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Job Satisfaction Of School Superintendents In California.

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Job Satisfaction of School Superintendents
in California

A Dissertation
Presented to the Graduate Faculty
of the
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Richard F. Cochran

March 1976

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Dated March 23, 1976

JOB SATISFACTION OF SCHOOL SUPERINTENDENTS IN CALIFORNIA

Abstract of the Dissertation

PURPOSE: The purpose of this study was to determine the degree of job satisfaction of school superintendents in California. Additional purposes were to determine the differences in job satisfaction of elementary, secondary and unified school superintendents; to identify and quantify factors of the work environment which contribute to and detract from job satisfaction; and lastly, to compare variations in school superintendents' job satisfaction related to age, experience as a superintendent, size of school district, location of school district, school district assessed valuation, socio-economic status of community and percent of non-white students in the school district. The need for the study centered on the fact that the topic of job satisfaction relating to California's school superintendents had not been investigated.

METHODOLOGY: Opinionnaires were sent to a stratified random sample of 240 California school superintendents. This constitutes 50 percent of the school superintendents in California, serving in school districts with 1,000 or more students. The opinionnaire contained 75 items, being classified into seven factor areas, including Rapport with the School Board, Personal Satisfaction with the Superintendency, Salary, Workload, Status, Community Relations, and Administrative and Professional Relationships. The items were arranged with a four-point, Likert-type scale with alternatives ranging from "Agree" to "Disagree."

First, a mean score and standard deviation were obtained for each school superintendent to determine the average satisfaction score. Secondly, a mean subscale score and standard deviation were obtained for each of the seven factor areas being investigated. Thirdly, the school superintendents' average satisfaction scores were analyzed according to assignment (elementary, secondary, unified). A one-way analysis of variance was performed with assignment as the between-subject factor. Finally, correlations were run between each of the background variables and the subscale scores and total satisfaction score, utilizing the Schaffé Multiple Comparison procedures. Regression analyses were performed to determine which background factors were predictors of job satisfaction.

CONCLUSIONS: (1) The California school superintendents are generally satisfied with their job and this satisfaction is reflected equally over all seven factors of this study. A score of 4.0 showed the superintendent to be highly satisfied and a score of 3.0 shows moderate satisfaction. The mean score for all superintendents was 3.26, with a standard deviation of 0.34. The mean score and standard deviation for each of the seven factors were:

<u>Factor</u>	<u>Mean</u>	<u>Standard Deviation</u>
Superintendent Rapport with the School Board	3.25	0.37
Personal Satisfaction with the Superintendency	3.35	0.44
Salary	3.28	0.43
Workload	3.26	0.56
Status	3.21	0.44
Community Relations	3.19	0.36
Administrative and Professional Relationships	3.23	0.36

(2) The California school superintendents' job satisfaction does not differ according to assignment (elementary, secondary, unified districts).

This study confirmed the fact that school superintendents are concerned with their workload. Specifically, there was concern for lack of administrative assistance, too many meetings, too much paper work and required reports and generally, not enough time to do the job. School superintendents recognize human relationships as being important to their job satisfaction.

RECOMMENDATIONS: Further research should be concerned with (1) replicating this study with a different sample of California school superintendents; (2) a thorough study of the personal functions, duties, and responsibilities of school superintendents in order to ascertain reasons for dissatisfaction existing in the Workload factor and also with the 16 items with mean scores below 3.0; (3) conducting another study of job satisfaction, utilizing a different instrument, possibly the Minnesota Satisfaction Questionnaire; (4) since this study indicated general job satisfaction among the school superintendents, a follow-up study should concern itself with the factors, attributes, life history antecedents and personal and professional characteristics contributing to the job satisfaction of school superintendents; and (5) determining the value of improving the job satisfaction of school superintendents: Will improving job satisfaction attract and/or keep better school superintendents in the profession? Will improving school superintendents' job satisfaction improve the overall organizational climate of a school district? Will improving job satisfaction improve administrative talents? What is the cost of improving job satisfaction and what are the economic rewards and the non-economic dividends?

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The writer wishes to express his appreciation to each person who had a part in making this study possible. Sincere thanks are extended to the members of the dissertation committee:

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R. F. C.

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CHAPTER I

INTRODUCTION

The superintendency of schools is one of the most crucial and perhaps most difficult public positions in American life today.¹

The school superintendency creates demands upon the "chief school official," so much so that many questions have been posed regarding the school superintendent's satisfaction or dissatisfaction with his job.

To date, little research has been conducted on the job satisfaction of the school superintendent. For example, there are virtually no data on what factors of the job make the position satisfying or unsatisfying. Therefore, data identifying the degree of job satisfaction of school superintendents in California will be meaningful. More specifically, this study analyzed each of seven factors of the California School Superintendents' Opinionnaire (Appendix A) to determine the school superintendent's degree of satisfaction in each factor. The

¹The Unique Role of the Superintendent of Schools (Washington, D.C.: Educational Policies Commission, National Education Association, 1965), p. 1.

differences in job satisfaction of elementary, secondary and unified school superintendents was investigated. Lastly, this research identified relationships between selected background variables and job satisfaction of the school superintendents of California.

Characteristics of the satisfied school superintendent, related to his positive outlook on his job, will be of value to aspiring administrators and to school boards as they select the school system's most important educator.

Purposes of the Study

The major purpose of this study was to determine the degree of job satisfaction of school superintendents in California.

A secondary purpose was to identify and to quantify the factors of the work environment which contribute to and detract from the job satisfaction of school superintendents.

Additional purposes were to determine the differences that exist in job satisfaction between elementary, secondary and unified school superintendents. Variations in school superintendents' job satisfaction related to age, experience as a superintendent, size of school district (number of students), location of school district

(geographically), school district per pupil assessed valuation, socio-economic status of community, and percent of non-white students in the school district were also studied.

