was happening in all of those classrooms. You didn't know what was happening in all those schools. It would be virtually impossible in 15 schools. So small school districts for me is the way to go. Very big impact - positively.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I am going to be a little biased here but really I think women make far better Superintendents than men. Why? I think we pay much more attention to detail when it comes curriculum and when it comes to everything. Really. In all aspects of the school district, I think we are much more sensitive to the needs of our staffs. It's just a personal view that I have and I mean in terms of being a female has never impacted and does not impact what I do. Not negatively impacts it. Absolutely not. I don't view it at all

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

There definitely is a crisis as you are dealing with just every aspect whether it's the instruction. When it comes to test scores and all the accountability that's there. It's a tremendous amount of work and tremendous amount of responsibility and quite frankly a lot of people look at me and say "Why do you do that?" "Why?" "You could do something else and make the same amount of money without that tremendous amount responsibility." My personal feeling is I don't think people are being trained well enough to be become a Superintendent so, therefore, they are shying away from it. I had excellent training from two gentlemen that I worked with...the person I was Deputy Superintendent for Newburgh. For 3 years trained me to be a Superintendent. There was nothing he [superintendent from Newburgh] did that he didn't share with me and I could do everything from bond referendums to instruction. Everything. He gave me that authority to do it while I was there so I had great training. So I walked into a school district and I didn't need that training. I had it. A lot of people don't and the only reason why it becomes an issue because if you don't have those experiences you don't know

how to deal. Not that you can't deal. You can deal with it. But if you have experiences dealing with it or watching somebody else deal with it, it's a little bit easier. You are always going to put your own spin on things. I handled things very differently than my former Superintendent. I am a very different personality. But I learned the mechanics from him and a lot of people don't have that opportunity. I gotta tell you. Being a Principal really doesn't train you to be Superintendent. It really doesn't. And my Superintendent, the one that trained me used to say to me, "You have to be a Principal before you could be a Superintendent." This was before he gave me the Deputy job. Well, I really don't have any interest in being a Principal. I came up the through whole central office route. Well, when I went to Newburgh and he made me his Deputy. I said to him "I thought I was supposed to be a principal." because I had a lot of success up there. He said "Well you're just a one of a kind person that you can do it." Well I said, "You know what I don't believe that you need more than a central office dealing with issues there." I just think lack of training is a big issue for people becoming Superintendents. You need more training. You need more mentors. That's why I love this Seton Hall University Superintendents Study Group here. They have all these different aspects where they are training people and they're really working with them and there's a mentor that you hit a problem you can call. You know it was difficult for me. Who was I going to call in that district. They don't have my same issues. That's a totally different. My kids don't go there. So that's why you get friendly with a couple of Superintendents and then you start talking and you call them. Stuff like that. But I also have my former Superintendent that if something came up I would say, "Hey Doc, how did you handle this?" And that's real important.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

About job satisfaction? I guess probably the most important thing is to really develop that relationship with your Board. Because if you have your Board with you, everything thing else will come. You really have to look at the type of thing that you're doing and make sure you have all the information as you're doing it. Whether it's curriculum, whether its business, run it by your Superintendent and say well the Business Office will handle that. Well, you know what? The Business Office doesn't handle all my stuff. They handle it, I gotta know. You gotta sit with me, you gotta tell me everything because when push comes to shove, its my neck on the line. It's not the B.A.'s neck that is on the line.

Superintendent # 5

Question 1.1 How long have you been in your current assignment?

In a few more days and I will have finished my 6th year.

Question 1.2 How many years have you worked as an educator?

Thirty

Question 1.3 What positions in education did you have prior to your current position?

Elementary Principal, Director of Pupil Services, Classroom Supervisor, Research Associate, Assistant Professor of Education, Special Education Teacher.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Going home at the end of the day. The real answer? Having the potential to actually make the difference in the lives of the children.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

The actual ability to make those changes quickly enough to make a difference and all of the political aspects that get in the way of being able to deliver on the promise.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

Crucial. The ability to have the freedom to do what I think is right allows me to do the work. If I am tied. I can't do it if my hands are tied not to mention the feet and the other parts.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

I consider myself to be a life-long learner so I am always learning, I think, the skills I need to continue to do the job effectively. I didn't go in knowing about school construction but I had to learn about school construction in order to manage the 6 million dollar construction project. That's just one example. They don't teach that to you in Superintendent school.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

It's the only reason I do it. I don't do it for the tremendous satisfaction I get every day. I didn't think that I could actually make a difference. I could make more money managing or being a CEO of a small company and get stock options.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

None whatsoever. If you are good at what you do it is not going to be a problem to find a job when the time comes. To be honest, I think the lack of tenure opened up the job market and made us more like free agents and allowed us more opportunity too. Hey, if you don't like what I do I'll go someplace else and try to find someone to replace me.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (*Extrinsic*)

Good relationship is everything. The relationship with the Board can either make you able to do your job or unable to do your job. They can make it impossible to work or they can give you the free reign to do your job.

Question 2.8 In your opinion or perception, how do you feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (*Extrinsic*)

I'm not sure co-workers are the right word. The Superintendents have no co-workers. Superintendents have subordinates and they have colleagues in other districts but I don't have a co-worker. I think I can allow myself to be friendly but I cannot be their friends. If they are friendly, it makes it a lot easier to do your work but I typically don't expect to be invited to people's houses for dinner or to go to their son's Batmizvah. I try to keep the professional distance so that I can make the tough decisions when I have to. That doesn't mean that I don't like a lot of the people but I can't allow myself to like somebody so that I can't say I don't have a job for you next year.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I've worked in a variety of different school sizes but only in a small district as a Superintendent. So my perception is at least that in a smaller district you are involved in so many more things it's hard to sometimes to pull yourself back into the Superintendent role. And there are fewer people to delegate things to... that's one of things that my boys are always telling me to do - to delegate more and I turn to them and tell them, who? And so I think smaller districts in some ways are harder than larger districts so that's my perception. I've only been a Superintendent in a smaller district.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Being male is the only gender I know. I'm not sure that I can really comment on that. I really never even thought about that in terms of how it appears for job satisfaction. Okay, maybe I misheard the question. It should be gender-neutral. You think sometimes when it is easier depending upon the gender of the person that you have to work with to talk about certain things. I'll give you an example. If you have a subordinate who is a female and is dressing inappropriately, it's sometimes easier to have another female subordinate person talk to that person about that and similarly if there's issues going on in the boy's locker room it's easier to have a guy go down there and deal with those things. So I think situation specific, it might be easier but the role shouldn't be impacted by gender. We are all going to be in situations where as a male I am uncomfortable and as a female I can be uncomfortable.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

Well there are a couple of areas that I would think about initially. One is the idea of governance and we have a lot of responsibility that sometimes not as much authority. We need to be able to carry out the responsibilities that we are given. I think one of the crisis is also the job is so demanding and in many ways virtually impossible to do 100% well that finding people to take the jobs to be honest at the salary levels that you are offered and the public scrutiny that you're under is very difficult. So you have a very demanding job which is very hard to recruit good people to want to do it and stay in it and you also want to talk about governance. You have in most cases two variety kinds of people who serve on Boards of Education. You have people who know nothing about education. You have people who think they know everything about education. You then have the political person who is there for a single issue. So it would be, in my mind, somewhat better if we looked in a more corporate model where there were Boards who ran the companies, who had some basic oversight but it wasn't a political and you had people who had some knowledge about running a business but allow the people who are given the CEO role to be the actual CEO and of course there is the issue of the State oversight which has now taken the impossible job that has made it so difficult to do. So why would anybody want this job? First of all, why would anybody leave a tenured teacher job to become a Principal because they don't make that much more? Superintendents don't make much more than Principals. They are collapsing the ranges, so that who is really going to want to do this? I am not sure if I were starting out again if I would do it this way. But at this point I've got 20-30 years in the field and this is what I do. But I'm not so sure if I were to back and do it again this way.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I would tell them that they would need to not only hope to find the satisfaction in the job that they are going to but to have a lot outside interests and make sure they leave time for those outside interests. Because if you put all your eggs into the job as being your life and your satisfaction, you're gonna end up being a very unhappy person. That's how I survive. I have a lot of outside things that I like to do.

Superintendent # 6

Question 1.1 How long have you been in your current assignment?

10 years as of July

Question 1.2 How many years have you worked as an educator?

35 years. My whole life

Question 1.3 What positions in education did you have prior to your current position?

Elementary Teacher, Principal, Elementary Principal, Assistant Superintendent, that's it.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

I love the opportunity to work with my group administrators. This is the fire that we sit around. There are only 6 of us. I have such wonderful people. I love brainstorming, coming up with ideas, changing things. How we are going to make better decisions with the funds that we have what are we looking for, what needs to be changed or fixed, going up that mountain and always going up that mountain trying to make it better. I love the interactions with people. Period. Always have, always will. I love having my office in the school. I would have a fit having an office that wasn't in the school. My B.A. from time to time says "We gonna have to move out of here you know. It's gonna get too crowded. I said, "Over my dead body. We ain't moving." What else do I like? Those are the biggies. The problem solving and working with people to make this place the best environment we have for kids.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

It is very difficult to have a “Revolving Door Board of Education.” In the ten years that I have been here (I haven’t done a count recently) but at least 20 or more Board Members in that piece of time. The turnover. It’s so hard. It’s not only heart of the dynamics between the Board Members and the administration which is really for the purposes of the Board Meetings the B.A. and I but the dynamics of the group itself. That is constantly changing. So there’s no foundation. It’s just difficult because it changes. In another sense, I wish that there weren’t teachers’ unions because I think it muddies the professionalism of my teaching staff and I wish there weren’t tenure. I wish there was another situation that people would have maybe definite job stability for every 3 to 5 years and you change partners and dance. It’s tough having that as a constraint.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (Intrinsic)

Depends on the day that how much freedom I think I have. I have considerable freedom with my time as I would choose in many ways to use it but I have a lot of constraints from just the very structure of the Board Meetings. Everything. As in a school system, school district and state. There are many restraints and constraints. So, what’s really incredible is going back to the man who was at one point was my Principal, who was the Principal who taught about being a Principal, about holding sacred ground, who as I am just flipping through the book by Carl Glickman, he is saying, “What in God’s name are we doing with this testing crap?” And he talks about the early 70’s when I was teaching for him and the kinds of things that we did that are so different than today.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

Depends on the day that how much freedom I think I have. I have considerable freedom with my time as I would choose in many ways to use it but I have a lot of constraints from just the very structure of the Board Meetings.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

Very important at your job.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

There are times when I get really, really worried about the idea of not having tenure and not having that security as I get older and older. Unfortunately, I think

it has a little bit more to do with the reality of my age because when I was younger, I didn't give a shit. Just it's gonna affect me more now.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

