

THE RELATIONSHIP BETWEEN SELECTED PREDICTOR
VARIABLES AND PERCEIVED JOB SATISFACTION
OF OKLAHOMA PUBLIC SCHOOL
SUPERINTENDENTS

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1983

Thesis
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ACKNOWLEDGMENTS

The author wishes to express his deep appreciation to his major adviser, Dr. Kenneth St. Clair, for his friendship and guidance throughout the research effort. His warmth, patience, and concern for academic excellence have been most helpful.

Appreciation is also expressed to the other members of the committee: Dr. Ken Stern, Dr. Tom Smith, and Dr. Tom Johnsten, for their constructive criticisms and encouragement.

Gratitude is extended to Dr. Darrell Garrison for his understanding and cooperation in granting professional leave time needed to complete requirements for this degree.

Additional thanks are also extended to Mr. Richard Strahorn, Mr. Dan Bringham, Mr. Jerry Mann, Mrs. Maurine Sheets, and Mrs. Juanita Tripp for their assistance in areas too numerous to mention. Their sincere encouragement made this endeavor much easier.

Deepest gratitude is expressed to my parents, Mr. and Mrs. William C. Jones, for the love and support they have given me throughout my educational experiences.

Finally, to my wife Sue and daughter Jacquelyn go my greatest thanks for their personal sacrifices, encouragement, and understanding which have made this endeavor possible. May I be as helpful in the pursuance of their future goals as they have been in the attainment of mine.

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CHAPTER I

THE RESEARCH PROBLEM

A major concern and responsibility for all kinds and types of employers is the development and maintenance of employees. In view of current times, Haldone (1981) suggests that for an increasing number of people, work is a way of being. It takes up more than half the waking hours of some 58 million Americans. Its impact reaches into all parts of living. If it can be managed, work might just as well be enjoyable, satisfying, growth-building, and even self-actualizing.

How to achieve maximum productivity from employees has long been an important and frustrating challenge for employers. Drucker (1978) points out that executives do not know how to manage the knowledge worker so that he or she wants to contribute and perform. It is known that these persons must be managed quite differently from the way one manages the manual worker. Motivation for knowledge work must come from within the worker himself or herself.

A Case in Point

The following situation is examined to enhance the reader's understanding of motivation and job satisfaction as it relates specifically to Oklahoma public school superintendents and the present study:

On December 9, 1981, a regional meeting of the Cooperative Council of School Administrators (CCOSA) was held on the campus of Northern Oklahoma College in Tonkawa, Oklahoma. The purpose of this meeting was to make CCOSA's 1982 legislative goals known to legislators.

The two main goals were:

1. Seek legislation providing that full time certified school administrators have the same employment and due process rights as teachers concerning suspension, dismissal, and non-reemployment.
2. Seek legislation to provide due process for full time certified school administrators before involuntary reassignment. This due process shall include the administrator being provided a written statement of the specific causes for such involuntary reassignment, and a due process hearing before the local board of education, if he/she so desires (Better Schools, 1981, p. 1).

In the course of the meeting, the superintendent of a medium-sized school district pointed out the relatively large number of superintendents who changed jobs (103) in May of 1980 (Garrison, 1981). The administrator further explained that the superintendents left their present jobs for a variety of reasons. A state representative asked how many superintendents left their positions due to conflict, and the executive secretary of the CCOSA explained that there was, unfortunately, no data available to ascertain the reasons the superintendents vacated their jobs.

Questions raised at the meeting exposed the fact that there was presently no information concerning factors that affect the job satisfaction of superintendents. This study is concerned with examining the relationship of selected variables with the job satisfaction of Oklahoma superintendents.

Purpose of the Study

The purpose of the study was to analyze the effect of demographic variables on the perceived job satisfaction of selected Oklahoma public school superintendents of independent districts. If a significant relationship between demographic variables and job satisfaction can be determined, perhaps the superintendent's work environment can be modified to bring about a more positive attitude and improved efficiency. There should be concern for the status of school superintendents, since they provide leadership for the country's most essential industry--the education of all youth.

Cunningham and Hentges (1982), in their study of superintendents, suggested that the top five issues which, should they intensify, would drive superintendents out of their positions are the following:

1. Issues such as negotiations, strikes, and other forms of teacher militancy.
2. Caliber of persons assigned to or removed from local boards of education.
3. Administrator/board relations.
4. Increasing attacks upon the superintendent.
5. Financing schools (pp. 42-43).

The report also suggested that several of the issues that would cause superintendents to leave have changed over the decade. In 1971, social-cultural issues such as race relations, integration, or desegregation ranked first. Ten years later it ranked eighth. The significant new data include the high rankings given issues of tension between school board members and superintendents. It should be noted that three of the top four issues related to matters involving the

governors (board members) and managers (superintendents) of education. These rankings appear to be an accurate reflection of the 1980's which have brought increased discussion of problems concerning the roles and functions of board members and superintendents.

The sample used in conducting the Cunningham and Hentges (1982) study was weighted to offset the possible effects of characteristics influencing certain groups such as large, small, rural, urban, or suburban school districts.

Upon consideration of national trends, it becomes obvious that problems of Oklahoma superintendents are not unique. The present study was undertaken to develop a comprehensive and reliable assessment of the certain factors which might affect the job satisfaction of the superintendent.

Definition of Terms

The following are definitions of terms which may serve to promote better understanding of this study:

Degree - The respondent indicated whether or not he or she holds an earned doctorate.

Independent Public School District - School districts which have maintained during the previous year a school offering high school subjects fully accredited by the State Board of Education of Oklahoma (School Laws of Oklahoma, 1982).

Job Satisfaction - The superintendent's overall perceived attitude towards his or her work (Brayfield, 1951).

Marital Status - Single, married, divorced, separated, or widowed, as indicated on the questionnaire.

Motivation - The complex of forces, drives, needs, tension state, or other internal psychological mechanisms that start and maintain an activity toward the achievement of personal goals (Hoy and Miskel, 1978).

Professional Negotiations -The formal bargaining process undertaken between the legally recognized teacher organization and the board of education, and/or their representatives.

School District Size - The number of students in average daily attendance during the first semester of 1982.

Superintendent - The executive officer of the board of education and the administrative head of an independent public school district (School Laws of Oklahoma, 1982).

Years of Experience as Superintendent - The total number of years the respondent had been a superintendent.

Years of Experience in Present Position - The total years the respondent has served his/her present school district as superintendent.

Rationale

The school superintendency is a most important and difficult position; therefore, it warrants comprehensive study. Significant data need to be gathered to determine the effect of variables on the degree of job satisfaction. It is not sufficient to state only that the superintendency is a conflict position; there is a need to know the source of these conflicts. Too, data are lacking as to the perceived degree of job satisfaction experienced by selected Oklahoma superintendents of independent public school districts. Obviously, there are many ways in which an individual can be satisfied or

dissatisfied and the effect of variables on job satisfaction needs to be analyzed. Through statistical analysis, data will be examined to determine if a relationship exists between the independent variables of: (1) degree held, (2) years as superintendent, (3) years as superintendent in present district, (4) formal negotiations, (5) marital status, (6) superintendent/board relationship, (7) average daily attendance of school district, and the dependent variable: the perceived degree of job satisfaction.

Statement of Hypotheses

The purpose of the present study is to determine the effects of selected independent variables upon the job satisfaction of randomly sampled Oklahoma superintendents. Seven independent predictor variables were selected and job satisfaction was identified as the dependent variable. All seven hypotheses were expressed in null form.

H. 1 - There is no significant statistical relationship between level of education and perceived job satisfaction.

H. 2 - There is no significant statistical relationship between total years of experience as superintendent and perceived job satisfaction.

H. 3 - There is no significant statistical relationship between years of experience in present school system as superintendent and perceived job satisfaction.

H. 4 - There is no significant statistical relationship between the presence or absence of professional negotiations and perceived job satisfaction.

H. 5 - There is no significant statistical relationship between marital status and perceived job satisfaction.

H. 6 - There is no significant statistical relationship between superintendent/board of education relationship, as perceived by the superintendent, and perceived job satisfaction.

H. 7 - There is no significant statistical relationship between school district size and perceived job satisfaction.

H. 8 - There is no significant statistical relationship between the total effects of level of education, total years of experience as superintendent, years as superintendent in present district, presence or absence of professional negotiations, marital status, superintendent/board of education relationship, school district size, and perceived job satisfaction.

Assumptions

In connection with this study, the following assumptions were made: the measuring instrument for the dependent variable has been used in part or totally in previous studies and it is therefore assumed that the instrument and methodology were acceptable and adequate for the purpose of this research.