Need for the Study

As the school superintendency has become more and more an impossible position, due to pressures from community, staff and board members, it behooves the incumbent school board members to work with their superintendent in an effort to improve the quality of his or her performance. By so doing, the school superintendent begins to operate at a higher level of job satisfaction, thus reducing the high turnover rate that has led to costly replacement and to lack of continuity in the instructional program.

Prior to improving the working relations with the school superintendent, the Board of Trustees must know if and to what degree job satisfaction or dissatisfaction prevails. In order to formulate specific plans to improve working relationships with their superintendent, the Board of Trustees needs information concerning the factors which are most influential in determining job satisfaction and consequently rate priority of attention.

The Board of Trustees should know the relationship of the following background variables: age, experience as

a superintendent, school district per pupil assessed valuation, socio-economic status of community, school district size (number of students), location of school district (geographically), and the percent of non-white students in the school district, to the job satisfaction of school superintendents. Whether or not a difference exists between job satisfaction of elementary, secondary, and unified school superintendents warrants consideration by the Board of Trustees. If such a difference exists, the information supplied will be useful to the school board as they seek future replacements for the superintendency.

Under the provisions of California's Stull Act (mandatory evaluation), the school superintendent as an employee of the school district must be evaluated as are other certificated members of the school system. By working with the school superintendent and evaluating his or her performance, the Board of Trustees will begin to move from the hire-and-fire syndrome that has permeated the superintendency, to a more positive position of retaining good leaders who merely need constructive input in order to be effective.

Universities training educators for administration will benefit from knowing what is and what is not satisfying to school superintendents in the field. This

information can be useful in helping their students gain insights into what makes for success in the superintendency and to assess their own qualifications in this regard.

School superintendents need much of this same information in order to analyze their work situation and their job attitudes. Through specific knowledge of the cause of dissatisfaction, school superintendents may take definite steps to improve their working conditions. Through self-evaluation and a plan for personal renewal, superintendents will be able to correct deficiencies in their job satisfaction and bring about a change that will lead to a more positive position. In this way, the school superintendent being "happier" in his job will possibly perform at a higher level of competency.

Administrators aspiring to the school superintendency also need information relative to their chosen vocation. They need as much occupational information, competent guidance, and training as they can obtain. Information available in the area of superintendent job satisfaction will assist in vocational decision-making, thus reducing the turnover caused by dissatisfaction, and will offer direction to the administrator aspiring to the position of superintendent of schools.

Definition of the Problem

A search of the literature has revealed few studies that deal directly with the job satisfaction of school superintendents. There have been no studies in California concerning school superintendents' job satisfaction. In view of this fact, this study can be considered a beginning point of research pertaining to the job satisfaction of the California school superintendents. The descriptive method of research was utilized in this investigation.

School district boards of trustees, school superintendents and administrators aspiring to the superintendency will benefit from the identification of:

1. the degree of job satisfaction of school superintendents in California's public schools;
2. the degree of satisfaction for each of the seven factors as measured by the California School Superintendents' Opinionnaire (see Appendix B);
3. the differences between the job satisfaction of elementary, secondary and unified school superintendents;
4. the relationship between selected back-

ground variables and job satisfaction for school superintendents.

Information Needed

The opinionnaire dealing with job satisfaction must be capable of being reduced to a single measure reflecting the individual's job satisfaction. Furthermore, it must contain items which relate to different aspects of the superintendency. Factors which the researcher considers important are: rapport with the school board, personal satisfaction with the superintendency, salary, workload, status, community relations, and administrative and professional relationships. These factors were derived from an instrument in current use which was developed to measure job satisfaction (Bentley and Rempel, 1973).² Additional background variables that will be investigated--age, experience, school district per pupil assessed valuation, socio-economic status of community, school district size, location of school district (geographically) and percent of non-white students in the school district--emerged from discussion with school superintendents and from an analysis

²Ralph R. Bentley and Averne M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana, 1970).

of literature pertaining to the superintendency.

Delimitations of the Study

1. This study was limited to an investigation of the job satisfaction of school superintendents in the state of California, employed and on active duty in the public schools during the 1975-1976 school year.

2. Superintendents serving in school districts below 1,000 student enrollment were not surveyed, since the small school superintendent, in the majority of situations, serves as principal-superintendent and this study deals specifically with school superintendents operating from the district office level, not the local building level (principalship).

3. This study was concerned only with specific factors pertaining to job satisfaction as they are included in the California School Superintendents' Opinionnaire.

Assumptions of the Study

As in the case of all research, this investigation is grounded in certain assumptions. Some of these assumptions can be stated as follows:

1. The opinions of practicing superintendents is the only way of ascertaining the degree of job satisfaction these individuals possess.

2. Boards of Trustees, school superintendents and those aspiring to the superintendency will benefit from knowing the relationship of factors relating to the job satisfaction of the school superintendent.

3. The instrument used will provide data related to job satisfaction of California's school superintendents.

4. There is a difference in the working role of elementary, secondary and unified district superintendents.

5. The responses (opinionnaires) of this study identifying job satisfaction are an adequate representation of job satisfaction as defined in section 1 of the Definition of Terms.

6. The sample size, 50 percent of school superintendents in school districts with 1,000 or more students, will provide adequate numbers of respondees in the categories of elementary, secondary, and unified school districts.

Definition of Terms

1. Job Satisfaction--refers to those aspects of a job which workers feel meet their needs. "Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between

what we have and what we want."³

2. Unified School District--the term is applied to a merger of elementary and high school districts which provides elementary and secondary educational opportunity for grades kindergarten through twelve.⁴

3. Elementary School District--provides elementary educational opportunity for grades kindergarten through eight only.⁵

4. Secondary School District--is limited in providing educational opportunity for grades nine through twelve only.⁶

5. Superintendent--the professionally prepared individual serving as the general executive or administrator at the local level.⁷

6. Income Level--refers to the actual per pupil income of a school district, including local, state and federal money.

7. Non-white Student--includes black, Asian, and

³Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, 1957), p. 75.