It's enormous. I've been fairly lucky in the revolving door that for the most part I've had very supportive Board Members. I am, unfortunately, anticipating that if one of the four who is running. There are 3 slots for him. If this particular person gets on, my life is going to be very different. The person even decided to say to the secretary of the office next door that she would very happy to get rid of me. That's her plans to get rid of me. Jerk of a woman. So it's kind of eminent. So I'll talk to you in a month.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

It attributes a lot. I mean it would be pretty tough to walk in a place every day where you are just a pariah or something not that I am not to some people. I come in to a great environment. Like I said I have a great relationship with my administrators and I love my secretaries to death. The secretarial staff even a few weeks ago took off and went to the Culinary Institute in Hyde Park and had lunch together - about 10 of us. It's fine.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

It's a little harder to know that because I haven't been. But I have been an Assistant Superintendent in two much larger school districts. Probably about 3500 at least each. I just assume and I can really only assume it and I've heard a little bit when I talked to Frank or Janice. In a number of ways I think I am many times involved on a Principal level almost as much as I am involved on a Superintendent level. I like the idea of the size. I like that. I have a lot of familiarity with a lot of the kids. I still have kids that, as a matter of fact, come up and give me a hug in the hall and that I know the families. So it's not only the size It's also there's a lot of, to me, importance of being able to be in the position for the length of time that I've been able to be here and though I know I can't imagine that if I got dumped out of this job that I can get another job. I think there is another piece about the age that goes to building those relationships again with a new board, a new police chief, a new ... Its finding out what's on the leaves on the trees in the forest that surrounds you. If I were 10 to 15 years younger, I'd probably say, "Okay, I am ready to start that all over again." But since I'm planning on being in for at least another 13 years. I'm up there age wise so I would not look forward to jumping ship and starting all over again.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

In terms of our peers, actually I think it becomes fun...ha ha ha ha. They don't know quite what to do with us...ha ha ha ha. In my group, I am the only female of the five and I remember saying to the Regional Board, "Don't hire a woman. I mean really don't hire a woman. I like being the only female in this group." I don't think about it very much so I don't think it's up there as the top of the priority list as an impact negatively or positively.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think it's crisis when you've got revolving door Superintendents which can't be good for the district moving forward. It's too much stuff. Too much to learn. I used to think about as being a Principal. That it looks like 3 to 5 years to really get everything sorted and following through and direction and whatever. And I just said to the administrators the other day, it's like you just start to feel that after you got ten years under your belt as a Superintendent. Totally different take on it. So the revolving door of that can't be good for school districts. It just can't be.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

You just don't do it unless you love it. There is something about the challenge of it. We started with 750 kids when I was here 10 years ago and now we are up to 1,030 and I am not getting around just being in the hallway for people to come and talk to me. I am spending more and more time in this God blessed office and that's not a good thing. I need to be out and about more because that's really why you are here. You get a real feel of the pulse of what's really going on. And I think I know a lot. Like I said, my administrators are great but still better to just be connected real strongly with the relationships with the staff and talking a little bit about anything you want to say. Before we came in here, I went to the rotary meeting and this guy was talking about a foundation that he was running for families of pediatric children. You could just be able to stop in and see the custodian that we have whose 13 year old is just back in the hospital for chemo treatments and she's having a rough time and I just know that's got to be so expensive. Just to be able to say, "Andy here's some stuff and I can't imagine that you are not going through a lot of financial. These people will help. Sounds like a really good organization. You know, it's a family. It's a family.

Superintendent # 7

Question 1.1 How long have you been in your current assignment?

My current assignment is less than a year.

Question 1.2 How many years have you worked as an educator?

I started to teach when I was 20 and education straight through except for about 2 years I was in business so. 25+ years at this point, But as a Superintendent, this is my 13th year.

Question 1.3 What positions in education did you have prior to your current position?

I followed the real traditional route. I taught elementary high school for years. I was a high school V.P. I was an elementary Principal and took elementary Superintendency as a conscious deliberate decision. Having done high school, I loved high schools. I guess the one thing that I've gotten out of all those years of experience. I'm more interested in preventing problems than solving them.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

One. The ability to really act globally in a district where that's welcomed. In other words, I think right now the support of my Board. This may be best Board I ever worked for.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

It has to do with this person. Because we have it on tape, we'll leave him nameless, but we will have to refer to him as our gab fly. The ability of one community member to do serious damage to a school district and the lack of recourse you have to deal with individuals like that. Just to give you an example, and this has been going on for ten years with this guy, was a Board Member and was forced off the Board because of harassment charge and potential ethics violation. In the month of January alone, I logged his phone calls, his emails, phone messages and faxes and for one thirty day period. I had 191 contacts with this guy not counting Board Meetings. Okay? That month is pretty representative and he was single handedly responsible for the last two budget defeats in that district. Single handedly. It was one of the reasons I took the job.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (Intrinsic)

About 105% of my priorities. But the corollary to that is that it goes back to what I like best about this position, this particular one. It is that it is not just accepted by my Board, it is welcomed. I heard my Board President once remark to one of the members who wanted to do something. I almost fell out of the chair quite honestly. He said, "Listen! That's not our decision. We have a Superintendent. That's his decision. Our job is to pass judgment on the reasonableness of that decision. Not whether or not it should be. We're policy. He administers.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

That's critical simply because I think in the 40's and 50's this must have been a wonderful job as Superintendent. To walk into a building and it's like "God is here" and people would quake. But I think given this is a lot tougher, the rate of change. You know future shock. Given the rate of change in our business, if you stand still, you're falling behind so you have to go at those professional development opportunities every chance you can get.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

I wouldn't do it otherwise. We could all be accountants.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

I think this is the place I might really differ than a lot of my colleagues. I think it's the best damn thing that ever happened to us. They really thought this was going to pen us in? And all it did was to create a free agency in which more and more people are choosing to stay at the Principalship and consequently and again I am talking from the standpoint of the individual. I think from the stand point of the Superintendency. I think it was a horror because there's nobody in the bullpen. The people don't want to come up. Why should you come up through the ranks and work you know 11 nights a month and 12 nights a month when you're making a 15 or 20 thousand dollar differential from a senior Principal. You know, on the other hand as an individual, I spent 12 years in one district as a Superintendent and left with 4 ½ years on my contract. So for folks like me, what happened was this free agency just blew the lid off salaries and it created a seller's market. If I left my job tomorrow, if any of us did in a place like Bergen County with a few years experience successful under our belts, and it's not even about being in a big district or a K-12 district or a wealthy district, just a few year's experience. It's wide open so very, a very personal selfish stand point... Hooray! Hooray! Hooray!

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Oh absolutely. Absolutely. You can still do all the things you want whether or not they are with you or against you. It's just whether it takes X amount of effort or 12X.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

That's not just germane to the Superintendency. I think that's a tremendous variable for anybody in any job. I mean you spend for us 50, 60, 70 hours a week. You don't like the people you're with or you feel good about being with them. That's just not a pleasant way to spend your life. Work should be something you enjoy and look forward to for as crazed as it can get and stressful as it can get. Yeah, that's a real high priority to me.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

That was a conscious decision for me as I mentioned a few minutes ago related to the grade level aspect of the district. I have always deliberately and consciously made the decision to stay in relatively small districts under 2500 kids. Whether it be K-12 or K-8 or whatever, I don't want to ever be in a position where I don't know the names of all my faculty and you get to know something about them and develop relationships over the time. That's a critical piece. So for me I consciously made that decision to go small.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

For me personally, it's an irrelevancy. But that's from a male stand point and given the nature of what I think many women have faced trying to move forward in their careers, I think there is probably a very different perception between men and women because I don't think men have faced many of the same issues that women have faced. So on one level, I think men have had really almost unfair advantage in it. We don't have to worry about always interrupting our careers. You know to have our children and while I think that's accepted at the classroom or teacher level. It's gruesome I think for a young woman wanting to have her babies and have her family to get that Principalship. Because whether it's conscious or not and I think it may be more unconscious. I don't think most enlightened people who are running districts as Superintendents and Boards in particular. I don't think they deliberately say, "Really nice young woman. But you know..." But it's hard to believe that it doesn't happen at some level. But the gender issue is absolutely related to the tenure issue absolutely and unequivocally because the tenure dramatically reduced the overall pool of

available applicants. It placed many Boards in the position where I think they had to consciously confront what their own personal bias might be about gender, about race, because you know when you get good Bergen County districts that have opened up the Superintendencies in the not so distant past and I worked in a wonderful district that had 38 applications. If this were 1985, I would have had 150 applications. No doubt in my mind whatsoever. But if the fact is money and other things particularly tenure, you look at the way it has dramatically dropped and consequently Boards cannot ignore qualified women because they are worried about the baby factor you know and issues like that. So I think from the stand point of gender the erasure of tenure has done a lot to pave the way for young women. But you know I find interesting the gender issue is much less of an issue in the Superintendency than the Business Administrator's job. There just isn't any way near as many women doing that. You know, I'm not really sure why. Maybe it's part of that whole thing about women and business. Women and money. I honestly couldn't tell you. But I just hired a woman as a Business Administrator and boy, ironic. Since we're dealing with no names. I don't have an issue with sharing this. The 4 finalists for this job - for the B.A.'s job and ironically a week before I got to the district my director of technology took a private industry job and a week after I started my B.A. who wanted to go to a K-12 district and got a job making 20 grand more so I found myself with the 2 key positions in terms of central administration open and I just out of dumb luck it just happened to be 2 women. But when I interviewed the B.A.'s and got to the point of the 4 finalists there was a huge gap between 1 and 2 and then 3 and 4 in terms of quality. The top 2 candidates just happened to both be women. And I thought about that for a long time and I was really having trouble trying to understand it and it finally dawned on me. I went to St. Peter's as an undergraduate. 1968 was the first year those women were admitted and most of the Jesuits just didn't want it to happen. It really was the difference in the survival of the school and I think God bless the Jesuits but sometimes you can be so smart you can out fox yourself. What they did was they made it brutally difficult for the women that they were admitting into that first class. But what they forgot completely about was that they made it so hard for women in those first couple of years, that the women that they did admit turned out to be the cream of the crop and so for 1972, 1973, 1974, 1975, 1976, 1977...late 70's, it finally balanced out. You didn't have a guy in the top 10 of the class. If you had 1 or 2, it was a lot. There are so many less women coming through that the women who are making it. And getting through that glass ceiling first time around are really just some of the best around and it's interesting watching them glaze that trail. She's a young woman about 34, 35 and just smart as a whip. It was nice to be able to hire a woman for the position not on a gender basis. That was pretty cool. And the great thing about it was that my Board didn't blink about that. It wasn't about male, female. This is the person you want. Absolutely. My Board met her for the first time 5 minutes before they appointed her. The second question was nice to meet you. How much are you paying her? Oh, okay. That's good. That was it. You know that sooner or later this Board will change and I'll get it replaced with one that's maybe less cooperative, but boy, right now they are wonderful.