It was assumed that the responses by the superintendents on the Brayfield/Rothe Index of Job Satisfaction Questionnaire (Brayfield and Rothe, 1951) were representative of their present attitudes toward their respective positions. It should be noted that the Index is reflective of "overall" job satisfaction rather than specific aspects of the job situation.

The population of the study consisted of 455 superintendents of independent public school districts in the state of Oklahoma. From this population, a sample of 100 superintendents was randomly selected to permit the conclusions of the study to be generalized to the larger population of all superintendents of independent public school districts in the state.

Limitations of the Study

An important limitation of the present study lies with the generalizability of the findings. The present study was concerned with the effects of selected variables upon the job satisfaction of randomly selected Oklahoma Superintendents of independent public school districts. Hence, the reader should generalize with caution in that the present findings might or might not be indicative of the conditions of superintendents in other states. The same concept holds for the conditions of county superintendents, vocational/technical superintendents, superintendents of dependent school districts, and headmasters of private schools.

Another major limitation of the present study involves causality. The results of the study only describe how well the seven independent predictor variables explained the variation in the dependent variable (job satisfaction). The reader should be cautioned that the researcher cannot be totally certain that some other factor might be the real cause of the variance; therefore, no causal relationship should be assumed.

Summary

The research problem and the growing concern of management for obtaining maximum productivity while simultaneously satisfying employee needs were presented in Chapter I.

The legislative goals of the CCOSA were listed to inform the reader of the limited due process rights held by school administrators. Lack of due process with the board of education may affect the job satisfaction of the superintendent.

The purpose of the present study was to analyze the effect of seven predictor variables on the perceived job satisfaction of Oklahoma superintendents. In addition, definitions of 10 terms, the rationale, a statement of 8 hypotheses in null form, and assumptions and limitations were presented.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of Chapter II is to identify selected studies and research from the literature concerning job satisfaction. Upon examination of the literature, it became apparent that many researchers had presented conflicting theories and models as to why individuals go to work and how satisfaction is derived from such work.

Hoy and Miskel (1978) point out that sociologists and behavioral psychologists have formed an opposing ideological position from that of the cognitive psychologists; in many cases, these groups do not even consider the other's view of human behavior. Even without consideration of the sociologist/psychologists' conflict, it becomes apparent that job satisfaction is a function of complex interrelationships between work motivation and incentives offered by the organization.

The researcher will examine in Chapter II the three components which cause an individual to work: motivation, organizational incentives, and job satisfaction. In addition, seven predictor variables will be identified which perhaps will be related to job satisfaction. The seven variables are: (1) professional negotiations, (2) marital status, (3) years as superintendent in present school system, (4) level of education, (5) school district size, (6) superintendent/board

of education relationships, and (7) total years of experience as superintendent.

Motivation

Perhaps the most frequently used theory concerning motivation is Maslow's (1970) hierarchy of needs theory. The foundation of Maslow's model is composed of five basic need levels (see Table I). Maslow suggests that not all behavior is determined by basic needs. Higher level needs are self-actualization or self-fulfillment, esteem, belonging, love, and social activity. Lower level needs are: safety, security, and physiological requirements. The focus of the hierarchy of needs theory is that higher level needs become activated as lower level needs become satisfied. It becomes obvious that lower level needs will never be satisfied completely, and if these needs are neglected for any length of time, they become important motivators.

The hierarchy of needs concept suggests that the behavior of an individual is determined by basic needs that are not satisfied and that the individual will strive to satisfy these needs. In the individual's pursuance of satisfaction, lower level needs will take precedence over higher level needs. However, there are exceptions to this theory.

Lindgren (1962) posits that at times frustrations at the more abstract, socialized levels interfere with an individual's ability to meet needs at the more rudimentary levels. For example, it is not unusual for people who are having problems maintaining satisfactory relations with others to encounter difficulty with fundamental physiological processes such as digestion or elimination.

TABLE I
MASLOW'S HIERARCHY OF NEEDS THEORY
OF HUMAN MOTIVATION

Needs	Physiological and Psychological Indicators
Higher Level Needs	<p><u>Level 5</u> Self-Actualization or Self-Fulfillment</p> <p>Achievement of Potential Maximum Self-Development, Creativity, and Self-Expression</p>
	<p><u>Level 4</u> Esteem</p> <p>Self-Respect, Achievement, Competence, and Confidence Deserved Respect of Others - Status, Recognition, Dignity, and Appreciation</p>
	<p><u>Level 3</u> Belonging, Love, and Social Activity</p> <p>Satisfactory Associations With Others Belonging to Groups Giving and Receiving Friendship and Affection</p>
Lower Level Needs	<p><u>Level 2</u> Safety and Security</p> <p>Protection Against Danger and Threat Freedom From Fear, Anxiety, and Chaos Need for Structure, Order, Law, Limits, and Stability</p>
	<p><u>Level 1</u> Physiological</p> <p>Hunger, Taste, Sleep, Thirst, Smell, Sex, Touch</p>

For a majority of people, educators in particular, needs in the first three levels are regularly satisfied and no longer have much motivational effect. The satisfaction of esteem and self-actualization is rarely complete, and after they become important to the individual, they must be pursued indefinitely.

A number of theories of work motivation have been developed in recent years that are sometimes referred to as "expectancy," or "instrumentality" theories. Vroom (1964) has formulated one of the more popular versions of expectancy theory. This cognitive approach to motivation is based upon three concepts: valence, instrumentality, and expectancy. Valence is defined as the desirability that a person attaches to a reward. It reflects the strength of an individual's desire for or attraction toward the outcomes of particular courses of action. Instrumentality is the belief that a certain performance is essential for the attainment of a given reward or satisfying valence. For example, it perhaps could reflect the extent to which a person feels that performance will be instrumental in obtaining a pay raise or promotion. Expectancy is the belief that one's efforts will lead to successful performance.

Robbins (1976) proposes that if workers think that their performance will lead to the attainment of one or more of their personal goals (valence, needs), they will tend to be high performers. In contrast, if workers view low performance as a path to goal achievement, they will tend to be low performers.

The traditional theory of job satisfaction suggests that job satisfaction and dissatisfaction are at opposite ends of a single continuum. In contrast, Herzberg's Motivation-Hygiene Theory

distinguishes between two sets of job factors (Herzberg, Mausner, and Snyderman, 1949). Herzberg contends that motivation and hygiene factors are separate components and contribute to job satisfaction and job dissatisfaction, respectively.

Herzberg, Mausner, and Snyderman (1949) submit that workers have two distinct sets of needs. Hygienic factors meet one set of needs, and in exchange for fulfillment of hygienic factors, the worker gives an honest day's labor. When hygienic factors are neglected, dissatisfaction occurs and the worker's job performance becomes unacceptable and below standards. In contrast, motivational needs are best met by factors which perhaps are not automatically a part of most jobs, but could be easily built into most jobs. The workers does not automatically become dissatisfied if motivational needs are not met; however, the worker will perform acceptably with little possibility of excellence. Factors associated with satisfaction, but not dissatisfaction, are called "motivators" because of their ability to stimulate performance. Conversely, the factors associated with dissatisfaction, but not satisfaction, are called "hygienic" because of their ability to cause dysfunction if neglected.

It becomes apparent that, if satisfaction and motivation are results of a separate set of factors, traditional linear theories regarding workers' satisfaction and dissatisfaction need to be modified.

House and Wigdon (1967), whose research did not support Herzberg's initial findings, also concluded that worker satisfaction and dissatisfaction exist on a single continuum, and that, if present, those factors that generally give a worker the greatest feeling of

satisfaction can, if not present, also lead to the greatest amount of dissatisfaction.

In spite of the criticisms, Herzberg's Motivation-Hygiene Theory represents an innovative attempt to explain work behavior and support does exist.

Sergiovanni (1965) replicated Herzberg's study using teachers in the state of New York. The results of Sergiovanni's study supported the Herzberg findings that: (1) sources of positive job feelings for teachers tended to differ from events that appeared as sources of negative job feelings; and (2) factors identified as "motivation" tended to focus on work itself, while "hygiene" factors tended to focus on conditions of work.

Utilizing the interview technique, Savage (1967) replicated the Herzberg study with teachers in Georgia. The study generally supported Herzberg's Theory, with minor exceptions, the most obvious of which was that good interpersonal relations, especially with students, were motivational rather than hygienic.