⁴Stephen J. Knezevich, Administration of Public Education, 3rd ed. (New York: Harper & Row, 1975), p. 124.

⁵Ibid., p. 123.

⁶Ibid.

⁷Ibid., p. 234.

Spanish-surnamed students.

Procedure

The investigator mailed to each school superintendent chosen for inclusion in the study a packet containing a cover letter, numbered opinionnaires, and a stamped-addressed return envelope. The cover letter, designed to seek cooperation from the respondent, explained the purpose and nature of the study, named the university the researcher is associated with, and gave complete instructions for the completion and return of the requested information (see Appendix C).

In addition, the cover letter conveyed a promise that all answers would be kept confidential and that no superintendent would be identified in the study. Numbers on the opinionnaire were used for identification purposes to allow follow-ups. Follow-up cards were mailed to superintendents not responding initially (see Appendix D).

Pilot Testing of Instrument

The California School Superintendents' Opinionnaire was pilot tested in order to validate the opinionnaire and obtain reactions to the clarity of questions and items.

Eleven school superintendents were included in the pilot test sample.

The personal input of the school superintendents, together with the statistical analysis performed on the data obtained from the school superintendents, concluded that the instrument's intentions were clear and that the questions posed in this study could be answered.

Population and Sample

This study included 50 percent of the school superintendents in California serving in school districts with student enrollments above 1,000. A stratified random sample was selected on the basis of student enrollment in the following categories:

Districts with an enrollment of 1,000 - 5,000

Districts with an enrollment of 5,000 - 15,000

Districts with an enrollment of 15,000 - 25,000

Districts with an enrollment of 25,000 and over.

The sample was selected through the California State Department of Education's Research Division. The source of the sample was the 1974-75 annual school district survey conducted by the California State Department, Department of Education.

Instrument

The first part of the instrument deals with background information on the superintendent. Eight items

with from two to five possible responses are provided. From these options, the school superintendent was instructed to select one and only one alternative answer to each item. Responses were recorded on FORTRAN coding sheets for key punching.

The second part of the instrument deals with opinions of the school superintendent. Seventy-five items using a Likert-type scale response divided into the following categories were used: agree, probably agree, probably disagree, and disagree. Scoring was as follows: Agree = 4 or 1; Probably Agree = 3 or 2; Probably Disagree = 2 or 3; Disagree = 1 or 4, depending on positive or negative direction of the question.

The final section of the instrument provided the respondent with the opportunity to personally add factors which contribute to or detract from his or her job satisfaction. These open-ended responses were not quantified, but added additional information to the study.

Responses were summarized so as to obtain frequency distributions for each item. These items were classified and grouped to form seven factors of job satisfaction (see Appendix B). Descriptive statistics of these data were used to determine the level of job satisfaction for each of the seven factors of the opinionnaire as well as that of total scores.

A correlation matrix was generated between background variables and job satisfaction scores to accomplish the following objectives:

1. To determine the relationship between factor-scores and total job satisfaction scores.
2. To ascertain relationships between background variables and measures of job satisfaction.

Total scores were analyzed using a one-way analysis of variance, with respondents classified into three groups: elementary, secondary, and unified superintendents. Following this analysis, the Scheffé Multiple Comparison procedures were employed to determine intergroup differences.

Regression analysis was performed to determine which background factors, if any, were significant predictors of job satisfaction.

Plan of Dissertation

Chapter I provides an overview of the study. The study is introduced and purposes of the study explained. The need for the study is discussed, followed by delimitations of the research and information needed to complete the investigation. The assumptions of the study, definition of terms, procedures of obtaining data, pilot testing of instrument, explanation of the population and sample and a section on the components of the instrument

(California School Superintendents' Opinionnaire) conclude the chapter.

Chapter II provides a review of the literature relating to job satisfaction.

Chapter III describes the methodology used to analyze the data of the study.

Chapter IV presents the data obtained and an analysis of the data.

Chapter V contains a summary of the study, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

An examination of the literature revealed little information relating to the job satisfaction of school superintendents. Therefore, the investigator focused on literature surrounding the topic of "job satisfaction" and reviewed the current findings, keeping in mind the general direction of this study.

Foundation of Job Satisfaction

It was not until the decade of the 1930's that job satisfaction as such became a subject of interest and research. The work of Mary Parker Follett, Roethlisberger, Mayo, and Dickenson became cornerstones for future theoretical development. For the first time, an employee came to be looked at as an individual and not simply as a worker.

In 1938, Chester I. Barnard formulated the first systematic account of the ramifications of motivation for workers. In his classic, The Functions of the Executive,¹

¹Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1966).

Barnard developed a theory of incentives which, knowingly or unknowingly, is still the working theory controlling the job environments of thousands, or perhaps millions, of workers in our country.

Specifically, Barnard developed "principles of co-operative action" which, if carried out, would produce effectiveness (the accomplishment of job tasks), and efficiency (the elicitation of co-operative wills). In order to secure efficiency, appropriate incentives are awarded workers. It should be no surprise that in a capitalistic and materialistic culture the incentives have traditionally been some form of economic rewards.

Introduction

Industry has studied job satisfaction for a number of years. Efforts have been comprehensive and directed toward all levels. The rationale is clear: satisfied employees will be superior performers. Conversely, those who are dissatisfied will undermine productivity. It is clear that industry's primary objective is production.