Question 4.1 There has been a great deal of research dedicated to the “crisis” in the superintendency. In your opinion or perception, what areas of the superintendency are in “crisis”?

First, I think the Superintendency is in crisis because public education is. What is happening to us as Superintendents is in many ways representative of what I think is happening across the board. I think public schools are increasingly under attack. The demands on individuals. I don't think public education, whether it be teaching or Principalship, gets the respect that it did at one point. I sometimes wonder if we as a business aren't at least somewhat responsible for that. But I think part of it is in American society that it is a breakdown of institutional respect and respect for institutions as well two different things. I think the other piece of it is that for so long that if you were a third grade teacher, you were a real generalist and you'd focus on methods as you moved forward through the grade levels you become more of a subject matter specialist with the expectation that kids would meet your teaching style rather than visa versa. Principals and Superintendents for so long weren't generalists. You know, curriculum. You know, teaching in general. But today you have to know your accounting. There's no way you could just turn around and let your B.A. write a budget for you. You can't just okay it. Here are my priorities. Go figure out how to pay for them. For me, given the intensity of the relationship between academic performance and funding, where those mechanisms are tied together, I am not so sure its necessarily a bad thing in some ways I think it's politicized too much and probably manipulated in a real bad way but if you going to really survive and thrive here you need to be a specialist in so many areas that it's hard to keep all of those balls in the air at the same time.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

This job is not for everybody not by any stretch of the imagination. But the longer I stay in it the more I can't imagine doing something else. The ability to just act and make change occur on a such a global level while simultaneously being able to go to the other end of the spectrum and do things so global for a single kid is really a magnificent thing to be able to do. It really is. I don't think most other people understand our job. I think sometimes here's where we are at fault because we don't educate people enough about what we do. Sometimes I think so many of the people that we know that are so damn good at their jobs are criticized mercilessly simply because they are good at it. And it finally dawned on me one day. That the ultimate trick of being good at something is making it look easy and when people think it's easy that don't have respect for you. You really want to see somebody's value? Wait until they leave and the next person comes through. All of sudden people start to take notice. Superintendents are never valued as much as they are the year after they leave. Its fascinating. It's absolutely fascinating. I don't think we really train new Superintendents enough in organizational sociology. We train them a lot in organizational sight,

organizational, structure, organizational functioning but not organizational sociology and whole group dynamics. It's really a remarkable phenomenon and we tend to focus on it you know from the standpoint of the teachers. I am a believer that true organizational change. I guess maybe this is where I come from. I know a lot of my colleagues disagree. I don't see it as a pyramid. That big triangular shape where the Superintendent is here and it just goes on. I see it much more as the hour glass where that center point is the Principalship. Teachers in there somewhere right above. There's a Superintendent and the Board. That's where the public is and what happens is the biggest thing we do is act as the thing that takes away the obstacles for everybody that's behind this in the hour glass. Principalship is the key point of change. It is the key point to progress because everything emanates from that point. You know, you can have the best plans in the world, but if you have shitty Principals it doesn't matter. I have 3 spectacular Principals. So incredibly different. A young woman in the middle school who 33 years old and in her second year as Principal. At 26, she got a job as one of the Assistant Principal jobs in a High school. One of the other guys is a Principal of this building for 20 something years and the other elementary is a guy that taught in this school for 25 years as a 3rd grade teacher and managed to make that leap into the Principalship in his own district. Former President of the Association, no less. The guy has ability coming out of his ears. What makes it so cool is the dynamic of the 3 of them and their interaction because they are so different. But it's cool. It's cool.

Superintendent # 8

Question 1.1 How long have you been in your current assignment?

This makes 23 years.

Question 1.2 How many years have you worked as an educator?

Thirty-four

Question 1.3 What positions in education did you have prior to your current position?

Elementary Principal, Elementary Assistant Principal and Teacher

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

I'm most satisfied with the ability to affect change and behavior mainly concerning teacher behavior, instruction. Most satisfied with the opportunity and ability to work with Board Members believe it or not because I find that most Board Members when elected really don't understand the scope of what's ahead of them and I find that what's given me the most satisfaction is the ability over a period of time help them become really Board Members in understanding how to make decisions based upon pupil's needs and not on narrow interests or needs of their own children or elements like that. And often that's how it is when they come on we know that. And I'm really most satisfied with the pupil progress you are able to see in the K-8 district as you get to know the children as they come in as Kindergarteners and then are able to shake their hands at graduation and look at their achievements over the years. It's a tremendous source of satisfaction so that's getting harder and harder to do of course with all the demands that are on us and everything that is pulling at us but that remains one of the top I would say.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Politics. The community politics. Self-serving people who have single interests who think they could change the world. I am most dissatisfied with the lack of support at the State and Federal levels. The perceptions are that the educators are over-paid and under-worked. And the level of parenting that is evidence that keeps diminishing more and more to me as the years go on. I am dissatisfied with the lack of support at home and the lack of conversation between parents and children. There is also an expectation that the schools have to do everything. Not only do we have to give them the academics but we have to be their parents as well at the same time.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (Intrinsic)

It's critically important to me. I don't think I would be speaking to you now if I felt I didn't have that degree of freedom because I'd be retired. As soon as that stops, if I were ever to have a Board or if I was ever in a situation that I didn't have the freedom, I couldn't do this job anymore. I think the freedom can make some critical day to day decisions, the freedom to be able to listen and explore what's there, different ideas that I can bring to the Board and to the public. It is important to get their input. It's just easy. It's just critical. Very important.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

It's always been a top priority. And I think in my case as I've been in this position a long time it's been a challenge to keep developing myself professionally. When you're going for your degrees, it's obvious you're in that environment. Once you stop and then you have all of the other priorities pulling at you, it becomes much more

difficult. But we're fortunate because we have a very good support system in their own curriculum center and we have developed a tremendous program for teachers and as for administrators. It's right down the block and I could go any day after school and learn about research or learn about classroom management so it's a wonderful resource for us. So that's a key component. We have to always continue. Also the administrative team we are coming out of now we have one Assistant Principal who is in a Doctorate program at Columbia and she was just sharing some of her research on literacy and language. It's great for us to hear and be able to share that. It's great. It's terrific.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

It's critical. That's why we are here. I don't think I could deal with the frustration of not being able to feel that we've made strides, that we've accomplished our goals; that we made a difference. I don't think we should be here as caretakers. We're here to keep moving the system forward. We are also here to make sure we have better problems to solve. We never fully solve the problem but we create better problems I think. That's part of why we're here. Very critical. We want to create better problems. And if over 30 years we've left the district with so many better problems than we had, than we've done a great part of our job.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

It doesn't pertain to me because I am one of the few that has tenure. Although quite frankly I don't think it would have made a difference if I didn't in terms of my ability to work with the district. But I could see how new Superintendents coming in today without tenure could be severely impacted by political pressures especially when you are raising a family...you could be at the mercy of some very difficult people to work with that have to really compromise your values. I've never been in that position. I've always had tenure as an Administrator. I know I'm able to do things that somebody replacing me wouldn't be able to do because of some of the fears of not having tenure. And that's one of the reasons that I am still working is because I have some things I want to accomplish and I know if I left now somebody else coming in without the political capital. Someone not having the security of tenure might not want to take the same risks that I could take now.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Directly proportional. I think it's also a major factor. Even good Board Members could be a challenge and there's yield to what you think is right and sometimes it could be over whelming but you have to work them. But I think that if you have a supportive Board, a Board that has a big picture and doesn't micro manage, it's a

direct relationship between the job satisfaction. No question about it and it gives you positive feedback.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (*Extrinsic*)

You know, respect more than friendliness. I think that's a key factor in this position you have so many competing interests tugging at you. It's so hard to satisfy all constituencies but I think as you are working on this job. If you've done what you need to do and feel the sense that you're respected in the community and you share this respect and that's very important. And you know the support of people and to be friendly is nice but give me respect anytime.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

In this district we have experiences many districts have - a tremendous growth in enrollment. We had to build an expansion program in a ten year period and I think that even though this is not a large district. The difference in our growth now as opposed to ten years ago has made it more of a challenge and I would have to say it has had a negative influence on my job satisfaction. First of all, with the growth and expansion we have the challenge of the two building problems and if you have ever been involved in anything like that, you know. So do it twice and to deal with all the people has been a major factor. I think too that the fact that you have to work harder and give more attention to acquiring and attracting new staff members, training new staff members, integrating them with the existing staff has made a difference as we've grown. The size of the classes has increased dramatically and strained our resources. It created a myriad of problems even with things like parking, traffic and mail boxes. All those little things that take time away from you doing more important things. When we had schools of 300 students and 400 students, I thought those numbers were ideal. Now we have schools that are approaching 700 students. You know we need more administrators, more teachers, more support, more of everything. But we don't have the same personal relationships that we used to have. And this is still a small school district even saying that so I can imagine what the large ones are. But when you are used to working in this environment and then it changes to a bigger one it has an effect on you.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Never thought of that. I would think knowing this town and I think that probably I may have been cut some slack from some people over the years because I was a male in the way I was perceived in this position and I don't know if a woman in this job would have been perceived in the same way and given the same opportunities to prove oneself. Why do I say that? I am trying to think why I said

that. Most of our staff members are female. We are an elementary district. And I've heard from many of them that they would prefer a male. You know we've gone through various election processes. They would prefer a male leader to a female leader. No kidding and I've asked them why and it's based on experiences they've had in their lives with certain individuals and somehow there have been more negative experiences. It's a very limited. We don't generalize on this. I remember when I was Principal in this district and I applied for the Superintendency and I was a finalist along with 2 women. Two very highly respected women in education. One was an officer in Phi Delta Kappa and one was a very well known staff developer for the state. The two of them and myself were the finalists. I remember the teachers in the district. They came to visit the school and I would listen to the conversation. They were critical things like, "What was she wearing? And that it didn't match. Did you get the boots on that one? I thought it was such a petty way to look at things and yet it was expressed. I mean they weren't saying to me to boost me. They didn't even know I was listening. Jealousy is absolutely possible. I have always enjoyed a very well balanced administrative team. We have an administrative team. There are 3 women and 3 men. Gender is never an issue and I don't see any overt signs that there is any issue with it. But that's the only thing I could think of to answer that question. It really hasn't been a big issue except knowing some of the older, you know, the more red-neck element to the town. They will probably look at a man somewhat differently in terms of giving that person a break. I remember when I came to this district as a Principal, I was the only Administrator hired from outside the district in its history in the 70's. Every other administrator had been promoted from within. I was also Jewish and I was the first Jewish administrator here. There was only about a 10% Jewish population at that time. That since changed. It was atypical.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think one area would be at the very basic level is attracting people to come into the profession given the stress of the job This is because of the responsibilities of the job and the barriers that have been placed in our way. The way the job is perceived, now with 1701 and the administrative penalties and all of that. So attracting and maintaining good people is, I think, the first major barrier. The other major barrier, I think, is finding ways to combat the isolation of the position Being the only one in that position in the district and making sure that there are support systems built in whether its through colleagues and neighboring districts or consortia or our county associations or things like that. Those are huge barriers so that we are not isolated and we have support systems built in. I think the other barriers is the lack of resources that we have to deal with and how we can be all things to all people in terms of the expectations of our community and society. You know every time there's an issue in society they look to the schools to provide the answers. I was just reading today, an editorial in today's Record. Oh