Wickstrom (1967) conducted another study on teachers in Saskatchewan that supported the Savage (1967) finding that among teachers good interpersonal relations is a motivator. The Wickstrom study, utilizing a questionnaire based upon Herzberg's interview schedule, generally supported the Herzberg Theory. In addition, the Wickstrom study showed that variables such as sex and job positions were instrumental in determining which factors were motivators and which were hygienic.

In the late 1960's, two unpublished doctoral dissertations investigated job satisfaction in the public schools. A questionnaire on job attitudes and critical incidents was employed by Johnson (1967),

with both elementary and high school teachers. Oswalt (1967) used a questionnaire with employees of the central offices of 16 California school districts. In both studies, support was found for the Herzberg Theory.

Maslow's (1943) Hierarchy of Needs Theory was considered in the development of the demographic questionnaire used in the present study. First, Level 1 - Physiological Needs, could be affected by the marital status of the respondent; second, Level 2 - Needs of Safety and Security, could be affected by professional negotiations and the superintendent/board of education relationship. For example, board of education actions that arouse uncertainty concerning continued employment could have an adverse affect upon the superintendent's motivation to work. Third, Level 4 - Needs of Esteem, could be affected by doctorate or non-doctorate status.

The researcher also recognized Herzberg's hygienes and motivators with respect to the demographic questionnaire. Hygienes produce dissatisfaction, while motivators produce satisfaction. Concerning hygienes, a negative superintendent/board relationship (interpersonal relations-superordinates), marital status (personal life), and professional negotiations (working conditions) could all lead to dissatisfaction. The possession of an earned doctorate (achievement and recognition) could result in increased satisfaction.

Organizational Incentives

Hoy and Miskel (1978) define incentives as rewards or punishments given in exchange for an individual's contribution to the organization. Incentives offered by the organization according to Hage (1980),

can be privilege, responsibility, autonomy, salary, pleasing work environment, and social integration. Some organizations place emphasis on material rewards; others on esteem or prestige; still others on socialization.

Logically, it follows that organizations must understand employee need requirements if they are to fashion a reward system that will motivate employees to work more effectively toward the goals and objectives of the organization. Individuals work for organizations in order to fulfill certain need requirements and, according to Maslow (1943), only unfulfilled needs may serve to motivate.

In the modern day school district, organizational incentives offered to the superintendent could include but not be limited to salary, security (however limited), prestige, autonomy, authority, attractive and comfortable office, and fringe benefits. Hill (1982) examined satisfiers for Southern Illinois superintendents and found them to be: power/influence, prestige, school organization, and superintendent/board of education relationships. Four job satisfiers of least importance were found to be: benefits, community, finance, and job security.

Depending upon the degree of autonomy the board of education gives the superintendent, it becomes apparent that the board ultimately has complete control of the incentives offered. It therefore behooves boards of education to select incentives which result in the highest degree of job satisfaction for the superintendent.

Management is keenly aware of the fact that the degree of job satisfaction may have an impact on organizational functioning through

causing or limiting such behavior as high turnover, absenteeism, stress, and burnout.

Helliwell (1981) suggests that burnout is often a consequence of a desire to handle as many tasks as possible to perfection. The individual who thrives on variety, pressure, and competition is happy to be recognized as competent and thus receive increasingly demanding tasks.

Veninga and Spradley (1981) propose that job burnout is a debilitating condition induced by unrelieved work stress. Job burnout ultimately produces depleted energy reserves, lowered resistance to illness, increased absenteeism, and inefficiency at work. Job burnout usually proceeds along a five-stage path which includes an initial period of satisfaction and accomplishment when too much personal energy is expended. If energy is insufficiently regenerated, the employee confronts the third stage which is characterized by exhaustion, physical illness, and depression. Stage four entails an obsession with frustration, critical physical symptoms, and development of an escape mentality. Finally, the burnout victim "hits the wall," finding himself unable to continue working.

Brown (1976) submits that problems faced by school administrators are quite similar to those faced by administrators and managers in business and industry. Today, school superintendents are under constant pressure--by parents and patrons for greater accountability; by teachers and other staff personnel who are now unionized and bargain collectively; by students who are now entitled to procedural due process under the law; by inflation; a slumping economy; declining

enrollments; and by demands from minority groups for racially integrated schools.

Job Satisfaction

The concept of job satisfaction is difficult to explore without adequate definitions. In his study of job satisfaction, Hoppock (1935) states that to formulate an adequate definition of anything about which so little is known is an extremely difficult, if not impossible, task. However, attempts have been made to operationally define job satisfaction. Hoppock defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job" (p. 47). Vroom (1964) defines job satisfaction as the affective orientations of individuals toward work roles that they are presently occupying. Job satisfaction, according to Smith (1967) refers to an affective response of the worker to his job, with the view that satisfaction results when a worker's on-the-job experience relates to his own values and needs.

According to Wanous and Lawler (1972), the number of different conceptual definitions of job satisfaction has raised some very important construct validity questions concerning which measures. Since job satisfaction is being measured in different ways, it is not clear whether many of the newer measures are, in fact, measuring the same thing as a simple satisfaction rating. The research of Wanous and Lawler suggests that, as far as the measurement of satisfaction is concerned, there is no one best way to measure it.

Predictor Variables

A total of seven predictor variables were identified in the present study because research and/or intuition suggested that these variables could perhaps be related to job satisfaction. The predictor variables selected were: (1) professional negotiations, (2) marital status, (3) years as superintendent in present district, (4) level of education, (5) school district size, (6) superintendent/board of education relationship, and (7) total years of experience as superintendent. The reader should be cautioned that no claim is made that these seven predictor variables are exhaustive.

Professional Negotiations

Research suggests that professional negotiations could affect the job satisfaction of the superintendent. Grange (1979) points out that any social organization which attempts to remain a productive and integrated system over time must achieve some appropriate balance between cooperation and competition if it is to persist and maintain itself. This balance that Grange refers to is undoubtedly uppermost in the mind of educational administrators. There is fear that subordinates may upset the balance and achieve too much power in district decision making.

To explain and analyze different perspectives on managing educational organizations one must first be cognizant of classical organization theory. Early organizational theory proposes that the school must be considered as a bureaucratic organization. Weber (1964) suggests that bureaucratic administration means fundamentally the

exercise of control on the basis of knowledge. Knowledge endows authority with rationality. According to Weber, the bureaucratic form of administration is the most efficient organizational form that can be utilized in modern complex organizations.

Weber (1964) developed five principles of organization which he thought to be universal in their application. Organizations which incorporate these principles should theoretically operate at high levels of efficiency. The principles are:

1. Hierarchical Structure: Authority in an organization is distributed in a pyramidal configuration; each official is responsible for his or her subordinates' actions and decisions.
2. Division of Labor: Because the varied tasks to be performed in an organization are too complex for everyone to learn with equal competence, greater efficiency results when tasks are divided into specialty areas and individuals are assigned to tasks according to their training, skill, and experience.
3. Control by Rules: Official decisions and actions are directed by codified rules, thus assuring a uniformity, predictability, and stability.
4. Impersonal Relationships: Control over people and activities in an organization can be more efficiently established if purely personal, emotional, and irrational elements are eliminated. The members of the organization are subject to strict and systematic discipline in the conduct and control of their offices.
5. Career Orientation: Employment is based on expertise, promotion is given according to seniority and/or merit, salary is tied to rank in the hierarchy, the individual is always free to resign, and retirement provisions exist. All of these elements contribute to the formation of career employees (pp. 333-334).

Problems may develop when administrators who perceive the bureaucratic model as being totally right find, in reality, that it is not. This realization could result in frustration and disappointment, thus affecting job satisfaction.

Merton (1957) points out that the chief merit of bureaucracy is its technical efficiency, with a premium placed on precision, speed, expert control, continuity, discretion, and optimal returns on input. The structure is one which approaches the complete elimination of personalized relationships and non-rational considerations (hostility, anxiety, affectual involvement).

From the five principles previously explained comes what Weber (1964) calls the "ideal type" bureaucracy. The ideal type assists the administration to identify areas of efficiency within the organization. The administration then compares how the organization should function (ideal type) to how it does function.

Frustration has been shared by generations of administrators who have failed to achieve the expectations of the ideal type. According to Hanson (1979), Weber (1964) did not understand many characteristics of organizational life; thus, attempts to create such an ideal type system are self-defeating. The bureaucratic model is severely criticized as a system that diminishes the creativity and personal identity of the subordinates.

McGregor (1960) suggests that the single assumption that pervades conventional organizational theory is that authority is the central indispensable means of managerial control. Authority, according to Weber (1964), is the probability that a command will be obeyed by a given group of persons.