In recent years, education has investigated job satisfaction. The number of unpublished studies has increased considerably as education has enveloped certain concepts akin to industry. The early sixties saw educators looking at the systems approach and adapting it to their

needs. Job satisfaction, of course, was a crucial aspect here as in industry. Likewise, virtually all levels in education, with the exception of the school superintendency, have been reviewed in the literature.

Job satisfaction lends itself to subjective rather than objective measurement. While an individual's characteristics remain virtually the same from day to day, he may be satisfied with his job one day, dissatisfied the second, and resatisfied on the third. Such changes may be attributed to adjustments in the working environment, home life and a host of other events.

Along the same line of thought, however, industry's products are geared to objective measurement but education's are not. Industry says so many units were produced, so many policies sold, and so many facilities constructed. Education, on the other hand, cannot speak in the same manner because its products call for more than simple objective measurement.

Related Research

Job satisfaction is defined by Roberts (1966)² as "outward or inner manifestations which give the individual a sense of enjoyment or accomplishment in the performance

²H. Roberts, Roberts' Dictionary of Industrial Relations (Washington, D.C.: BNA, Inc., 1966).

of his work." He continues by saying that product, speed, or some other aspect may generate job satisfaction. This definition was found in an industrial relations dictionary but its applicability to education is clear.

Peskin (1973)³ feels that jobs are molded by three conditions: (1) internal motivation, (2) correspondence between employee goals and those of the organization, and (3) external forces which activate employees through stimulators. Satisfaction in the job may be limited by the frequency, duration and intensity of these factors.

Brown (1973)⁴ looks at job satisfaction through needs. The extent to which perceived needs are fulfilled results in a degree of job satisfaction. Later, he finds job satisfaction bearing a direct relationship to the degree of power and influence an administrator can generate in his position. The relationship is directly proportional--the more power, the more satisfaction. If this notion is valid, it logically follows that high level administrators, such as school superintendents, should enjoy greater job satisfaction than those below them.

³D. Peskin, The Doomsday Job (AMACOM, 1973).

⁴F. Brown, "The Job Satisfaction of Administrators Within a Multi-Ethnic Setting," Paper presented at the American Educational Research Association annual meeting, New Orleans, February, 1973.

Seashore and Taber (1975)⁵ echo this point in saying that more challenging jobs are associated with greater job satisfaction. This interesting concept will be considered through the review.

Definitions of job satisfaction focus on enjoyment in the position. Such enjoyment is manifested through power in the job. The definitions look on dissatisfaction, however, as emanating from conditions associated with the position. It is also possible to be dissatisfied because the position lacks certain attributes of parallel or superior jobs.

While Peskin's work is not directed toward education, some principles are applicable. As an obstacle to job satisfaction, he says that subordinates tend to react negatively to orders given without reason or justification.⁶ Consider a school superintendent given an unjustifiable mandate based on an unknown political maneuver which goes against sound educational practice. Another source of dissatisfaction lies in decision-making practices. When decisions are made without the participation of those directly affected, reactions may not be positive.

⁵S. Seashore and C. Taber, "Job Satisfaction Indicators and Their Correlates," American Behavioral Scientist, 18, 3 (January 1975), 333-368.

⁶Peskin, op. cit.

Consequently, neutral or negative attitudes will not encourage support. Naturally, the impact here would be strongest on those bearing the greatest potential contribution to the program.

Hackman, et al. (1974)⁷ take a positive approach to the same concept considered by Peskin. Again, the study is applicable to fields other than education. Three psychological states are believed to affect job satisfaction. The first is meaningfulness. Here, work must be perceived as worthwhile in the employee's value system. The second is responsibility. In this case the employee must believe that he is accountable for the outcome of his labors. The third state is knowledge. Now, the employee must be able to determine the acceptability of his performance. This must be done on a regular basis. For the first idea, skill variety, task identify, and task significance should be recognized. The second requires autonomy in scheduling work and planning the sequence of events. A feedback system is necessary in order to complete the third state. Clearly, such a program is applicable to the operation of a school or a school district.

The concepts discussed above rest on a sound

⁷J. Hackman, G. Oldham, R. Janson, and K. Purdy, "A New Strategy for Job Enrichment," Technical Report #3 (Yale University, May 1974) (ERIC, ED 099-631).

logical base and, logically, a job's duties should be in concert with the job's title. A New York study (1974)⁸ found that superintendents devoted most of their time to fiscal management and budget planning. School superintendents who are supposed to be the districts' chief executive officers, spent little time in discharging their other professional obligations. Slightly more than ten percent of their time was spent in supervising their educational subordinates and evaluating the educational program. Therefore, a school superintendent's job dissatisfaction may reside in the conflict resulting from his inability to perform the announced functions described for his office.

One aspect of Morse's (1974)⁹ study considered the job satisfaction of principals. Another dealt with the relationship between career perspectives and job satisfaction. He used the Management Position Questionnaire and found that principals were interested in enriching their careers. Surprisingly, he found no strong desire to move to higher administrative positions. Perhaps the realities

⁸New York State Office of Education, "The Superintendent of Schools; His Role, Background, and Salary" (June 1974) (ERIC ED 093-071).

⁹C. Morse, "Career Perspectives and Job Satisfaction of School Principals," Dissertation Abstracts International (1975), 4933A.

of the political situation related to such positions affected the principals' responses. Rather, they sought a horizontal approach through strong concerns with autonomy and self-realization.

As expected, there was a decrease in job satisfaction as higher need levels emerged. Those who saw opportunities for autonomy and self-realization as low, demonstrated lower career perspectives and less job satisfaction than those who perceived them as high. In addition, principals were found to be closer to upper level private sector managers than to middle level. In reflecting on a principal's role, this finding was anticipated. Morse concludes by saying that an individual's job satisfaction relates to the position, the person filling it, and the degree to which he sees himself as opportunity bound.