that...yeah...that this piece of legislation passed that's now going to mandate that High Schools teach manners. The Record was very good. It was like they were saying what else we could expect the schools to do. I think that keeping on with the schools, on with Internet safety and bullying and everything else, we are just expected to do all that. God forbid our Math scores are or Science scores or Reading scores slip, then we are listed in the paper as a failing school. So I think these are the most critical barriers that we are face.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I would say that one of the ways to achieve job satisfaction is to build coalitions of people to devote much of your time initially to working with staff members, with students and the community members for people to develop a sense of trust to get to know you so that invariably when there are issues in the community, when things about the schools are bad about people will give you and the schools the benefit of the doubt and say, "We know, Lauren. We know this doesn't sound right. Let's check it out." Rather than believing everything. I think that's a tremendous investment. You really have to try to keep the politics out of it and do what you think is right. You have to do your homework. You have to speak with people. You have to do the research. You have to consult. You have to educate yourself. When you get to a point when you think something is good for kids you have to be willing to take some risks even though the threat of failure might be there and could affect your job security.

Superintendent # 9

Question 1.1 How long have you been in your current assignment?

In this assignment 6 years.

Question 1.2 How many years have you worked as an educator?

Thirty-three by the end of this year.

Question 1.3 What positions in education did you have prior to your current position?

I have been a High School Music Teacher, Coordinator of the Arts, Dean of students in an alternative school, Assistant Principal in Elementary and High School level, Principal at the Middle School and Elementary level. I have been Assistant to the Superintendent and numerous central office positions.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Most satisfied with, off the top of my head, the first thing would be in my position here to be able to affect the change. That's good. A short answer

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

The politics involved and the dearth of financial resources.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

Very important. Freedom is a very general term but freedom can mean the freedom to make decisions based upon student outcomes as opposed to all the other things that snap and bite at you as a Superintendent. If I don't have that freedom it is very frustrating and a source of displeasure. In the best of what we do, we are suppose to be here for the kids and the kids only. It's naïve not to understand that you have to do some really kind of crappy things in order to pull off what's best for kids at that time. That comes with the position. And the longer you are on the position it seems the more of those kinds of things you need to do and particularly in the present circumstance of things like "1701" and "No Child Left Behind." Those kinds of things are always a source of extreme frustration that people would purposely do things to go against your mission.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

It's important. The answer to the question before this was "very." It's a notch below that and the only reason it would be notch below it is because the thing that makes me most happy is the ability to affect change - positive change. Then it's incumbent upon the person that feels that's so important to be able to affect that same change upon him. So I think it's very important. What happens is the good people tend to get better as time goes on so it's less of a higher priority. If you're in your first year of any new job; first year of Assistant Principal, first year of Principal and certainly the first year of Superintendency, you're making a lot of those notes that will become engrained in you so as the years go on. In your first year, you got 20 things you really have to work on. In the second year, you would hope there would be 10 and the third year maybe 5 and so forth.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

Very crucial.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

The lack of tenure on job security has the affect of the way it is structured in New Jersey is you do have security for the length of your contract. So the affect is it's simply taking life long and changed it to a defined period time. Now the negative part of that is that it's made those of us in my cohort, contracted Superintendents, unfortunately much more politically sensitive to decisions and the biggest negative aspect to that is. Maybe surprisingly for your study here. It is not a potential loss of position of your job but the potential that having the wear with all to make the right decision is sometimes tenured by the fact of making that decision in light of. Are you going to stake your job on it? So that's the biggest negative, frankly, someone with tenure can make all the correct decisions in their opinion. The reason why tenure came about in the first place. If you make a decision and it happens to be politically unpopular, when you have 3 years to get it done, it's not much time to get an unpopular thing done in order for it to show positive results so that you can finally say you have to trust me. I told you so That's the benefit of having tenure. I am personally closer to retirement than I am to being desirous of the next new contract. I have to tell you it's very liberating to be in what could be my final contract. Tremendously liberating. That's the only way in my Superintendent's career that I ever felt like I felt when I was a Principal knowing that I had the freedom to make the correct decision. I know it's a great question because until this last contract, I am in the second year of the 3 year contract. Until I got this contract that sort of Damocles was always there and I don't think it stopped me from making decisions. But it certainly stopped me from being as bold as I am seeing myself being now in making right decisions.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

It's a direct relationship. (Drawing a diagram) The biggest satisfaction is getting things done. To the extent on any given issue the Board is here and you're here Its only here where the ultimate goal of what we do for a living. We're educators. We're trained as teachers. Teachers are down on the food chain. That's all we are. When the Board is here and you're here and you two are not here, that's when frustration comes. That's the fact when you know in your heart of hearts that you've done all your research that you need this to get done. Over the time your honeymoon period is with the Board that hired you because if they hired you it was a synthesis-a connection at that particular time. The things came out in the first year of your living together besides that honeymoon period are the same issues that the district wanted to address. Well if you are really good and very fortunate, what happens is your success comes back to bite you in your rear end because you came in with the same kinds of priorities that the Board that hired you did. Well, two things happen. First of all, if you are lucky and you are good and you have a good staff around you, in a certain amount of time, usually

between 2 and 3 years, you could address those issues and you've started the district on the road and maybe if you're extra lucky perceivably so, perception is different than reality. So now those original things that you came with are kind of done. They are done, taken care of the box of things you needed to do. Then what happens is those things that are left typically are those things that are there because they have been there through a lot of people. They are not easily solved. Then after a certain period of time, after year 4 or 5 years, the problems all of a sudden become yours as Superintendent. They are defined as yours. And the ones that you got from thousands of people before thousands of staff before now are not theirs anymore, even though they were theirs when you first came on board. Now they become yours and you couple that with the fact now Boards have changed over. Issues changed. 911 happens. NCLB happens. 1701 happens. All of those things happen. And what that does is it increasingly, I find, takes the priorities that were so close to you and starts to relegate those things that you know are directly important to kids and you find increasingly you're dealing with things that have less to do with kids and more to do with politics and more to do with finances. And what happens is you have new Board Members that come on and they have their own agendas and you're dealing with those things all over again.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

I think it's very important. Not at the top. Not the most. But very important. It's just easier to deal when you're walking in like you experienced coming in here. It's easier to deal with a pleasant culture. And your familiarity and professional friendship with colleagues are a big part of that.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Also very much. I'm hoping people are answering these given their own private experiences. So if that's the case, I should write a paper. This is the perfect size. This particular district is the absolute perfect K-8 size. In fact, if this district can only be one step better and that is if it had its own high school. First and foremost, interestingly enough, it had its own high school because we know our graduating 8th grade classes, it would be a high school of just under 1000 students. The district would be around 3500 students and if you look at even our own, you very seldom look at things that the State Department does right. But if you look at the research a school district of that particular size, although it's very small by mid-western standards is the definition of when you try to make small schools and schools within the schools. It's absolutely perfect. We have now happen to have 4 elementary schools that are just under 400 and a middle school that's a little bit large around 850. The synergy of frankly having a 6 thru 8 school as opposed to having a 2 grade school is wonderful. This is my own opinion. I have been involved with a 2 grade school and contrasted, not scientifically, the difference

between a 2 grade school, wherever it is and a 3 grade school and the benefits of a 3 grade school versus a 2 grade school is tremendous. This happens to be a really good size. It just lends itself in every aspect, not the least of which is the students, because of those building sizes, feel about their school as a home. It clearly is a neighborhood school and even the middle school, we've achieved that by what we do with hallways, what we done with teams. We literally have 3 teams within each grade level. So it's 9 little homes in each level. The size of the schools have led to the good culture. That's a source of pleasure in coming in a district like this. There's money. But interestingly enough not even close to the amount of money let's say to another place like I wouldn't trade. The culture where the teachers are making more and parents are sending their kids to 18 kids in a classroom as opposed to my kids where there are 24 kids in the classroom. The culture of the two places is like night and day. It's widely viewed as being positive here. I have wonderful relations with the Association, with the parents. The downside of that is there's so much in the schools it could be a pain in the butt.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

There has been a female superintendent here, from what I heard, because I know the history, I have to say, there must be something in the water. There must be something. I have to say there must be something that the district. The statistics are much different than many other places. But because New Jersey Superintendencies are filled with white males, I think there must be something. I think there is a familiarity. The district now it's got to be 20 years old. The district had a very poor experience about 20 years ago with a female Superintendent. Somebody was very, very articulate that ended up being a nut. Now I don't know if she was a nut because of the experience. I didn't meet this person and I don't know what the story is. I think superintendency can be impacted by gender and I think it's less than when I first came in the profession. There are so many examples right now of very successful places where women are leading districts in New Jersey. You look at so many places where in each of those cases when the breakthrough was made. Let's call it a breakthrough on tape. Look how great that experience is turning out. And God help us. Look at the teachers - 95% female. The fact that the Superintendency is pretty male dominated. So many female principals. Very strange. Maybe something to do with something. Maybe your paper will discover what.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