Why people obey is a question that is critical to effective administration. Three types of authority were defined by Weber (1964). The first type of authority is legitimated by the sanctity of tradition, such as the divine right of kings. The second type of

legitimized authority is the charismatic character of the leader, exemplified by the person who inspires great loyalty among his or her followers. The third type of authority is legal rational authority based on a belief in the supremacy of the law.

In organizations based upon legal-rational authority, the organization's formally established policies rest the authority of command in specifically prescribed offices to be utilized by individuals who occupy those offices. In educational organizations, the chief executive of the board of education is the superintendent whose specific office is vested with legal-rational authority.

Upon the signing of a teaching contract, the teacher should be prepared and willing to bind himself or herself to the decisions of superiors in all aspects of school tasks. Herein lies difficulty and confusion concerning the "blind obedience" and the extent of compliance of teachers. Considering the number of districts which are involved with professional negotiations, one would suspect that the legal-rational authority of the superintendent is being challenged. Stinnett, Kleinmann, and Ware (1966) contend that superintendents who traditionally have served as sole agents between their staffs and school boards find that the vigorous thrust of staff organizations for recognition is a distinct threat to the exercise of unilateral authority. In concurrence, Wildman (1964) warns that the establishment of bargaining procedures which provide for direct access to or involvement of the board from the outset in negotiations may result in the compromising of the superintendent's leadership position and the weakening of a proper degree of autonomy and freedom which he may legitimately enjoy.

The traditionally orthodox approach in viewing the superintendent tends to be that of recognizing him as an agent of management in the negotiation process. In contrast, Campbell, Cunningham, and McPhee (1965) maintain that in most cases the superintendent can become a spokesman for neither the teachers nor the board of education. Instead he may, with good fortune, become an agent to assist each group in understanding the position and reasoning of the other; he may see that relevant facts are made available to both groups, and he may actually evolve some recommended solutions not initially acceptable to either group. Upon consideration of the quest for power and autonomy, professional negotiations could affect the job satisfaction of the superintendent.

Marital Status

The marital status of the superintendent was considered to be a variable which could affect job satisfaction. Divorce, separation, or the death of a spouse will affect individuals differently. It is therefore logical to assume that the change in lifestyle will modify the individual's emotional state that he or she brings to the job. The superintendent's inability to manage personal conflict will likely jeopardize his efficiency while on the job.

Divorce, separation, or the death of a spouse have been discussed as having an effect on the individual's level of job satisfaction. Bird (1969) suggests that it may very well be that the husband, in complaining of his wife's expenditures, is actually expressing a presently frustrating situation at work, but feels he can't come home and "talk shop" (p. 25). In concurrence, Lee and Casebier (1971)

contend that often the wife of the hard-driving executive who is totally committed to the goals of the corporation is left wondering just how low she rates in the order of priorities that claim her husband's diffused affection. Such resentment and fear cannot help but take their toll in marital discord at home.

Bass and Rein (1976) contend that in many divorce cases it has been found that when the divorce was granted, there was an undercurrent of sadness to the severance of the marriage. One could say that this was merely a normal reaction to the destruction of a dream. But in psychological terms, the strength of the emotion seems to go far beyond this analysis. Evidence of this frequently emerges when an individual undergoes supportive therapy or some form of psychological counseling after divorce.

Seldom do husband and wife part on really friendly terms. Most often, it remains an abrasive relationship and time does not always heal the wounds (Bass and Rein, 1976). It is these wounds that the superintendent brings to the job that are under consideration as a possible predictor variable that affects job satisfaction.

Years as Superintendent in Present School System

The variable of years in present position may have a relationship to the superintendent's job satisfaction. The relationship between tenure and one's job satisfaction has been found generally to be "U-shaped"; that is, morale is high when people start their first job, going down during the next few years, and remaining at relatively low levels; and when workers are in their late twenties or early thirties, morale begins to rise. This rise continues throughout the remainder

of the working career, in most cases. Herzberg, Mausner, Peterson, and Capwell (1957), in a review of literature, found the results of 17 out of 23 studies on the job satisfaction of workers were in general agreement with this phenomenon.

Brown (1976), in a study concerning the relationship between 14 variables and administrator's job satisfaction, found a positive relationship between years in present position and job satisfaction.

Level of Education

Academic preparation was considered as a predictor variable in the present study because: (1) superintendents must complete prescribed courses of study to qualify for the position, and (2) school districts usually have a salary schedule based on additional academic training. Due to the fact that most superintendents possess at least a master's degree it was felt that only the variables concerning the presence or absence of an earned doctorate would be useful to the present study.

According to Gardner (1971), the chief instrument the society has devised to further the ideal of individual fulfillment is the educational system. Brown (1976), in his study of job satisfaction of superintendents, principals, and directors, found that administrators with doctorates showed significantly greater satisfaction from their jobs than those without doctorates.

The presence or absence of an earned doctorate could affect the job satisfaction of the superintendent.

School District Size Average Daily Attendance

School district size may be a variable that has an influence on the job satisfaction of the superintendent. Brown (1976) suggests that as school districts increase in size the superintendent's role may become more defined, leading to increased autonomy. A significant relationship was found by Brown between autonomy and job satisfaction of school administrators.

Porter (1963) found no overall advantage for either large or small organizations at the managerial level in relation to need. He did find, however, that managerial jobs in large companies were seen as requiring a somewhat greater emphasis on inner-directed behavior and as having a slightly greater amount of challenge and interest when compared to similar managerial jobs in smaller companies.

Catherwood (1973) investigated the differences in need satisfaction of five hierarchical levels of certified school personnel: superintendents, assistance superintendents, principals, supervisors, and teachers. The study reported no significant differences for total need satisfaction existed among the school size categories of certified school personnel. Similar results were reported by Brown (1976) in a study of job satisfaction of educational administrators. Brown compared the size of the school district as represented by its student population. Three categories were employed: (1) small--a district with fewer than 8,000 students; (2) medium--a district with more than 8,000 students but fewer than 18,000; (3) large--a district with a student population greater than 20,000. No significant relationship

was found between organizational size and administrators' perceived job satisfaction.

The researcher acknowledged the contradictory research concerning school size and the superintendent's job satisfaction. To promote clarification, school size was selected as a variable that could affect job satisfaction.

Superintendent/Board of Education Relationships

The relationship between the superintendent and the board of education could perhaps affect the job satisfaction of the superintendent. It is of utmost importance that the superintendent and board of education work together as a team and understand their respective roles. Salmon and Shannon (1980) point out that today effective education requires strong school boards and strong superintendents who willingly assume leadership roles. To an important degree, educational success is dependent upon a good working relationship between the school board and the chief administrative officer it employs.

The delineation of respective roles of superintendents and boards of education is essential for the effective management of the public schools. Simply stated, it would appear the board of education's primary function would be to formulate policy and the superintendent's function would be the effective administration of such policy. However, lines between policy and administration are often unclear, leading to inefficiency and anxiety for all concerned. Formally and officially, the board of education is the apex of the power structure in any school district; at its own discretion it distributes the power downwards to the educational organization.

In contrast, Hage (1980) argues that boards do not enjoy great power except under certain stipulated conditions. A discontinuity exists between the executives and the members of the board, and except for appointing or firing the top executive, the typical board has little power to make strategic decisions. Hage contends that all the board does is ratify what the chief executive and his administration proposes.

The board of education as the central locus of authority for the governance of the public schools has not changed over the years. No one argues, according to Lortie (1975), that today's superintendents are any less vulnerable than their predecessors; school administrators possess little authority which does not depend upon the continued favor of school boards.

The study of Cunningham and Henteges (1982) may indicate increased superintendent/board of education conflict:

1. 15% of the superintendents said they left their last superintendency either because of 'conflict with the board or the threat of being fired or actually being fired.'
2. Administrator/board relations ranked sixth among the 18 top issues/challenges superintendents face.
3. Difficulty in relations with school board members' philosophical differences ranked sixth among factors which inhibited the effectiveness of the superintendent.
4. Caliber of persons assigned to and removed from local boards of education and administrator/board relations ranked second and third, respectively, in issues that would drive superintendents out of their profession if intensified (pp. 25-26).

The stable situation of yesterday in many school districts has been replaced by highly combustible political situations. Zeigler and

Jennings (1974) report the following changes that have contributed to unrest: first, the growing polarization between teachers and administrations; second, the spiralling cost of providing educational services; and third, the shifting and sometimes contradictory expectations for school purposes held by community groups. All available indicators point to an increasing change of pace, so it is likely that school boards and superintendents will have to devise much better working conditions if they expect to retain, and in some cases regain, the initiative.