Omiatek (1974)¹⁰ studied job value in education. Where industry has conducted a number of quantitative studies in this area, education has not. As a result, there is no systematic method for establishing a job's relative value. This state of affairs leads to inconsistency in responsibility and salary. Certification is

¹⁰M. Omiatek, "A Study to Develop a Systematic and Quantitative Method for Measuring the Job Worth of District Level Positions in School Districts," Dissertation Abstracts International (1975), 7572A.

generally used as a criterion, with experience as a sound factor. While it is true that certification may have some value, experience may easily be a more important factor in carrying out the expressed and implied functions of a position.

Schmidt (1975)¹¹ tested Herzberg's Motivator Hygiene theory¹² with public school administrators. This theory distinguishes two sets of job factors: (1) intrinsic, and (2) extrinsic. The first group has to do with the position itself and the second with its environment. The sample was composed of 25 subjects at the principal level, 25 subjects at the assistant superintendent level and above, and 24 subjects at the assistant principal level and below. Respondents were asked to describe four critical incidents, two positive and two negative, in their careers. Schmidt found that Motivator factors led to job satisfaction, while Hygiene factors led to job dissatisfaction.

One Motivator factor with a significant degree of dissatisfaction was responsibility. Here, the respondents

¹¹G. Schmidt, "Job Satisfaction Among Secondary School Administrators," Dissertation Abstracts International (1975), 7583A.

¹²Frederick Herzberg, Work and the Nature of Man (New York: The World Publishing Company, 1966).

felt that the responsibility associated with their position was insufficient. The responsibility was in name rather than in actuality. Schmidt also found that administrators tend to be motivated by achievement, recognition, and advancement. Salary and interpersonal relations were not as strong.¹³

One would think that in the case of elementary school teachers there would be a positive correlation between the amount of personal time spent on school activities and their job satisfaction. Gechman and Weiner (1975)¹⁴ found that this was not the case, as no relation emerged in their investigation. There was a positive relation between mental health and job satisfaction. Job satisfaction and job involvement, they conclude, should be considered as two distinct attributes.

Tesar (1975)¹⁵ pointed to a dearth of understanding of the extent and dynamics of job satisfaction. Taking the point further, Seashore and Taber (1975),¹⁶ in an

¹³Schmidt, op. cit.

¹⁴A. Gechman and Y. Weiner, "Job Involvement and Satisfaction Related to Mental Health and Personal Time Devoted to Work," Journal of Applied Psychology, 60, 4 (August 1975), 521-523.

¹⁵J. Tesar, "Job Satisfaction Among Selected Community College Faculty," Dissertation Abstracts International (1975), 4953A.

¹⁶Seashore and Taber, op. cit.

article, direct their attention toward various kinds of job satisfaction. More challenging positions, they argue, are associated with greater job satisfaction. Additionally, they say that the objective characteristics of one's job and its immediate relevant environment contribute most to satisfaction.

Martin (1975)¹⁷ studied relationships among job satisfaction, attitude toward students, job category--teachers and administrators--residence, and in or out of school district of employment. He found administrators showing greater job satisfaction than did teachers. This finding follows those above which saw higher level positions associated with greater job satisfaction. No significant differences based on residence and attitude toward students were found.

The subject of ethnicity and job satisfaction has received some attention in the recent literature. Investigations have considered black and white administrators and the racial composition of the student bodies they serve. Because of the small number of studies, no trend has been established.

¹⁷P. Martin, "A Study of the Relationships Among Job Satisfaction, Attitude Toward Students and Residence for Public School Teachers and Administrators," Dissertation Abstracts International (1975), 74A.

Brown (1973)¹⁸ dealt with the ethnic composition of an administrator's faculty and student body as factors which influenced his job satisfaction. He considered perceived job satisfaction and its relationship to selected organizational variables. Five need classes were involved: (1) security, (2) social, (3) esteem, (4) autonomy, and (5) self-actualization.

He mailed a 13 item, Likert-type instrument, to 1,000 California school administrators. Four position levels were included in the group: (1) principal, (2) assistant principal, (3) director, and (4) superintendent. Respondents were asked to indicate their ethnic background and the percent of minority students and teachers in their educational unit.

Principals of schools with 20 percent or more minority students enjoyed their work less than did those with a smaller percentage. The percentage of minority teachers had no effect on job satisfaction. Neither ethnicity proportion had an effect on school superintendents' job satisfaction. This paper incorporates several pertinent concepts on educational leadership as well as job satisfaction.

¹⁸Brown, op. cit.

McClain (1974)¹⁹ found that a school district's size and wealth had no effect on the job satisfaction of black superintendents. He also found that black superintendents prefer working in an integrated district and that the percentage of minority residents had no apparent effect on their job satisfaction. He suggested two targets for additional research. The first concerned the superintendent's relationship with his school board and its effect on job satisfaction. The second referred to aspects of school desegregation activities and their effects.

Hull (1974)²⁰ randomly selected 250 principals-- a five percent sample--and asked them to complete two instruments: (1) the Minnesota Satisfaction Questionnaire,²¹ and (2) the General Job Information Survey. He received 171 returns and generalized from this number.

¹⁹F. McClain, "Correlates of Job Satisfaction of Black Superintendents," Dissertation Abstracts International (1974), 75A.

²⁰W. Hull, "Identification of Variables Related to the Job Satisfaction of California Elementary School Principals," Dissertation Abstracts International (1975), 2581A.

²¹David J. Weiss, Rene V. Davis, G. W. England, and Lloyd H. Lofquist, Minnesota Studies in Vocational Rehabilitation: XXII. Manual for the Minnesota Satisfaction Questionnaire (Minneapolis, Minnesota: Industrial Relations Center, University of Minnesota, 1967).