The pool of candidates who are willing to put up with this. That's the crisis. Second crisis is merely numbers. People of my age, not your age. But people of my age are baby boomers. I'm towards the beginning of the baby boomer kind of

thing. We got into education in many respects because our entire lives have always been with this big group of people I went to catholic school. I personally, every time I was in a classroom, I had 56 kids stuffed into a classroom once. Through college we were always fighting to get into a course before the sections were cut out. The bottom line is I am part of a humongous big group of people used to, it's made us, those of us who kind of survived and did well. It's part of the reason why. Because we were always kicking and scratching, so there is this big cohort of people that chose education as a profession and probably many of whom because all the other jobs were taken and because there were so many of us. While that was not my case, I know a number of people in my teaching years that went into teaching. That's what was there. As opposed to, "Wow! I really want to teach." Through the years, my cohort decided to go over to the dark side and become Administrators. And even a few bunch of us became Superintendents. By no accident, frankly, that the tenure law changed when the big group of people that I represent became Superintendents. It's no accident. I mentioned the bad stuff about tenure. You know what the good stuff was? Salary. I wouldn't be making the salary. Neither would you if they hadn't abolished tenure. So I've always said and always felt that when they abolished tenure for Superintendents, it is the best thing they ever did for people like me who succeed, who do well. That sounds horrible and I have it on tape but, frankly, you wouldn't be there. You wouldn't do what you are doing if you didn't have an ego and also you wouldn't attempt to do it unless you knew darn well you're gonna get done the things you need to get done and the abolishment of tenure has had the affect of number one. Decreasing the pool and at the same time the ones who are finally stupid enough like me to decide to go for it. If you had the third part of that triangle and you end up being good at it. For the first time ever we are actually being remunerated. In my generation, to the extent that approaches what let's say at the same kind of Cinderella story happened when I was in the corporate world. One of the sad things now, I'm rambling here, with the advent of 1701, is its political ramifications. Not the least of which is to control administrative costs. That plus just what's happening with budgets. The State doesn't know it but it's shooting itself in the foot in terms of the education. And I couldn't be sadder towards the end of my career. So I probably won't have to put up with this. But those of you who are younger are going to see the beginnings of this if nothing changes and that is a double whammy. First of all, if those salaries don't keep up with the corporate world or at least approach it, you'd have to be a fool as a teacher who is making \$70,000 for only 40,000 more dollars put up with what you know put up with every day. What sane good smart person would do that for just that amount of money? So there is where the political stuff that's going on with 1701 and we're going to control administrative costs is going to come back shoot the State and our profession in the foot along with the budgetary constraint because people are being pivoted against people so now you gotta get even more than normal the community father's pivoted against the teacher's unions for trying to go for a wage hike. College kids are going to start watching this and who even wants to go into teaching. More college kids are going into the corporate world and less spill over to go into the teaching worlds of even those in

my generation that say you know there's nothing there so I'll teach. What's going on with 1701 is New Jersey's proposition 13. It is that dangerous. And right now we are reading 20 years after the fact of how poor California schools are. I don't know how much you remember but 20 years ago when I was an inspiring Administrator and actually 20 years ago I was a Principal and really into the profession and really into that kind of stuff I remember when I went to classes. Guess the State that they always would give to us to read about with exemplary examples of education? It was California. It's 20 years later, ladies and gentlemen...and the California education system is now an example in the classes that you can take of how not to do it. We sometimes as educators like to put our heads in the sand and say we are above politics and we are not going to engage ourselves in those kinds of things. But there's a prime example that you do have to be involved. You do have to fight and there is an affect. California has been ruined. Its taken 20 years for people to be able see it. That's characteristic of education anyway. Always takes years.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I'd tell them that match is very important. Not to go for salary. Not to go for how close it is to your home. I would go for the same thing I tell my teachers when they sit at this desk and I am considering hiring them and I made mention to it before. I tell them thank you very much for coming in. We had a very nice interview and tell them like the Continental Airlines line which is "we understand that you have your choice." As a teacher on where you end up going, I would do the same thing to Superintendent being offered the position. I think a good part of the job satisfaction here because there was a match with my goals, what I felt was important, the community goals and what they thought was important. I have done fairly well here. The district has thrived luckily for me and in my time here but it may not have if the match was not there. If I am a Superintendent - cookie cutter stuff would say, "Alright you've done well there in this district so go in Paterson and straighten that place out." My point is I may not be a good match for Paterson. I may not be a good match for the district I am in. I might not be a good match for another district. So it's important for Boards of Education to look for that when they're doing. Those kinds of things not just the people who speak well but it's as important for a Superintendent because the job inherently has so many things that can get you down to make sure you start out with every advantage that you can before you start running.

Superintendent # 10

Question 1.1 How long have you been in your current assignment?

I'm in my 4th year

Question 1.2 How many years have you worked as an educator?

Thirty one years

Question 1.3 What positions in education did you have prior to your current position?

Elementary Principal in two schools....Paramus for about 4 years and 1 ½ in Washington Township. I was Administrative Assistant for K-8 program instruction in Montvale about 4 years and then I was teacher for 9 years in the Middle School.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

No doubt working directly with teachers...coaching inspiring motivating teachers.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

Board of Education...working with Board of Education. I guess related to that working with 9 different personalities, 9 different needs, 9 different perceptions.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

It's very important. I think in order to be creative in order to bring programs in You need to have freedom of thought. You need not to be tied down to a traditional approach. You need to be able to deal freely with people.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

Critical. Again, critical to advance your own career and to get professional development to work with trainers. I don't think you move forward unless you get professional development within the system. Sometimes that's what professional development is given in the district whether it's writing, training, or math training or something like that. Sometimes I attend those.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

Most important. You're not moving forward you're moving backward. If you can't accomplish things and you can't get things done. The job satisfaction is at nil. Probably it is one the most important things to be able to accomplish tasks and move things forward without stumbling blocks and hurdles put in the way.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

None. All it does, whether you have tenure or not, life becomes uncomfortable by Board Members either way or comfortable. I've never felt that tenure was the thing which tied you into a position. In some ways, non-tenure makes your own freedom to move better.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (*Extrinsic*)

Great deal. It's a constant juggling act. There are 9 people out there in the community getting information, distorted perceptions at times and so that relationship is a big part of the job.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (*Extrinsic*)

Oh a great deal. Personal relationship between the personal and professional relationship that you have with your administrative team and both my success and happiness are linked. Strongly linked. There are times when you just have to separate those and it's just the way it has to be. Not dictatorial. But the reality is that there are times when something has to occur or something has to be given up that you just have to do. We just made a decision in our district-budget-wise. We were going to reduce reading recovery teachers and computer teachers as a budget situation. But we found out we didn't have to do it for budget reasons and we have this whole philosophical argument. The bottom line was I wanted to save it for next year's budget cut so we saved it. So all the philosophical discussion about whether or not we were going to cut them. I said don't. So I just had to make a decision. We are not going to cut them this year because I need to save that money for next year. So you have this big long philosophical discussion. Say it was reversed. You can have a political reality.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

A good question. I've been Superintendent in a district with 800 students and now 1500 students. It depends because it might be linked to socio economics, in my case, because Superintendents in a district which was a blue collar to middle class community, and tremendous support from parents to a very expensive high economic district although people are very supportive they are much more skeptical and much

more demanding. So it's quite different. So I am not sure it's related to size or socio economics. However, now having said that and the tape runs out with a long answer. I want to make sure that we have time to talk about the blue shoes too. So size of district. To me it influences it a lot because I still like to have hands on with teachers and relationships in classes and get in and see students as much as possible. I am not convinced in a large district you can do that so in the district where it was smaller I was in classrooms more than I am now and so I would say that the smaller district has an impact on job satisfaction. Now I am not trying to waffle on my answer but the reality is that a mid size district or a district like mine which is 1500 not considered mid size, still relatively small, with the administrative support it is very helpful. You get that mid range district let's say 1500 to 220 and you have the support help that you need in curriculum and business office than that is an advantage to have that level of administrative support. I think there are different rewards too. You have to think about with small districts. Salaries are usually lower. Mid range and larger districts salaries are higher and so if you are intrinsically looking for salary that's where you need to go and becomes a part of job satisfaction for salary. But I think that day to day connection with people to the classroom in a smaller district raises your own personal satisfaction to a higher level. I think big districts I would stay away from them because I am not interested in the big district. I think the 1500 to 2200 student district is probably the highest job satisfaction.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

Little to none. My feeling is that it plays little to none of a role to Superintendent. I do know that at the building level where a male Principal gets away with a little bit more than a female Principal. I haven't seen this in the Superintendency but I've seen it in the Principal level where the demanding male will be accepted and the female will be called names because of her requirements or demands. But that's just a very isolated number of people. I think that's very specific people who have difficulty dealing on gender issues in all areas. But I don't think it would impact in terms of the Superintendency.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think one are of crisis is time. That there are so many demands and there is virtually no getting away from the job whether it's weekends or vacations that I think the crisis stems from the pressure of time commitments. You're pulled in 20 different directions. Everyone wants you to attend their event and if you're not there then you're perceived as not caring. So everyone wants a piece of your time and attendance. I think the crisis is just the pressures of the decisions and the pressures of time. That's where I see probably the biggest part of the crisis. More and more thinking that you have to virtually walk on water to survive not even just to succeed but to survive in the Superintendency that the expectations are so

high and the different stake holders demands and requirements are so needy that virtually it gets to a point where you can't win. You cannot satisfy all the needs that different groups have. There are instructional needs. There are public perception needs. Your Board's requirements. Your administrative team. The conflict of move forward but don't trash the old programs. Traditional. Progressive. You got this constant kind of pull with always people want better, better, better but please don't step on my current programs and sometimes you can't do both and so you inherently have that conflict. Harry Gelinsky said years ago, "Every year, because of the decisions you make, you lose 10% of your constituency. So don't stay more than 10 years." In some ways that more and more holds true that every year some of your constituency is dissatisfied even if 90% of them are happy you start to chip away and people again want the quid essential administrator that can do everything.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I think the first thing I would say is it's a wonderful profession. It's a great place to be. You can have an impact. You can make a difference. You can lead people, you know, I would say to an inspiring Superintendent to enjoy it that he or she will enjoy it and you just have to have thick skin. I would advise inspiring Superintendents to feel the culture. Don't try to change the culture. Live in it. Exist with what exists for at least 6 months to a year before you make dramatic changes because your changes will be washed away from tradition and you won't have the impact you will a year later. People need to feel to trust you and it takes a while. It takes a year or two before they even begin to think about trusting you. So if you make changes they won't have the impact they will later on. It's a great profession if you are thick skinned. If you balance the pull on your heart strings that will occur and with creating effective change at the same time, you will find it is a great job.

Superintendent # 11

Question 1.1 How long have you been in your current assignment?

Twenty One years

Question 1.2 How many years have you worked as an educator?

Thirty Eight

Question 1.3 What positions in education did you have prior to your current position?

I was building Principal in elementary in Norwood, in New York City I was an Administrative Assistant, I was a Reading teacher and a Classroom teacher.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Working directly with children, which is not every day. Working directly with teachers. I like the decision making process even though it's a very small district and I have enormous impact because we're small. I also enjoy working with the community and going out into the community.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

I'll tell you what's wearing in a very severe way and that is dealing with conflict. I don't have problems dealing with students. But I do with parents, Board Members and politicians. I deal constantly with those three areas. One sub category with the parents is generally the most severe parents are the special education conflict. They bring attorneys and it's very rough.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

Very. Between you and me, most of the time I have enormous freedom. Hardly I believe it wasn't always that way. I've been here a very long time. When I was Principal I wouldn't say that I had the freedom but it was a positive experience. I was very popular when my predecessor was bought out and I was put in as acting. I would say I had a very rough 8 year transition. The Board at that time saw me in a certain way. They did not have the same perception of me as the Superintendent as they did Principal. They felt I was very ideal dealing with people. They were not happy with my Superintendency... I guess instead of leaving I got stubborn, tucked my heels in and a combination of the facts just turned things around. One, I outlasted the people who were most negative towards me. Two, there was a very unpleasant and protracted labor management problem conflict and I very loyally, as I would have anyway, they might not have assumed it. I was their agent and did what had to be done and they were very pleased because in the end, although it saddened me a bit, the teacher association was weakened and the Board prevailed entirely on all their issues. So even those who had not previously supported me felt real badly after that. I didn't really welcome their support because I didn't like doing their dirty work. But it was done. And the last thing is after that three man group took over the Board and announced that they were unhappy that the Board was tying my hands. They came in they were very high level executives and they helped me turn the district around entirely.