Due to potentially volatile situations between superintendents and boards of education, superintendent/board of education relationship was selected as a variable that could affect job satisfaction.

Total Years of Experience as Superintendent

The total number of years that the individual had been a superintendent could be a variable that perhaps affects perceived job satisfaction.

According to Beauvoir (1972), in a study of 107 school teachers which included 52 women and 55 men whose ages ranged from 40 to 55, all psychometric performances were outstanding. However, their physical resistance was below the average; they complained of nervous fatigue; they had a pessimistic view of themselves and thought of themselves as old. The teaching profession is in fact very trying and these subjects appeared overworked and tense; thus, they rightfully felt worn out.

Tournier (1972) submits that many individuals eagerly look forward to retirement while others are afraid of it; some individuals grow old happily while others are discontented.

Obviously, individuals cope with aging in various ways. Due to this fact, total years of experience as superintendent was selected as a variable that perhaps affects job satisfaction.

Summary

Studies and research from the literature concerning motivation, organizational incentives, and job satisfaction were presented by the researcher in Chapter II. The ideological positions of sociologists and psychologists were examined and the theories of Maslow (1943), Herzberg (Herzberg, Mausner, and Snyderman, 1949), and Vroom (1964) were presented as conceptual background for this inquiry.

In addition, seven predictor variables were identified and the rationale for each variable given. The variables which perhaps could explain variance in the job satisfaction of selected superintendents were: (1) professional negotiations, (2) marital status, (3) years as superintendent in present school district, (4) level of education, (5) school district size, (6) superintendent/board of education relationships, and (7) total years of experience as superintendent.

CHAPTER III

METHOD AND PROCEDURE

Introduction

The researcher will describe the research method in Chapter III. Specifically, the chapter will present the sampling procedure, the development of the instrument selected to measure the dependent variable, the scoring procedure, and the rationale for the utilization of both a large and microcomputer in the statistical treatment of the data.

Sampling Procedure

The Oklahoma Educational Directory, 1982-83 (1982) was utilized to obtain the sample used in the present study. From this directory, a population of all superintendents of independent public school districts was identified and designated numerically from 1 to 455. These districts ranged in size from an average daily attendance of 85 to 45,000 students. From the population of all superintendents of independent public school districts, a random sample of 100 superintendents was selected utilizing the Bartz (1981) table of random numbers. Those superintendents whose assigned number corresponded to the first three digits of the four digits of random numbers were selected for the present study.

The total sample consisted of 100 superintendents of independent public school districts in Oklahoma. From the directory, the superintendent's name, name of school district, zip code, and telephone number were obtained.

Instrumentation

The instrument that was administered to predict the perceived job satisfaction of the randomly selected superintendents was the Brayfield and Rothe Index of Job Satisfaction (as cited in Miller, 1966). This index assumes that job satisfaction can be inferred from the individual's attitude towards his work. It should be noted that the index measures "overall" job satisfaction rather than specific aspects of job satisfaction. The scale consists of 18 items arranged in a five-point Likert scale format. The Likert scoring weights for each item range from one to five, and the range of possible total scores was 18 to 90, with 54 (undecided) the neutral point.

The index was originally administered to a sample of 231 female office employees. The range of job satisfaction scores for this sample was 35-87. The mean score was 63.8 with a S.D. of 9.4. The odd-even product moment reliability coefficient computed for this sample was .77, which was corrected by the Spearman-Brown formula to a reliability coefficient of .87.

Evidence for high validity rests upon the index's differentiating power when applied to two groups that could reasonably be assumed to differ in job satisfaction. The index was administered to 91 adult night school students. The assumption was made that those persons employed in occupations appropriate to their expressed interest

should, on the average, be more satisfied with their jobs than those members of the class employed in occupations inappropriate to their expressed interest in personnel work. The 91 persons were accordingly divided into two groups (personnel and non-personnel). The mean of the personnel group was 76.9 with a standard deviation of 8.6 as compared to a mean of 65.4 with a standard deviation of 14.02 for the non-personnel group. This difference of 11.5 points is significant at the .01 level; the difference between the variances is also significant at the .01 level of significance. The Brayfield and Rothe Index correlated .92 with job satisfaction scales developed by Hoppock (1935).

Administration of the Instrument

Upon establishment of the random sample, the selected respondent's name and school district name were determined from the Oklahoma Educational Directory, 1982-83.

Data were collected by means of a questionnaire on the variable of overall job satisfaction (Appendix A). Superintendents were also asked to respond to demographic questions concerning themselves and their school districts (Appendix B). The questions involved: (1) highest degree attained, (2) total years of experience as superintendent, (3) total years of experience as superintendent in present school district, (4) presence or absence of professional negotiations, (5) current marital status, (6) perceived relationship with board of education, and (7) average daily attendance.

A packet of materials; including the job satisfaction instrument; demographic questionnaire; letter of explanation; and a return,

self-addressed envelope was mailed to each randomly selected superintendent. The superintendents were asked to respond to the questionnaire and return the completed instrument in the stamped, pre-addressed, return envelope directly to the researcher. A follow-up letter and packet were sent to non-respondents approximately two weeks after the initial mailing.

The superintendents were assured of anonymity in the cover letter (Appendix C). It was felt that the respondents' description of the relationship with their boards of education could potentially be quite sensitive, thus anonymity was assured. In addition, it was hoped that anonymity would result in more accurate assessments of board of education relationships, perceived job satisfaction, and a more positive attitude towards the study.

Scoring Procedure

The Brayfield and Rothe Index of Job Satisfaction was developed with particular emphasis on brevity and ease of scoring. The subjects in the study were instructed to read each of the 18 statements about jobs and indicate the statement that best described their feelings about their present jobs. The instructions emphasized that the respondents were to indicate their honest opinions on each of the statements. A total overall job satisfaction score was obtained by summing the subject's responses for each of the 18 statements.

Statistical Treatment of Data

The data obtained from this study were keypunched and computer processed using programs available from the Statistical Package for

the Social Sciences (SPSS). The SPSS program was also utilized to compute frequencies of each variable. All statistical data were keypunched and analyzed utilizing computers from the Oklahoma State University Computer Center.

The focus of the present study was to determine how much of the variance of the dependent variable could be accounted for by the separate and combined effects of the seven independent variables. It was concluded that since the present research involved multiple correlation, step-wise regression was the appropriate statistical technique to employ.

The researcher utilized a microcomputer to compare statistical output with the SPSS. A Radio Shack Model III microcomputer utilizing two disk drives was programmed with Maxi Stat (Walonick, 1982). The Maxi Stat statistical analysis package closely resembles the SPSS and provides statistical analysis capabilities for the microcomputer. The use of microcomputers for statistical analysis has been somewhat limited; therefore, the researcher utilized the microcomputer and Maxi Stat statistical program in the present study for comparison purposes only. The test of hypotheses was based solely on findings from the SPSS procedure through the utilization of one-way analysis of variance.

Summary

In Chapter III the researcher presented the sampling procedures, the method of administering the instrument, the description of the instrument with reliability and validity coefficients, administration procedures, and scoring procedures. The rationale for the utilization

of step-wise regression was explained. In addition, reasons were given concerning the utilization of both a large and a microcomputer in the statistical treatment of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of the present study was to investigate the relationship between the perceived job satisfaction of selected Oklahoma public school superintendents and seven predictor variables. The Brayfield and Rothe Index of Job Satisfaction was selected as the instrument to measure the respondents' overall job satisfaction. The seven predictor variables utilized were: (1) professional negotiations, (2) marital status, (3) years as superintendent in present district, (4) level of education, (5) school district size, (6) superintendent/board of education relationship, and (7) total years of experience as superintendent.

The writer selected the .05 level of significance for the present study. A review of the demographic data obtained from the 91 respondents who completed usable questionnaires is presented in Tables II and III.