He found that females had greater job satisfaction than did males. Women and older principals--ages 41 to 65--were more satisfied with their salary than were men and younger principals. Principals whose highest earned degree was a bachelor of arts were more satisfied with their co-workers' performance than were those holding master of arts and doctorates. The most important finding, however, and one which deserves more attention, was that minority principals were less satisfied with advancement opportunities.

Washington (1975)²² also found that minority administrators were less satisfied in the area of advancement opportunities. She sent questionnaires to 396 black administrators and 150 white administrators. Whites responded at a much higher rate--93 percent vs. 71 percent. As a result, more confidence must be placed in the white response.

Using a scale, the writer reported a relatively low degree of job satisfaction for blacks. Out of a possible 100, their mean score was 73.9. The areas of activity, moral value, social service, achievement, and responsibility produced the greatest satisfaction. Less

²²P. Washington, "The Job Satisfaction of Black Public School Administrators in New Jersey," Dissertation Abstracts International (1975), 7588A.

satisfaction was reported in the areas of school policies and practices, compensation, and human relations. Opportunities for advancement yielded the strongest dissatisfaction.

Whites reached a slightly higher point than did blacks. Their mean score was 77.7. The white administrators were most satisfied with social service, activity, and creativity. Less satisfaction was shown in technical supervision, school policies and practices, and interestingly, advancement opportunities.

Older administrators tended to show greater satisfaction than did younger administrators. Black females were not as satisfied as were black males, while the opposite was true with whites. No meaningful differences were found relative to geographics or academic backgrounds.

Some attention has been directed toward the relationship between educational climate and job satisfaction. Schleiter (1973)²³ studied teacher job satisfaction. Using the Organizational Climate Description Questionnaire (OCDQ) and Herzberg's questionnaire, he found no statistically significant relationships between climate and job satisfaction.

²³R. Schleiter, "A Study of the Relationship between Teacher Job Satisfaction and the Organizational Climate of Schools," Dissertation Abstracts International (1973), 2668A.

Employing the Minnesota Satisfaction Questionnaire and the Organizational Climate Description Questionnaire, Parker (1974)²⁴ investigated the same relationship in a similar group. His findings contradicted those of Schleiter, as he found a significant positive relationship between job satisfaction and openness of educational climate.

Wyman (1975)²⁵ explored the nature of the interaction of the school counselor with his working environment. Twenty-eight full time counselors in 15 junior and senior high schools participated in the effort. Among other instruments, she administered the Job Satisfaction Inventory and the Organizational Climate Description Questionnaire. She found significant relationships between some areas of job satisfaction and certain climate dimensions. She concluded by saying that the nature of the relationships varied as to vocational personality.

Three studies certainly cannot define a trend. That each used a different measure of job satisfaction

²⁴T. Parker, "The Relationship between Organizational Climate and Job Satisfaction of Elementary Teachers," Dissertation Abstracts International (1974), 1927A.

²⁵S. Wyman, "Relationships of Organizational Climate to the Job Satisfaction and Satisfactoriness of the School Counselor," Dissertation Abstracts International (1975), 5046A.

is a point to consider. The contradictory nature of the findings, however, certainly points to a potential area for additional research.

Job Satisfaction Instruments

On the subject of measurement, a number of instruments have been used to measure job satisfaction. Of course, some writers have measured the attribute through simple questionnaires, opinionnaires, and checklists. Wiggins (1974)²⁶ used the Hoppock Job Satisfaction Blank, while Morgan (1974)²⁷ employed the Index of Job Satisfaction. Morse (1975)²⁸ applied the Management Position Questionnaire, and Wyman (1975)²⁹ used the Job Description Index.

One instrument has been used far more frequently than those mentioned above. This instrument is the

²⁶J. Wiggins, "The Relationship Between Job Satisfaction and Vocational Preferences of Teachers of the Educable Mentally Retarded," Dissertation Abstracts International (1974), 6545A.

²⁷T. Morgan, "An Investigation of the Factors Influencing Job Satisfaction and Dissatisfaction of Physical Education and Athletic Personnel in Selected Small Liberal Arts Colleges," Dissertation Abstracts International, 35 (1974), 7107A.

²⁸Morse, op. cit.

²⁹Wyman, op. cit.

Minnesota Satisfaction Questionnaire. Hull (1974)³⁰ used it in his investigation of the job satisfaction of California elementary school principals. Ross (1974)³¹ used it in assessing the effects of a workshop on the job satisfaction of elementary school teachers. Parker (1974)³² looked at organizational climate and elementary school teachers' job satisfaction, while DiCaprio (1975)³³ checked the job satisfaction of rural and urban teachers. Washington (1975)³⁴ reviewed job satisfaction among New Jersey's black public school administrators, while Cooney (1975)³⁵ expressed the ubiquity of the instrument in his study. His investigation concerned job satisfaction and dissatisfaction among Irish Catholic priests.

³⁰Hull, op. cit.

³¹N. Ross, "An Assessment of the Effects of a Reading Workshop on Job Satisfaction of Elementary School Teachers," Dissertation Abstracts International, 35 (1974), 5134A.

³²Parker, op. cit.

³³P. DiCaprio, "A Study of the Relationship of Organizational Climate to Job Satisfaction of Teachers in Selected Rural and Suburban Secondary Schools," Dissertation Abstracts International (1975), 3334A.

³⁴Washington, op. cit.

³⁵S. Cooney, "Intrinsic and Extrinsic Factors of Job Satisfaction and Job Dissatisfaction Among Irish Catholic Priests," Dissertation Abstracts International (1975), 4154A.

Initially reviewed in Buros (1972),³⁶ the questionnaire is easy to administer and is available in both long and short forms. Buros cites 18 studies in which the instrument was used. Some are technical in nature, but most have a distinct educational focus.