They just stayed on the Board until anyone who had any negativism toward me left. So the level of freedom I have is enormous. I really don't abuse it. I happen to have tenure which is rare but I come in every day as if I don't. They get more from me. I am a bargain for them. I really take the job very seriously and I think I've been able to sustain my longevity here.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

Very. Very fast paced world when you live in changes in technology business and politics and if you don't keep up with I, you're lost.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

Well very. Again I started my life never thinking of where I am now. I was totally dedicated to being a classical clarinet player as I studied at Julliard. No interest in power or politics at all. I ended up teaching making a living teaching in New York City and became very unhappy. To be honest, many of the teachers I was working with and they were all black and Hispanic was very prejudiced and racist towards the kids. I first worked my way up with Al Shanker in the United Federation of Teachers to try and change things and felt I had more impact in administration. I grew up very poor. I have very modest and personal needs. I would say I am still in it at this point besides paying the bills just because I want to make some meaning out of all of this. And I agree with Janice if they're really going to screw us I will probably retire early and do something else. But I worked so hard to bring up the district that I thought was very promising but had a lot of problems.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

Well would that be N/A for me. I think that law was a mistake. They didn't save money. They did it to save money and to give Boards more control and to be honest you don't have patients in the doctor's office telling the doctor what they want. Holistic medication rather than a prescription or that they would like this surgery versus that surgery. And that's what you have with Boards of Education. I think Al Shanker's views of the Boards of Education were appropriate that they should meet for with one week at a retreat. One week a year at a retreat. 24 hours for 7 days and deal with all big policy and contractual issues and that's it. Let the educator do their job and the state should hold us accountable. I mean if we're not breaking the law it just shouldn't be run that way. They waste so much time on Board Meetings. Even now, I have 2 doctors on the Board and they are both extremely bright and they are on a campaign. They claim they are going to the federal government if they can't turn New Jersey around because they've had it with special education in New Jersey and they believe that they bust my chops

every twice a month over this. I keep saying to them, "Go to Trenton. Stop busting my chops over this." But they believe that prior to a referral to the Child Study Team, the minute the parent comes in with a concern or a teacher or administrator you should bring educators in there. There should be a medical clearance because they claim that many symptoms of alleged learning disabilities or educational disabilities readily explainable by medical conditions. So if someone is not paying attention, it could be diabetes. Or if someone is very distracted, it could be a brain tumor. I mean they just throw out so many medical examples. Of course I'm not qualified to debate them. I mean you could just imagine how long the meetings are every month. They've already written a letter to Barbara Gantwerk. I'm waiting for a reply and they will go to the next step. They'll go the State Board of Education and we'll see how far it goes. Maybe with this new commission that's coming out if it does that could give testimony to it. They are really talking about changing. I mean I spoke to Barbara. She says they are talking about changing the law and I don't think it's likely to happen.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Unfortunately it's very important. I do spend a lot of time at it ...it's like cultivating a garden...because if it's negative it can destroy a person...and although some colleagues might deny it. "Tenure" "Spenure". If a Board turns on someone they can make your life miserable and it's not worth staying. So I would say it's very high priority. Unfortunately, because it's very time consuming.

Question 2.8 In your opinion or perception, how do you feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

In the long run a lot. There have been times like I said when there has been conflict and I would say I certainly don't have their friendship and I don't need or seek anyone's friendship. But I would say respect is a pretty important ingredient for me.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I am not really going to be able to answer that because I have not been a Superintendent anywhere other than _____. And I'm not sure. I know Bob McQuire, for example, who was my colleague in Northvale moved on is very happy. Paul Saxton also moved on from Demarest. That's probably a good question to ask Ray Albano.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I don't know how to answer that. Forgive me. Let me just think for a moment. I've always felt that gender plays a role in leadership and there may be certain gender differences. I know philosophically I heard people suggest that if there were more female Presidents and Premiers we might have fewer wars. I don't know if that's true but perhaps that might be true. I've heard it said by female teachers that they would prefer to work for male administrators than a female. I said to them, "Why would you say that?" They said they feel that they can work on a guy. They say that men can be easier to deal with. I'm not sure that I have an opinion but I think the diversity is necessary and helpful in situations but as to differences I am not very sure what they would be. I could say that people may stereotype and say guys are tougher. I don't think so. I think women can be very tough.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think fewer and fewer people want to deal with things because dealing with the public because of the change in the culture. Less politeness makes it very difficult dealing with people. Before there is such an over regulated structure to deal with and because of the heavy politics and lack of financial support I would almost say that the job is almost in danger of becoming totally undesirable and unworkable because of the change in the structure that is so over regulated. The lack of physical support. With the whole federal move, you know, one can argue that the NCLB is a brilliantly constructed conspiracy by the right wing who are very sharp. Anyone without them would be misguided and they figured they would give it 20 years. That's a reasonable time. And if they keep to the 100% in AYP's no school in America will qualify in the public domain. So that anyone who is aware of the politics, who is aware of the over regulated structure and who is not blind to the lack of civility today would have to say to themselves "Why would I want to do that?" My advice would be to think it over. Is it worth making 150 versus 100 as a high school teacher?

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Give me a moment. Well, I am going to present a paradox. What you need to make a go of it is having a temperament that is fundamentally optimistic and to have the ability to rebound psychologically. You have to go in with your eyes open and know the three issues I've just described and if you're okay with that and you are feel tough enough to deal with it that's fine. But I would very much urge the person to seek a balance in life. With their personal life and their wellness because you have to have a support network to bend and deal with issues and keep it in perspective and maybe almost look at it like a religious calling and know that other people are not going to have your sincerity. I don't know how to go into this business if one is cynical. I guess if one has a cynical temperament I

guess the person is ideally suited for it. So either of those two would be my recommendation. Either your cynical enough as a human being so you don't mind dealing with this or you like fighting with people. Did you see the Hillary Swank movie. She is a boxer. *Million Dollar Baby*. Remember what the coach kept saying to her? Rule number one is Protect Yourself. I just think it has to be done emotionally because the minute it gets to you, you lose the ability. If you heard Jeff's few words yesterday from Oradell in the context of what everyone else was saying, they almost sounded naïve. But you need that purity. If you totally lose that, how do you really help kids? So that's why I've never been cynical and you know I obviously fit the image I was describing. That would be my recommendation.

Superintendent # 12

Question 1.1 How long have you been in your current assignment?

I've been 8 years as Superintendent.

Question 1.2 How many years have you worked as an educator?

Thirty four years

Question 1.3 What positions in education did you have prior to your current position?

Teacher in a middle school, Guidance Counselor, Vice Principal of a middle school and Principal in a middle school and then Superintendent.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

The diversity of the position and the diversity of the responsibilities. Working with the Board and working with the co-workers in the administrative team.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

There aren't any.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

I think considerable. I think unfortunate in that regard that doesn't mean I make decisions laterally or usually collaborative and consultative. When I come to a recommendation and to a decision, I usually have touched base with all major stake holders and have developed a solid rationale with the decision and able to communicate that. When working with the Board...okay they say what is the recommendation and why is the recommend and all of that. Likewise working with the teachers association or the administrative team will discuss. I'll listen to the various points of view...then I'll report back and keep my best opinion and when I have to reject a request of an association or an association member. I work hard to have a solid rationale.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

Very important. Anything that can help me to be a better leader and to do my job more effectively. I think its essential to continue to grow and to be aware of major issues in those areas that an individual needs for himself or herself to really develop.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

I wouldn't be here if it wasn't. Most Superintendents accept a job. They seek the job because they feel they can make a difference. But it certainly holds true in my case. I need to be able to end the day and the year and know that the district is a little bit better off and that I've done something to accomplish that.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

When I first became Superintendent I thought it would be a constraint. A constraint on decision making on working with the various constituents groups. As I evolved into the Superintendency, because it's a whole growth phase that goes with it, I found that it didn't matter very much. I stopped thinking about it. Every once in a while I'll say to the Board, "You know I am the only one around here who doesn't have tenure. Your B.A., your administrative team, your teachers and your custodians in this district have tenure. But you know after a while if I really believe that if the fit isn't there, it's better to go somewhere else. So I don't really find that the lack of tenure has been a constraint for me - after the first couple of years.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (*Extrinsic*)

It's major. To have a good Board of Education working with the Superintendent is so very important to job satisfaction. I think, I had an experience early on that the

relationship with a couple of Board Members may not have been what I would have liked and it was a drain on energy and did take me off focus at times. It was then I realized how important that relationship is. I've been fortunate in the last half dozen years to have a great Board and working with them where we respect each other. We respect each other's point of view and like each others people and that's a good thing.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

That again is very high. I think it's important. Respect is more important than the friendship and the working relationship is more important than the friendship. I often think I don't need to go on vacation with the people with whom I work. I don't need to go dancing with the people with whom I work. But the time that we spend together on the job tackling the problems and creating a vision. That mutual respect and collaboration and collegiality is so very important.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I think the smaller the district the more hats the Superintendent has to wear. It's almost as though you have to know about everything and oversee everything. I look at some of my colleagues in the larger districts. They have tiers of administrators. The Assistant Superintendent for this, the Assistant Superintendent for that and I say "Wow" that allows the Superintendent greater freedom and time to pursue areas of interest. When you are in a smaller district, and you know this, you are doing so many nuts and bolts pieces that some of those areas of which you are perhaps most interested certainly don't get enough time.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I read that question and I wrote down "neutral." I really don't think the gender is important. It's the person. It's the leadership. It's all the professional qualities and that's not a male or female thing. I mean a Superintendent regardless of whether they're a he or she, regardless of the gender, needs to be able to work with a whole host of people and regardless of the gender. You better develop the skills in order to do so. So I don't see that is critical.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

Definitely the supply. I think the supply of Superintendents. There are fewer of people who want to sit in our seats and handle all of the aspects of the job. What

areas of the Superintendents are in crisis that I see? I'd say again that wearing all of the hats. I think Superintendents have an incredible amount of stamina and working with all of the stake holders, with all of the issues and all of those State mandates. Trying to do it all. I think there is a drain on the stamina too. I think also always being on top of the political winds and being proactive. That tends to put the Superintendency in crisis. Given everything we have to do it's hard to have that reflective time to grow and to make good effective decisions. That's how I feel.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Cease the moment. Don't be so concerned about longevity that you sacrifice your core beliefs. You know I truly believe that if you work hard and work honestly and communicate well. Most of the time you'll feel a sense of reward. Just as an example. It doesn't mean always your point of view will be a rise to the top because that doesn't happen all the time. You also need to know when to negotiate and when to realize that sometimes people can see things differently and maybe better. You have to choose the battles. An example for me is you know the failed referendum. I really believed in that and worked hard on that as well as worked hard to communicate that and it went down. And it was interesting because having some reflective time to really analyze it and after the hurt went away then I realized that we didn't communicate that well. When we are talking about a changed configuration, it was foreign to a lot of people to move to an intermediate school and early childhood centers and that needed to be stressed a little bit more. So some advice to a new Superintendent is also to learn as you go, "Never stop learning".