Statistical Procedures

The data obtained from the study were keypunched and computer processed, utilizing the SPSS. The following statistical techniques were used to analyze the data: one-way analysis of variance was

TABLE II
DEMOGRAPHIC DATA DESCRIBING RESPONDENTS

Variable	Frequency	Frequency* (Percent)	Cumulative Frequency (Percent)
<u>Job Satisfaction</u>			
<u>Scores</u>			
51-68	29	31.9	31.9
69-75	33	36.3	68.6
76-89	29	31.9	100.0
<u>Degree</u>			
Doctorate	10	11.0	11.0
Non-doctorate	81	89.0	100.0
<u>Marital Status</u>			
Widowed	0	0	0
Single	0	0	0
Married	87	95.6	95.6
Divorced	4	4.4	100.0
<u>Total Years in Present District</u>			
1-5	44	48.4	48.4
6-11	26	28.6	77.0
12-17	9	9.9	86.9
18-23	8	8.8	95.7
Over 23	4	4.3	100.0
<u>Total Years as Superintendent</u>			
1-5	28	30.8	30.8
6-11	26	28.6	59.4
12-17	19	20.9	80.3
18-23	8	8.8	89.1
Over 23	10	11.0	100.0

*Percentages not cumulative, due to rounding error.

utilized to determine if a significant statistical relationship existed between each of the seven predictor variables and perceived job satisfaction. Zero order correlation techniques were used to determine the effect of the variables on job satisfaction in the above relationships.

TABLE III
DEMOGRAPHIC DATA DESCRIBING BOARD RELATIONSHIP,
PROFESSIONAL NEGOTIATIONS, AND SIZE OF
SCHOOL DISTRICT

Variable	Frequency	Frequency* (Percent)	Cumulative Frequency (Percent)
<u>Board Relationship</u>			
Very Positive	54	59.3	59.3
Positive	34	37.4	96.7
Negative	2	2.2	98.9
Very Negative	1	1.1	100.0
<u>Professional Negotiations</u>			
Do not negotiate	79	86.8	86.8
Do negotiate	12	13.2	100.0
<u>School District Size (ADA)</u>			
140-399	42	46.2	46.2
400-649	14	15.3	61.5
650-899	7	7.7	69.2
900-1150	8	8.8	78.0
Over 1150	20	22.0	100.0

*Percentages not cumulative, due to rounding error.

In addition, stepwise multiple regression was used to determine to what degree the variance in job satisfaction scores could be attributed to the separate and combined effects of the seven predictor variables. A 95 percent confidence level was selected for this study.

The output of the microcomputer utilizing the Maxi Stat statistical program compared very favorably to the statistical results of the SPSS program. The Maxi Stat program calculated one-way analysis of variance and the correlation coefficients, but was not programmed to compute step-wise regression and beta values.

Data Collection

A random sample of 21.0 percent of the 455 superintendents of independent public school districts was selected for inclusion in this study. Data were collected on the following variables by means of a questionnaire mailed to the sample. They were: (1) overall perceived job satisfaction, (2) level of education, (3) total years of experience as superintendent, (4) years in present school district, (5) presence or absence of professional negotiations, (6) marital status, (7) superintendent/board of education relationship, and (8) school district size.

On May 10, 1983, questionnaires were mailed to a random sample of 100 superintendents within the state of Oklahoma. Included with each questionnaire was an explanatory letter and a stamped, self-addressed envelope (Appendix C). All questionnaires were coded so that follow-up letters could be sent to non-respondents. By the end of two weeks, 71 percent of the questionnaires had been completed and returned. On May 14, 1983, another questionnaire was mailed to non-respondents

(Appendix C). By June 8, 1983, 91 percent of the respondents had completed and returned usable questionnaires. Data were tabulated from the 91 usable questionnaires.

Demographic Data

A review of the data obtained from the demographic questionnaire is revealed in Table II. Job satisfaction scores ranged from 51 to 89. The higher the job satisfaction score the higher the respondent's perceived job satisfaction. The respondents (31.9%) reported scores from 51 to 68, 36.3 percent reported scores of 69 to 75, and 31.9 percent reported the highest scores from 76 to 89. Respondents who reported the earned doctorate as their highest degree represented 11.0 percent, while 89.0 percent reported no doctorate. Eighty-seven of the respondents (95.6%) indicated they were married, and 4 (4.4%) indicated a divorced status. No respondents reported widowed or single (never married) status. The range of total years as superintendent in the present school district was from 1 to 28 years, with 48.4 percent reporting 5 years or less, 28.6 percent 6 to 11 years, 9.9 percent 12 to 17 years, 8.8 percent 18 to 23 years, and 4.3 percent over 23 years. The range of total years of experience as a superintendent was from 1 to 32 years, with 30.8 percent reporting 5 years or less, 28.6 percent 6 to 11 years, 20.9 percent 12 to 17 years, 8.8 percent 18 to 23 years, and 11.0 percent with over 23 years of experience.

Demographic data describing the superintendents' perceived relationships with their boards of education, presence or absence of professional negotiations, and size of school district is revealed in

Table III. Most of the respondents indicated a very positive board relationship (59.3%); others reported a positive board relationship (37.4%); a few noted a negative board relationship (2.2%); and 1.1 percent reported a very negative board relationship.

Most of the respondents (86.8%) indicated their school districts were not involved in professional negotiations, while 13.2 percent were involved with professional negotiations. Concerning school size, the average daily attendance ranged from 140 to 9288 students. The largest percentage of respondents (46.2%) indicated the size of their districts to be under 400 students, 15.3 percent from 400 to 649, 7.7 percent from 650 to 899, 8.8 percent from 900 to 1150, and 22.0 percent in districts with over 1150 students.

Hypothesis One

H. 1 - There is no significant statistical relationship between level of education and perceived job satisfaction.

The relationship between level of education and perceived job satisfaction was determined by one-way analysis of variance. On the basis of the calculations, it was concluded that no significant statistical relationship existed between the two variables, thus the null hypothesis was not rejected. Summary data are reported in Table IV.

Hypothesis Two

H. 2 - There is no significant statistical relationship between total years of experience as superintendent and perceived job satisfaction.

The utilization of one-way analysis of variance revealed no significant statistical relationship between total years of experience

TABLE IV
ANALYSIS OF VARIANCE TABLE - LEVEL OF EDUCATION/
JOB SATISFACTION COMPARISON

	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	1	34.99	34.99	0.61		0.43
Within Groups	89	5137.53	57.73		3.92	
Total	90	5172.52				

*Since critical F (.05) = 3.92 and calculated F = 0.61 < 3.92, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	n	Job Satisfaction \bar{x}
(1) Non-doctorate	81	71.61
(2) Doctorate	10	73.60

as a superintendent and perceived job satisfaction, thus the null hypothesis was not rejected. Summary data are reported in Table V.

Hypothesis Three

H. 3 - There is no significant statistical relationship between years of experience in present school system as superintendent and perceived job satisfaction.

The statistical relationship between years of experience in present school system and perceived job satisfaction was determined by one-way analysis of variance. It was determined that no significant statistical relationship existed, thus the null hypothesis was not rejected. Summary data are reported in Table VI.

Hypothesis Four

H. 4 - There is no significant statistical relationship between the presence or absence of professional negotiations and perceived job satisfaction.

The utilization of one-way analysis of variance revealed no significant statistical relationship between presence or absence of professional negotiations and perceived job satisfaction, thus the null hypothesis was not rejected. Summary data are reported in Table VII.

Hypothesis Five

H. 5 - There is no significant statistical relationship between marital status and perceived job satisfaction.

The relationship between marital status and perceived job satisfaction was determined by one-way analysis of variance. On the basis of the calculations, it was concluded that no significant statistical

TABLE V
ANALYSIS OF VARIANCE TABLE - TOTAL YEARS EXPERIENCE/
JOB SATISFACTION COMPARISON

	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	4	75.9	18.98	0.32		0.86
Within Groups	86	5096.62	59.27		2.45	
Total	90	5172.52				

*Since critical F (.05) = 2.45 and calculated F = 0.32 < 2.45, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	n	Job Satisfaction \bar{x}
(1) 01-05 Years	28	70.61
(2) 06-11 Years	26	72.62
(3) 12-17 Years	19	72.58
(4) 18-23 Years	8	71.13
(5) 24-32 Years	10	72.40

TABLE VI
ANALYSIS OF VARIANCE TABLE - YEARS EXPERIENCE IN
PRESENT SCHOOL SYSTEM/JOB SATISFACTION
COMPARISON

	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	4	166.84	41.71	0.72		0.59
Within Groups	86	5005.75	58.21		2.45	
Total	90	5172.52				

*Since critical F (.05) = 2.45 and calculated F = 0.72 < 2.45, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	n	Job Satisfaction \bar{x}
(1) 01-05 Years	44	71.64
(2) 06-11 Years	26	71.81
(3) 12-17 Years	9	75.11
(4) 18-23 Years	8	71.38
(5) 24-28 Years	4	67.75

TABLE VII
ANALYSIS OF VARIANCE TABLE - PRESENCE OR ABSENCE OF
PROFESSIONAL NEGOTIATIONS/JOB SATISFACTION
COMPARISON

	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	1	50.68	59.68	0.88		0.35
Within Groups	89	5121.84	57.64		3.92	
Total	90	5172.52				

*Since critical F (.05) = 3.92 and calculated F = 0.88 < 3.92, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	n	Job Satisfaction x
(1) Do not negotiate	74	71.54
(2) Do negotiate	12	73.75

relationship existed between the two variables, thus the null hypothesis was not rejected. Summary data are reported in Table VIII.