Buros (1972) includes two comprehensive reviews; one by Albright and one by Foley.³⁷ Both were written by industrialists rather than by educators. Albright says the Minnesota Satisfaction Questionnaire is the manifestation of the philosophy that job satisfaction is a function of the correspondence between an individual's vocational needs and the reinforcement offered by his working environment.

The instrument itself emerged as the result of a university project. Derived from attitude measures developed in the project, the long form contains 100 items in Likert-type response. The short form contains 20 items. While reliability is high, there is some redundancy amongst the items. This feature could serve to inflate the instrument's reliability. Validity is also described as high.

³⁶O. Buros, The Seventh Mental Measurements Yearbook (Highland Park, New Jersey: Gryphon Press, 1972).

³⁷Ibid.

There is an indication that individuals possessing high need levels which are reinforced by their working environment show higher job satisfaction on the Minnesota Satisfaction Questionnaire than do those experiencing low reinforcement. Foley agrees with the reliability and validity standards of the Minnesota Satisfaction Questionnaire. He recommends the questionnaire as a rough screening device, but does not feel it can replace a "depth interview by a highly skilled practitioner."³⁸

These comments, its development, its ease in administration, and the amount of use it has enjoyed since its publication mark the Minnesota Satisfaction Questionnaire as the instrument of choice in education to determine job satisfaction of personnel. In fact, Buross mentions no other instrument for measuring this attribute.

Individuals who are satisfied with their jobs are generally considered to be more effective in them. If they are relatively dissatisfied, optimal production is not possible. Clearly, in order to achieve maximum performance, efforts should be made to satisfy those who are not completely content. Of course, problems can arise in this endeavor. Primarily, one person's satisfaction may not be that of another.

³⁸ibid.

As witnessed by the number of recent studies in education, this area has kindled the interest of many writers. Industry has long recognized that a happy worker is more productive. Of late, education has adopted many industrial concepts. By and large, industry's notion of productivity is not that espoused by education.

The investigations, however, fail to penetrate. They merely indicate the degree or extent of satisfaction an individual or group experiences in his job. This is not enough. When a problem is noted and recognized, a remedy should follow. Future efforts in the area of job satisfaction should go on from this point. When a professional educator at any level expresses job dissatisfaction, research should suggest practical, realistic means of resolving the problem. Naturally, finding two or more situations with the same elements would be difficult. Personal elements dealing with positions may be masked by contrived situations. Nevertheless, some clear dimensions have emerged from the literature. Dissatisfaction related to advancement opportunities seems to stand out. Lack of job definition is another shortcoming. The literature should deal with these findings rather than simply acknowledge them. In short, a job satisfaction model applicable to education should be developed. From such a model, appropriate means of dealing with this problem could be

presented.

Summary of the Literature

All levels and most positions in the educational hierarchy have been considered in the recent literature. Parker (1974), and Gechman and Weiner (1975) dealt with elementary teachers. DiCaprio (1975) considered secondary teachers. Industrial arts teachers were studied by Talbot (1974).³⁹ Wiggins (1974) investigated teachers of the mentally retarded, while Wyman (1975) looked at secondary counselors. Morgan (1974) studied physical education personnel at the college level; Hull (1974) and Morse (1975) concerned themselves with principals. School superintendents were reviewed by McClain (1974) and administrators in general were the subjects of studies by Brown (1973), Omiatek (1974), Martin (1975), Schmidt (1975), and Washington (1975). Again, the studies have been descriptive rather than analytic. They shed light on problems but fail to bring out remedies. As a result, the dissatisfied employee remains dissatisfied, resigns, or is replaced.

³⁹ R. Talbot, "An Investigation of Expressed Factors Related to the Job Satisfaction and Dissatisfaction of Industrial Arts Teachers in Suffolk County, New York," Dissertation Abstracts International, 36 (1974), 755A.

As demonstrated by the studies mentioned above, much greater attention has been given to education's entry level position--the teacher. Of course, there are far more teachers than administrators, and investigators may be looking at the most accessible area. Teachers, however, usually have little to say in the philosophy underlying a school system's approach to the education of its students. This function is vested in the school superintendent. Theoretically, the individual occupying this position is charged with broad, comprehensive decision-making power. Actually, there are restraints on the implementation of these decisions. Recalcitrant board members, strong professional and non-professional unions, and unwilling subordinates may not be interested in encouraging or carrying out activities which do not sit well with them or which affect their interests. Such problems could easily contribute to a superintendent's job dissatisfaction. Unfortunately, the literature has not reached this point.

School superintendent job satisfaction has been taken up in only one of the studies encountered (McClain, 1974). He considered ethnicity. Certainly, this is a step removed from the general situation. Other investigations have looked at the superintendent as a member of an administrative group, but the focus is not direct.

Clearly, research efforts toward the job satisfaction of school superintendents is necessary if more efficient, productive individuals are to be attracted to the positions. Such efforts should attempt to define areas of satisfaction and dissatisfaction. If this is accomplished, interest could be directed toward areas of concern and positive attempts initiated to alleviate them. Where conflicts occur (one aspect found satisfying to one and unsatisfying to another), attempts to seek some means of differentiation should be made. If these procedures are followed, the future should find more school superintendents satisfied with their jobs. Those remaining dissatisfied will be able to compare their situations to the ideal and make attempts to resolve their difficulties.

The job satisfaction of school superintendents, however, will probably be greater than that experienced by those below them in the educational structure. The research clearly shows that more responsible positions yield greater satisfaction. By definition, there are no positions in local community education superior to this one. Therefore, the question of advancement opportunities is unrealistic. Of course, advancement may be made to larger school districts or laterally through enrichment of current responsibilities and the responsibility

assigned to the position may be in name only. Future research must consider these points as well.

CHAPTER III

METHODOLOGY

The methodology employed in this study was designed to determine the job satisfaction of the California school superintendents.