Superintendent # 13

Question 1.1 How long have you been in your current assignment?

Five years

Question 1.2 How many years have you worked as an educator?

Twenty-Nine

Question 1.3 What positions in education did you have prior to your current position?

Principal and Teacher

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

I enjoy the student involvement. I enjoy curriculum and involvement in issues. I like looking for new programs. I enjoy working with new staff. I enjoy staff development. I find that the work has become incredibly cumbersome. It's redundant and I'm not sure if it's particularly good use of my time.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

The State Department, mandates, hard to balance the budget. On one hand please the tax payer working under fiscal constraints and at the same time try to run the school efficiently particularly now that our surplus has now been lowered to 2% for the next year. That makes me very nervous. Certainly the parents are very demanding. It is almost an entitlement feeling. I tend to spend a lot of time on things which are not important.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

I think it's very important. I have quite a bit of freedom to allow me to see any issue from different perspectives. I'm sure that's critical. I certainly learned the hard way the first two years.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

It's critical. If I didn't stay current and reading journals and if I didn't attend workshops, I wouldn't be able to manage particularly a K-8 building because their needs are so varied. Somebody comes with a middle school question. I want to be able to answer that intelligently and the same thing would be true for a first grade classroom.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

It is the most important thing to me to feel like what I'm doing is meaningful. My goal is that every child learns something new every day in school and the children in particular want to come to school here.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (*Extrinsic*)

For me, very little. I could see where it could have an impact on a new Superintendent. First of all, I am a tenured Principal. They would have to get rid of half of me. I work very hard. It's no issue for me.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

There's impact. It's positive and negative where every April the Board changes. I do spend a lot of time reaching out so to speak and at times no matter what I do I can't because some people, I believe, become Board Members for specific reasons which really shouldn't happen. If I wasn't not open to that, it could be difficult. Overall, I don't have major Board problems.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

I think respect is very important. I think friendliness to a degree. I was a teacher here for 10 years. The first year that I became a Principal was a very difficult year because for some people that was a hard transition and they weren't sure if I should I be there. That kind of feeling. Respect is much more important. I think you have to be very careful then not to show partiality to the teachers that you taught with at one point. You really have to back away. What I've learned is people that I had as friends as a teacher I had to give up. This is a very lonely position.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I think it influences it a great deal. I have a relatively small school about 525 students. It enables me to know the students and the staff. I get to know the students on a very personal level which means I can meet their needs much more accurately than if you added a few 100 students. Also the more students, as you know, the more student issues you are going to have.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I don't think it does right now. I think my first year as Superintendent. I definitely felt that. I think two things that were against choosing was one being a female and the other being a Principal in the same school. To be the Superintendent and the Principal, I met with the other Superintendent 3 times a month. I couldn't be both. I think we have overcome that but there are still Superintendents that don't want me to hold the title of Superintendent and Principal. I didn't realize that there was this somewhat negative relationship overall between Principal and Superintendent. As you know when you go to the County meetings, there is a male full of men

Question 4.1 There has been a great deal of research dedicated to the “crisis” in the superintendency. In your opinion or perception, what areas of the superintendency are in “crisis”?

People don't want the job because there is no limit to that what you are responsible for. The responsibility aspect at this job for me is overwhelming. If you add K-8 that's under construction. We are on our third project. That's a whole other area that, quite honestly, I am not an expert I know a whole lot more than I did. So I think that public opinion that schools are never doing the job well enough and that public opinion says that they don't need administration is wrong. Now with the 2% surplus is making all of us very nervous...God forbid something minor happens and we are out of money. We are responsible. Whereas 2 years ago if you went under 6%, you get a letter from the County Office telling you that you were in a dangerous position. Now with 2%. This is crazy.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Become a Principal and not a Superintendent. I think one of the reasons I am going to hold on to the Principalship is I get to be in the classroom a lot and I like being in contact. Some Superintendents don't have student contact and I think that's what keeps you going. I think that's why initially we got into education to begin with. Without that and then you add to that the paper work and the aspect of the responsibility. Why would you want this job? I was saying that it would be hard for me to sell the Superintendency.

Superintendent # 14

Question 1.1 How long have you been in your current assignment?

This is my 5th year at end of June

Question 1.2 How many years have you worked as an educator?

This will be my 30th year. I'm old.

Question 1.3 What positions in education did you have prior to your current position?

I was a Principal for 11 years in Cresskill. Prior to that I was a Vice Principal for 1 ½ years in Dumont. Prior to that I was in Norwood for 10 years where I taught 3rd grade. Then I did Middle School and took also on the role as Reading Coordinator and prior to that I was in Old Tappan and did some Title I education-kind of Pull-out programs.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

Because this is a smaller district, I love the involvement with the students, the teachers and the community.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

I'm thinking. To be honest, there's really no part of my job that I am dissatisfied in. There are always little issues or concerns you have to handle. Sometimes the Board. But honestly I can't say I am dissatisfied.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

That is extremely critical. I would have a difficult time working in a district where I was not able to initiate programs like bringing different kinds of staff development to the district. If I had to always give in to the Board's needs or the community's needs, I would have a very difficult time with that. Well, I believe that the Board and the Superintendent should discuss and share whatever. I would hope they would trust in me as the educator that I would be bringing forth ideas that would benefit the district. So that would be extremely important to me.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (*Intrinsic*)

I think it's critical to do that on a daily basis. I think at the end of every day I step back and reflect How did I do? Whether it was a presentation to the mayor counsel, a faculty meeting, a meeting with the parents or a meeting with my Principals or Supervisors. I think it's extremely important that every day we try to improve, to work on how we communicate, how we deal with the community and issues and part of that is an honest reflection.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (*Intrinsic*)

That is very important to me. I have to leave at the end of the day and feel that I made some contribution. What ever it is. Whether it's the color on the new chair. You know, all the way up to making a difference in the child's life or me dealing with a teacher. But absolutely I have to be in a job where I feel it is worthwhile.

That's why I love what I do in terms of education and dealing with people. That's critical.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

That really has no impact on how I feel about my job security. I absolutely totally believe if you don't think I am doing a good job than this is just not a match and I have no problem moving on to somewhere else. Or in a reverse, if I felt that this position was not a good match I would have no problem moving on to somewhere else because I need to feel good about where I am because that certainly affects how I behave and what I do so I would never want to get up and dread going to where I work. So tenure does not phase me, in fact, it never phased me as a teacher as well. In fact, I would love to revise that whole system but that's a whole other dissertation.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

I think it's absolutely critical that you develop a professional relationship with the Board. I think it's absolutely critical that you develop a trust with the Board and I believe that I have been able to do that in these five years so certainly that has added to my satisfaction in the position. I think if you are not savvy and you come in and you don't understand that part of the job than I don't think you can accomplish anything else because at the end of the day they have to approve. I think that's the most important thing the Superintendent needs to do and probably one of the very first things is to develop that trust and respect. You're gonna disagree at times but without that there I don't think you could accomplish much and also I would not be satisfied being in this position if I had to be argumentative or just for every little thing we want we have to get entangled or whatever.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

Absolutely, again, it's just so important. I think when you walk into a building, you have to get a sense that this is a place we all want to be. And I think that comes from your Administration and particularly your Superintendent in any district. I think they set the tone for what the spirit in that building is going to be so I feel good if somebody comes in and they're like "Wow. It just feels so friendly." and that makes you feel good that you are able, with your other administrators, to develop that kind of atmosphere. I think that's so important. How can we do any initiatives or move forward on any plan if you don't have the staff respecting you. They don't agree all the time on certain issues but if they have that respect and the trust and they know that you're fair. I think that's one of the most important words. Being fair is absolutely critical. They may disagree, they may not like it, and they may get angry. But if at the end of the day they

perceive you as being fair on all issues then I think you've developed an atmosphere in which you can really move forward. Just like the kids. They don't want to feel that well you treated this person this way and you said yes here and no there. So I think that's a very important skill to have.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

Well that's an interesting question because I think when I first moved into this position, I sort of had in my own mind, oh well it's a small district and not as important as the persons with those big school districts with 5000 kids. But that's changed probably in a couple of months. I'm feeling, honestly, the job is a job. Whether you have 500 kids or whether you have 5000 kids. I mean obviously you can't be as intimately involved with all those children. But I think we all do the same thing because certainly all those same skills you talked about in those questions still apply even with the bigger district. The trust, relationship or respect. All those things are critical. There's just more people to deal with in order to do that. We have about 630 students. I say it's a nice size. It's not 120. It's not 3000. I think it's a good size. I am very satisfied because I have more of an opportunity to get move involved in working with the children and knowing the children, knowing their names, and dealing with parents. So I think certainly as far as sizes goes, you have those opportunities that you probably may not have as many in a larger school district. Even though you try to get out to let's say your 5 schools would be difficult to do probably on a regular basis as you might do when you have 1 or 2 schools. So I think that probably is the only difference. I think just the opportunity to be more involved is certainly a huge difference.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

I do believe that as a female and a Superintendent there is still that attitude that underline current that is still pervasive among the male Superintendents and what I mean by that is, I do feel that we have to be a notch better to prove ourselves to be better or you almost have to be male-like in how we respond, react and interact. Let me just give you a little funny scenario. Again, it's not that I feel disrespect. Just little things such as how often do the male colleagues ask the female colleagues to go out to lunch but yet you see all the males. Even at the Superintendents' meetings. Let's get together, Tuesday. But we were sitting at a table once and the conversation turned to golf and they said, "Let's golf." And I said, "I play". You would think I said I don't know. They said, "Oh. You play golf?" Absolutely from that moment there was just a little different kind of interaction and respect looking at the female. So, absolutely. Now I talked about that shot on the 9th whole and what I did. But you know to hear the men talk about that. Again they just view you differently as being a female. But when you show those kind of male tendencies or qualities, I just get a little different sense or feel of how our interactions are.. Absolutely gets better. In fact one of the

Superintendents actually said to me, cause we dealt with a couple of issues, “Yeah you’re like one of the guys.” I said to myself, “Yeah I made it”. That’s the truth.