Hypothesis Six

- H. 6 - There is no significant statistical relationship between superintendent/board of education relationship and perceived job satisfaction.

The utilization of one-way analysis of variance revealed no significant statistical relationship between the superintendent's perceived relationship with the board of education and perceived job satisfaction, thus the null hypothesis was not rejected. Summary data are reported in Table IX.

Hypothesis Seven

- H. 7 - There is no significant relationship between school district size and perceived job satisfaction.

The relationship between school district size and perceived job satisfaction was determined by one-way analysis of variance. On the basis of the calculations, it was determined that no significant statistical relationship existed between the two variables, thus the null hypothesis was not rejected. Summary data are reported in Table X.

Hypothesis Eight

- H. 8 - There is no significant statistical relationship between the total effects of level of education, total years of experience as superintendent, years as superintendent in present district, presence or absence of professional negotiations, marital status, superintendent/board of education relationship, school district size, and perceived job satisfaction.

TABLE VIII
ANALYSIS OF VARIANCE TABLE - MARITAL STATUS/JOB
SATISFACTION COMPARISON

	Degrees of Freedom	Sums of Square	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	1	130.51	130.51	2.30		0.13
Within Groups	89	5042.01	56.66		3.92	
Total	90	5172.52				

*Since critical F (.05) = 3.92 and calculated F = 2.30 < 3.92, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	n	Job Satisfaction \bar{x}
(1) Married	87	72.09
(2) Divorced	4	66.25

TABLE IX

ANALYSIS OF VARIANCE TABLE - RELATIONSHIP OF SUPERINTENDENT
WITH BOARD OF EDUCATION/JOB SATISFACTION COMPARISON

	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	1	4.23	4.24	0.07		0.78
Within Groups	89	5168.29	58.07		3.92	
Total	90	5172.52				

*Since critical F (.05) = 3.92 and calculated F = 0.07 < 3.92, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics (Board Relationship):

Group	n	Job Satisfaction x
(1) Negative to Very Negative	3	70.66
(2) Positive to Very Positive	88	71.87

TABLE X

ANALYSIS OF VARIANCE TABLE - SCHOOL DISTRICT SIZE/
JOB SATISFACTION COMPARISON

	Degrees of Freedom	Sums of Square	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups**	4	157.85	39.46	0.68		0.61
Within Groups	86	5014.68	58.31		2.45	
Total	90	5172.53				

*Since critical F (.05) = 2.45 and calculated F = .68 < 2.45, the null hypothesis is accepted at the five percent significance level.

**Between Group Statistics:

Group	ADA	n	Job Satisfaction \bar{x}
(1)	140-399	42	71.01
(2)	400-649	14	71.23
(3)	650-899	7	72.14
(4)	900-1150	8	71.13
(5)	1151-9288	20	74.25

The relationship between the combined effects of the seven predictor variables and perceived job satisfaction was determined by one-way analysis of variance. On the basis of the calculations, it was determined that no significant statistical relationship existed between the seven predictor variables and job satisfaction. Summary data are revealed in Table XI.

Stepwise Regression Analysis

Stepwise regression was utilized to determine how much of the variance in job satisfaction scores could be accounted for by the separate and combined effects of the seven predictor variables.

The superintendent's perceived relationship with the board of education was found to account for the greatest amount of variance in job satisfaction, followed respectively by marital status, school district size, years in present district, total years of experience as superintendent, level of education, and presence or absence of professional negotiations.

The combined effects of the seven predictor variables accounted for 0.089 percent of the variance in job satisfaction scores. Stepwise regression summary data are revealed in Table XII.

Additional Analysis

Additional analysis is provided via Pearson product-moment correlation. The reader is reminded that correlation coefficients do not provide sufficient information to infer causality.

Zero order correlation coefficients were determined for each of the seven predictor variables as they related to the measured level of

TABLE XI
 ANALYSIS OF VARIANCE TABLE - RELATIONSHIP BETWEEN COMBINED
 EFFECTS OF THE SEVEN PREDICTOR VARIABLES
 AND JOB SATISFACTION

	Degrees of Freedom	Sums of Square	Mean Square	F Ratio*	Critical F* (5% Level)	p <
Between Groups	7	464.81	66.40	1.17		.32
Within Groups	83	4707.72	56.71		2.09	
Total	90	5172.53				

*Since critical F (.05) = 2.09 and calculated F = 1.17 < 2.09, the null hypothesis is accepted at the five percent significance level.

TABLE XII

STEPWISE REGRESSION SUMMARY - RELATIONSHIP BETWEEN
SEVEN PREDICTOR VARIABLES AND PERCEIVED
JOB SATISFACTION

Step	Variable	R ²	F	Prob. F	Beta Value
1	Supt./Board Relationship	0.0284	3.60	.06	2.570
2	Marital Status	0.0578	2.63	.74	-6.310
3	School Size	0.0771	0.82	.36	0.001
4	Years Supt. Present District	0.0809	1.09	.30	-0.204
5	Total Years of Experience	0.0883	0.73	.39	0.138
6	Level of Education	0.0892	0.11	.74	-0.983
7	Professional Negotiations	0.0898	0.06	.80	0.653

job satisfaction. Of the seven variables, two showed a negative correlation with job satisfaction. They were: (1) marital status ($r = -.15$) and (2) years in present district ($r = -.04$). All seven predictor variables failed to show any significant statistical relationship to job satisfaction. Correlation coefficients are found in Table XIII.

TABLE XIII
ZERO ORDER CORRELATION COEFFICIENTS FOR THE
RELATIONSHIP BETWEEN SEVEN PREDICTOR
VARIABLES AND JOB SATISFACTION

Variable	r	p
Marital Status	-.16	p = .13
Level of Education	.08	p = .44
Professional Negotiations	.10	p = .35
Board Relationship	.17	p = .11
Years in Present District	-.03	p = .20
Total Years as Superintendent	.09	p = .42
School District Size	.13	p = .23

Summary

The researcher has presented the findings of the study in Chapter IV. Statistical procedures and an examination of the sample population were explained.

One-way analysis of variance revealed no significant statistical relationship between job satisfaction and the eight hypothesis formulated in Chapter I; therefore, all hypotheses failed to be rejected. Stepwise regression showed that the effects of the predictor variables accounted for little variance in measured job satisfaction scores. Variance in job satisfaction was not explained by the separate and combined effects of these predictor variables.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the present study was to investigate the relationship between seven predictor variables and the perceived job satisfaction of public school superintendents within the state of Oklahoma. The study also examined job satisfaction as a function of interrelationships between motivation to work and incentives offered by the organization. As conceptual background for this inquiry, the ideological positions of sociologists and psychologists were examined.

The Brayfield and Rothe Index of Job Satisfaction (1951) was selected to measure the perceived job satisfaction of the respondents. The instrument consisted of 18 items arranged in a five-point Likert scale format and measured "overall" job satisfaction rather than specific aspects of job satisfaction.

Seven predictor variables were identified and a rationale for each variable was submitted. The variables were: (1) presence or absence of professional negotiations, (2) marital status, (3) years as superintendent in present school district, (4) level of education, (5) school district size, (6) perceived superintendent/board of education relationship, and (7) total years of experience as superintendent.

A random sample of 100 public school superintendents from independent Oklahoma school districts was selected. A copy of the instrument, with directions, and a self-addressed stamped envelope was mailed to the sample. At the end of a two week period, 71 percent of the sample had returned usable questionnaires. Another questionnaire to non-respondents resulted in a 91 percent return of usable questionnaires. The researcher attributed the large return to: (1) brevity of the instrument, (2) clarity of instructions, and (3) the importance which the respondents placed upon the study's examination of job satisfaction.

All hypotheses were tested utilizing one-way analysis of variance. Stepwise regression revealed the effects of the predictor variables on the variance in job satisfaction scores.

The findings are summarized as follows:

Hypothesis One

Hypothesis One stated that there was no significant statistical relationship between level of education and perceived job satisfaction. It was determined that there was no significant statistical relationship; therefore, the null hypothesis was not rejected.

Hypothesis Two

Hypothesis Two stated that there was no significant statistical relationship between total years of experience as superintendent and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected.