Question 4.1 There has been a great deal of research dedicated to the “crisis” in the superintendency. In your opinion or perception, what areas of the superintendency are in “crisis”?

I think the job has become so much more political that I don’t see many people inspiring to do that because you can’t make any kind of decision or make a move without being concerned is the district going to be sued and are we liable. And I think that what has made it so difficult. Because of where you are on that ladder you really have to please everyone. If I am the teacher I have pretty much with the kids. I have to please the Board. I have to please the community members and the mayor counsel, parents, the administrators, the teachers, the children and vendors. So you’re dealing with a broad spectrum of people that if you don’t have that political savvy. I think it can be very difficult to be in the Superintendency. So for those reasons I think it’s in crisis. Also in New Jersey, particularly, I think looking at Superintendents’ contracts. What’s happening is the community still views you as you are a teacher or an educator so you should not be getting the salaries and perks that maybe some Superintendents are. So I think that’s a conflict as well.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

I think you just have to be happy in where you are. I know that sounds very simple, but I think that if it comes down to who you are as a person, you have to know yourself. That’s when you handle the difficulties. Can you handle the issues and you look at the big picture but yet also see individual’s point of view. So I think you have to understand who you are as a person and really understand what the job is and then once you are in that job you have to want to go there every day. All the other skill stuff you can learn in the classes and read the books but you know what? You can do all of that but if you don’t have the skills in you and the common sense and a little bit of savvy and a political awareness, I don’t know how you can teach someone to do that. I just can’t see it happen because then you know you are dealing with issues from the textbook and that’s not genuine. I think you have to be genuine and you also have to be willing to stand up for the issues and that’s not always an easy thing to do but what I find that at the end of the day they do ultimately respect you for that. And you know where it’s at!

Superintendent # 15

Question 1.1 How long have you been in your current assignment?

I am in my 5th year.

Question 1.2 How many years have you worked as an educator?

This is my 39th year.

Question 1.3 What positions in education did you have prior to your current position?

Teacher, High School and Middle School Guidance Counselor, Assistant Principal, Guidance High School, Assistant Principal-urban....High School Principal-urban...Middle School Principal-urban....Middle School Principal-suburban.. High School Principal- suburban.

For the next set of questions – I want to tell you that you are being asked your perceptions as they pertain to job satisfaction as superintendent.

Question 2.1 In your opinion or perception, what aspects of your job are you most satisfied with?

I'm always most satisfied with the mentoring aspect of my position. I am able to come in to a district and move people forward and help people to become better than they were when I first came. In one of my situations here, I took the Middle School teacher in this building. She was a teacher and then she was the Curriculum Coordinator for the elementary. She had never stepped into a Middle School and today she is an unbelievably successful Middle School teacher after just 4 years. She is a source of pride for me.

Question 2.2 In your opinion or perception, what aspects of your job are you most dissatisfied with?

I guess the most dissatisfaction comes from a question that was asked to me years ago "What's the best part of being a Superintendent and the worst part?" I said the best part is when I can say yes and the worst part is when I say no and sometimes happen to say no when I really mean yes. Not being able to accomplish some of the tasks I would like to accomplish because there are other priorities at that particular time that I am not that interested in but that are ultimately important to the district.

Question 2.3 In your opinion or perception, how important is the amount of freedom you have on your job? (*Intrinsic*)

That's absolutely important. I think the freedom to be able to make decisions in whatever job you are in. When you don't have that freedom you are gonna make bad decisions. When you are confined to a certain regiment or certain parameters in terms of what you can do and what you can do it doesn't allow you to grow. It

doesn't allow you become the best educator you can be and we learn as much from our mistakes as we do from our successes. So you have to give people, including yourself, the opportunity to make mistakes in order to find greatness down the road. So to me freedom is...I can't even quantify it. It's that important.

Question 2.4 In your opinion or perception, how important is it to you to develop your skills and abilities at your job? (Intrinsic)

Tremendously important and I've always felt and this is something that I've lived by my entire career that If I couldn't be better than next year than I was the year before, than it's time for me to leave my job and if I assess my 39 years as being successful, then that would be the reason for it because every year I wanted to do something better than I did the year before. I also worked under some people who were very demanding as Administrators which at the time I may not have loved but it proved to be very important to me that I learned an ethic. I learned a certain work ethic and an ethic for success and I think where the ethic is really this. It's important to be able to define solutions but it's more important to define the best solution and I've always used that as a criteria for what I am doing. Is it the best? Not that it solves the problem. Is it the best solving of the problem.

Question 2.5 In your opinion or perception, how important is it to you to accomplish something worth while at your job? (Intrinsic)

That's what keeps me going. If there is no new horizon, I get bored. That is my personality. I need have to have something to shoot for. When I was in Montville, my Superintendent brought me in after 4 years when I was Principal in the Middle School. "You need a new challenge." I want you to be the High School Principal." I said, "I don't want to go to the High School." He said, "You need the challenge." I said to him, "You know how critical I've been in the High School. If I go there I am going to have to act on all those. Things that I have been critical and you are going to get a lot of phone calls." He said, "I'll love to get those phone calls. You go in and do those things that you are critical of." I was able to do that. So I think there is freshness about that. It keeps you fresh. And that's what I like. I couldn't do the same thing all day. That's why I couldn't be in the classroom. I love my teachers and I certainly revere those people that have been here for 30 years and have done great jobs and love coming to work and working with the kids but that's not me. I couldn't do that. I couldn't go into the same job for 30 years every single day and do the same thing. It would drive me crazy.

Question 2.6 In your opinion or perception, what impact does the lack of tenure have on your job security? (Extrinsic)

None. Only because of the position I am in. I have a certain level of freedom that allows me to walk away from my job when I choose to walk away from my job. I understand the importance of tenure for younger people who have families who

don't have the freedom to make the kind of decisions I do and I think that for those people tenure is important because tenure gives them that freedom and if there was no tenure you'll have a bunch of yes people or people moving from district to district to district depending upon whether a Board Member or a couple of Board Members like him.

Question 2.7 In your opinion or perception, how does your relationship with the Board of Education impact your job satisfaction? (Extrinsic)

Oh, it's tremendously important. If I am going to come to work on a daily basis and have to battle with people to do what I know is right. There is too much energy expended and as a result of that you're going to burn out and I am not going to be able to do the kind of job that I want to do. I don't expect them to say yes to everything to rubber stamp it. I like discussion. I like dialogue with intelligent people and people that don't have an agenda ahead of time. And I am willing to compromise with those people. I think that's what makes the success between a Superintendent and the Board is he ability to compromise. Its the ability to know what battles to fight and what not to fight. Its being able to get along with people.

Question 2.8 In your opinion or perception, how do feel the respect and friendliness of your co-workers attributes to your overall job satisfaction? (Extrinsic)

I think it has some affect. I don't think it has a great deal of affect. I don't come to work to make friends. I come to work to accomplish a task. And what I try to do is get all the people that are working with me at the same level as I and to try to understand what that task is and how together we can accomplish it. You are always going to work with people. Some of whom that you like more than others but the idea is that doesn't matter. Donald Trump says it all the time, "If you are with your worst enemy you have to find a way to make that particular situation work." So for people that work for me, I really don't care whether they like me or not. It's good if it does happen but it's more important to have a sense of coequality.

Question 2.9 In your opinion or perception, how does the size of a school district influence job satisfaction of a superintendent?

I think that being the Superintendent of a small district is much more satisfying because you become more involved in more aspects of the job. If you are in a larger district, you are more of a manager. You set up an organization plan and people report to you. But here I am involved in curriculum. I'm involved in every essence of personnel. I'm involved in organization and structure. I'm involved in mentoring. I can do all those things. In a larger district it's too bureaucratic. You get caught up in a lot of political situation where in a smaller district, even though there is some politics. This is because there are mayor and council people like that. There is much more of the opportunity to become involved. And with the

kids, when I feel poorly, I'll go upstairs to the kindergarten class or the preschool and I'll sit in there with those kids and I'll walk out there feeling great. So I don't think you get that opportunity in a large district.

Question 3.0 In your opinion or perception, how does gender impact the role of the superintendent and your overall job satisfaction?

You know I'm a male. So I can't talk about what it would be like to be a female. I can tell you that in my experience in hiring Administrators, it never made a difference to me. I always looked for the best person regardless of whether they are male or female. Maybe the Board would deal differently with a female Superintendent. I hate to classify people but when you are in a more blue collar community I think there is a tendency to become more chauvinistic. I never felt that, as an example, that Little Ferry would hire a woman Superintendent.. I really didn't. That's just my feeling. But I'm not sure that's true here. I think it's just that men go to work. Women are home. They raise the kids. There's a certain standard that they go by and not to say there weren't very strong women. That was the feeling I had. That being a man there was an advantage. I am not sure that's true here.

Question 4.1 There has been a great deal of research dedicated to the "crisis" in the superintendency. In your opinion or perception, what areas of the superintendency are in "crisis"?

I think Boards of Education, some Boards of Education in some communities and community people think they know more about education than the Superintendent does. And because there is no more tenure in the Superintendency and because every year you are voting for new members to the Board... if you have a 3 year contract by the end of your third year, you could have a totally new Board. You could have Board members that had nothing to do with your hiring. They have not bought into your philosophy and they have their own agendas. So how do people get elected? Either they don't like certain teachers in the building. They don't like budget process. They don't like the way you dress or the kind of car you drive to school or something about you. So you are a target and taking away tenure. That's one of the negatives about taking away tenure from Superintendent's. There are left them out there to become vulnerable and now it's become a bidding war for Superintendents. If I am here and somebody else can pay more money, I may move. People are moving. What's the average Superintendent? 2 point something years? The crisis is a generational crisis really. There is a crisis of younger people, especially in an elementary district where you have young parents and they have this philosophy about how kids should be raised and how kids should be taught and their child is the most important person. We don't have this concept of the whole anymore. We are not looking at what's good for the greatest number. We are looking for what's good for specific person. That's true in society in general and I think that's hurt us. It hurt us a lot.

Question 5.1 If you were advising a new superintendent about job satisfaction, what would you tell them?

Be true to yourself. You are never going to be satisfied. You are never going to be satisfied in a job if you're not able to follow your conscience. You pick and choose your battles. You know what? It is about your character and about who you are. What you can live with and what you can't live with and when you cross that line because of security and that's generally what it's all about. You cross that line because of security that I am going to do something that I really don't believe in because I don't want to lose my job or I don't want to make somebody unhappy with me that leads to greater unhappiness ultimately in a job a snowball effect. It continues and continues until all of sudden one day you look and you say "Who am I?" "What am I doing?" "Why isn't this thing working?" Well it's not working because you are not who you said you were and then when you come into a job you can't be the person who was there before. You have to be who you are and you have the hope that what you do will be accepted and you let your work speak for you.