Hypothesis Three

Hypothesis Three stated that there was no significant statistical relationship between years of experience in present school system as superintendent and perceived job satisfaction. No significant statistical relationship was found to exist; therefore, the null hypothesis was not rejected.

Hypothesis Four

Hypothesis Four stated that there was no significant statistical relationship between the presence or absence of professional negotiations and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected.

Hypothesis Five

Hypothesis Five stated that there was no significant statistical relationship between marital status and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected.

Hypothesis Six

Hypothesis Six stated that there was no significant statistical relationship between superintendent/board of education relationship and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected.

Hypothesis Seven

Hypothesis Seven stated that there was no significant statistical relationship between school district size and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected.

Hypothesis Eight

Hypothesis Eight stated that there was no significant statistical relationship between the total effects of level of education, total years of experience as superintendent, years as superintendent in present district, presence or absence of professional negotiations, marital status, superintendent/board of education relationship, school district size, and perceived job satisfaction. No significant statistical relationship was determined; therefore, the null hypothesis was not rejected. Further, the zero order correlations between predictor and dependent variables yielded no significant relationships. Prediction of satisfaction is simply not enhanced by consideration of these demographic variables.

Recommendations

As a result of the present study, the following recommendations for further inquiry are offered:

1. The present study was somewhat limited in that it investigated the relationship between seven predictor variables and perceived job satisfaction. Additional study is needed to identify additional variables that perhaps have a relationship to job satisfaction.

Additional predictor variables which could be explored are: salary, relationship with staff, age, teaching experience, fringe benefits, community setting, job security, and wealth of school district.

2. Research is needed which compares superintendent job satisfaction between school districts offering primarily intrinsic organizational incentives as opposed to extrinsic organizational incentives. Intrinsic incentives, which were categorized as motivators by Herzberg, Mausner, and Snyderman (1949) in Chapter II, could be: recognition, responsibility, and achievement. Extrinsic incentives (Herzberg's hygies), could include: working conditions, policy, personal life, security, interpersonal relationships, and salary.

3. The study of job satisfaction has been largely confined to industrial situations. Additional research is needed in both public and private educational settings. This study involved only superintendents of independent public school districts. For a broader examination, research should be conducted concerning headmasters of private schools, county superintendents, and vocational/technical superintendents.

4. Additional research is needed to investigate the relationship between superintendent job satisfaction and superintendent turnover. Reasons for turnover should be identified and data collected to determine the effect of incompetence on turnover. A survey of perceptions held by school board members and state department of education officials would be useful in investigating superintendent competency and causes for turnover.

5. Job satisfaction in the present study utilized an instrument which measured the superintendent's overall perceived job satisfaction.

It is recommended that research be initiated which focuses on the measurement of several aspects of job satisfaction using instruments such as the Management Position Questionnaire (Porter, 1961), the Educational Work Components Study (Miskel and Heller, 1973), or the Job Descriptive Index (Smith, Kendall, and Halen, 1969).

6. It is recommended that this study be replicated using a population of superintendents from other states. Different geographic areas may have different public school funding strategies, educational expectations, policies, and procedures. These differences could be variables that affect superintendent job satisfaction.

7. It is recommended that boards of education, through inservice efforts, become familiar with fundamental concepts of job satisfaction and the options available for consideration in designing and meeting the job satisfaction needs of superintendents.

Conclusions and Implications

The reader is again reminded that the design of the present study prohibits the inference of cause and effect relationships. The following conclusions were derived from the study:

1. While the seven predictor variables do not show significant correlations with perceived job satisfaction, this should not suggest that they no longer be considered as factors in job satisfaction. The superintendents' relationship with the board of education accounted for more variance in job satisfaction scores than any of the other variables. In spite of the fact that the relationship with the board of education was found not to be statistically significant, students

of educational administration and school administrators should not take the relationship lightly.

2. The rationale supporting each of the seven predictor variables for inclusion in the present study was based upon theory and the researcher's personal observations and communications with public school superintendents. The lack of significant statistical relationships between the predictor variables and perceived job satisfaction suggests the influence of other variables. Further research would identify additional variables such as: salary, personal relationships, age, and job security and their relationship to job satisfaction.

3. It is possible that more intensive investigations and/or different scaling techniques would have provided more accurate descriptions and better defined the variables. For example, concerning the presence or absence of professional negotiations, various aspects of negotiations could be examined. The superintendent's perceptions concerning the usefulness of negotiations and/or the effect negotiations had on safety, security, and self-actualizations needs could be useful.

The practical implications of the findings of the present study concern linking organizational incentives offered by the board of education to the needs of the superintendent. For superintendents who demonstrate competency and effectiveness to remain with their present school districts, creative boards of education should design incentives to increase job satisfaction and eliminate turnover.

Since the superintendent is at the top of the hierarchical structure of a public school district, further vertical advancement is

impossible. This should be recognized by boards of education in considering organizational incentives. In addition, superintendents and boards of education should recognize that organizational incentives will not have the same importance for all superintendents, nor will they remain constant for a given superintendent.

The researcher hopes that this study will stimulate further inquiry in the area of job satisfaction. The value of the present study lies in the framework which it establishes for further research. If individuals are to be and remain productive in organizational settings, a variety of growth opportunities must be provided.

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APPENDIXES

APPENDIX A

JOB SATISFACTION QUESTIONNAIRE

Some jobs are more interesting and satisfying than others. We want to know how people feel about their jobs. This questionnaire contains 18 statements about jobs.

Put the letter corresponding to your response category in the space provided to the left of each question that best describes your feelings about your present job. There are no right or wrong answers. Please work out the sample item numbered 0.

Response Categories:

- A. Strongly Agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly Disagree

- _____ 0. There are some conditions concerning my job that could be improved.
- _____ 1. My job is like a hobby to me.
- _____ 2. My job is usually interesting enough to keep me from getting bored.
- _____ 3. It seems that my friends are more interested in their jobs.
- _____ 4. I consider my job rather unpleasant.
- _____ 5. I enjoy my work more than my leisure time.
- _____ 6. I am often bored with my job.
- _____ 7. I feel fairly well satisfied with my job.
- _____ 8. Most of the time I have to force myself to go to work.
- _____ 9. I am satisfied with my job for the time being.
- _____ 10. I feel that my job is no more interesting than others I could get.
- _____ 11. I definitely dislike my work.
- _____ 12. I feel that I am happier in my work than most other people.
- _____ 13. Most days I am enthusiastic about my work.
- _____ 14. Each day of work seems like it will never end.
- _____ 15. I like my job better than the average worker does.
- _____ 16. My job is pretty uninteresting.
- _____ 17. I find real enjoyment in my work.
- _____ 18. I am disappointed that I ever took this job.

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

APPENDIX C

CORRESPONDENCE



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Stillwater, Oklahoma
74074

OFFICE OF THE EXECUTIVE SECRETARY
Gundersen Hall, Room 309
Phone 624-7244

May 10, 1983

Dear Colleague:

Superintendents of independent public school districts throughout the state of Oklahoma are being asked to complete this questionnaire and it is hoped you can spare a few minutes from your busy day to respond. While each questionnaire is coded for follow-up purposes, please be assured that neither you nor your school district will be identified in records or reports resulting from this study. All responses will remain anonymous.

It is of the utmost importance that you respond to every question on the questionnaire. Please let me know if you would like a summary of the study.

Sincerely

Jim J. Jones
Graduate Research Associate
Department of Educational Administration
Oklahoma State University

Kenneth St. Clair
Professor, Department of Educational
Administration and Higher Education
Oklahoma State University



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74074

OFFICE OF THE EXECUTIVE SECRETARY
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Phone 624-7244

May 24, 1983

Dear Colleague

The response to our questionnaire sent to superintendents throughout the state of Oklahoma is greatly appreciated, however, we are still short of the needed response percentage. In the event that your questionnaire was misplaced, we have enclosed another in a self-addressed stamped envelope. Again, please be reassured that neither you nor your school district will be identified in any way.

Many thanks for completing this questionnaire. We know your days are busy and your input concerning this study is greatly appreciated.

Sincerely

Jim J. Jones
Graduate Research Associate
Department of Educational Administration
Oklahoma State University

Kenneth St. Clair
Professor, Department of Educational
Administration and Higher Education
Oklahoma State University

2
VITA

Jimmy Jay Jones

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN SELECTED PREDICTOR VARIABLES AND
PERCEIVED JOB SATISFACTION OF OKLAHOMA PUBLIC SCHOOL
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