As descriptive research, data were collected through the use of the California School Superintendents' Opinionnaire. The California School Superintendents' Opinionnaire utilized superintendents' background information and seven different factors relating to job satisfaction in comparing and evaluating the job satisfaction of superintendents selected for the sample. The instrument is described fully later on in the chapter.

The Population and Sample

There were 1,048 public school superintendents in California during the 1974-75 school year. Of this total, 569 served in school districts with less than 1,000 student enrollment. This group of superintendents was not surveyed since in many small school districts the superintendent also serves as principal and in some situations as teacher. This study is concerned with persons who

perform the sole function of superintendent. Therefore, the 479 school superintendents serving in school districts with 1,000 or more students constitute the study population.

The California State Department, Department of Education, computer services selected a stratified random sample based on district enrollment. The sample consisted of 50 percent of the school superintendents in the state of California, in each of the following categories:

TABLE 1
SAMPLE OF SCHOOL SUPERINTENDENTS SELECTED
FOR SURVEY

District Enrollment	Total Number of School Superintendents	Number of School Superintendents in Sample
1,000 - 5,000	271	135
5,000 - 15,000	160	80
15,000 - 25,000	25	13
25,000 and Over	23	12
Totals	479	240

In summary, 240 California school superintendents were selected throughout the state for this study.

Procedures

The investigator mailed to each superintendent chosen for inclusion in the study a packet containing a cover letter, numbered opinionnaire, and a stamped-addressed return envelope. The cover letter, seeking cooperation from the respondent, explained the purpose and nature of the study, named the university and assigned committee chairman and gave complete instructions for the completion and return of the opinionnaire (see Appendix C for cover letter).

In addition, the cover letter conveyed a promise that all answers would be kept confidential and that no superintendent would be identified in the study in any way. Numbers on the opinionnaire were used only for identification purposes to assist the investigator with follow-up contacts if the initial return was statistically small. Follow-up post cards were mailed to those superintendents not responding within eight days of the initial mailing (see Appendix D for post card).

This study was endorsed by the Association of California School Administrators (see Appendix E). The endorsement statement was printed on the cover letter and on the opinionnaire.

The prepared cover letter, opinionnaire and

post card were professionally printed. Superintendents' address stick labels were provided through the California State Department, Department of Education. The uniqueness of this study, high standard of material preparation and endorsement by California's largest administrator organization (Association of California School Administrators) resulted in a return of 174 of the 240 opinionnaires (72.5 percent).

The Instrument and Its Development

The California School Superintendents' Opinionnaire is designed to provide a measure of school superintendent's job satisfaction. Not only does the opinionnaire yield a total score indicating the general level of a superintendent's morale, but it also provides sub-scores which break job satisfaction into some of its dimensions. The seven categories (factors) included are: (1) Rapport with the School Board; (2) Personal Satisfaction with the Superintendency; (3) Salary; (4) Workload; (5) Status; (6) Community Relations; and (7) Administrative and Professional Relationships. A facsimile of the opinionnaire may be found in Appendix A.

The approach used to measure school superintendent job satisfaction was to ask the individual to make qualitative judgments and to express his or her feelings about

the persons and things in his or her environment that may be related to job satisfaction.

The Purdue Teacher Opinionnaire (Bentley and Rempel) was used as a model in the development of the California School Superintendents' Opinionnaire. In order to ensure a higher response, the school superintendents' opinionnaire was reduced to 75 items, divided into seven factors. The seven factors used for the instrument were selected through discussions with school superintendents and from an analysis of literature pertaining to the school superintendency, including an assessment of the Purdue Teacher Opinionnaire. The 75 items used in the opinionnaire aligned with the factors as shown in Table 2.

Responses were made on a four-point Likert-type scale--Agree, Probably Agree, Probably Disagree, and Disagree.

The following is a brief description of the seven factor areas included in the California School Superintendents' Opinionnaire:

Factor I: "Superintendent Rapport with School Board" deals with the superintendent's feelings about the school board--the board's professional competency, interest in the superintendent and

TABLE 2
FACTOR-ITEM CORRELATION

Factor I - Superintendent Rapport with School Board
Items 2, 3, 4, 6, 11, 23, 28, 29, 31, 38, 39, 46, 48, 49, 50, 61, 62, 64.
Factor II - Personal Satisfaction with the Superintendency
Items 15, 16, 17, 18, 19, 20, 34, 35, 37, 56, 58, 69.
Factor III - Salary
Items 8, 22, 26, 42, 51, 52, 55.
Factor IV - Workload
Items 1, 5, 7, 9, 10, 13, 21, 24, 30, 32.
Factor V - Status
Items 12, 14, 25, 27, 40, 41, 45, 47.
Factor VI - Community Relations
Items 43, 44, 54, 57, 60, 63, 65, 66, 67, 68, 70.
Factor VII - Administrative and Professional Relation- ships
Items 33, 36, 53, 59, 71, 72, 73, 74, 75.

his work, the board's ability to communicate and the board's skill in human relations.

Factor II: "Personal Satisfaction with the Superintendency" pertains to superintendent's personal feelings about his job--the intrinsic satisfaction that makes the position meaningful and worthwhile. The highly satisfied superintendent feels competent in his job, loves being the superintendent and feels the position of superintendent is one worth striving for as an occupation.

Factor III: "Salary" pertains primarily to the superintendent's feelings about salaries and salary policy. Are salaries based on competency? Do salaries compare favorably with salaries in other school systems?

Factor IV: "Workload" deals with such matters as record keeping, "red tape," community demands on superintendent's time and keeping up to date professionally.

Factor V: "Status" samples feelings about the prestige, security, and benefits afforded by being the superintendent. Is the superintendent

accepted by the community?

Factor VI: "Community Relations" has to do with the superintendent's personal standards, participation in outside-school activities, community support and understanding of the educational program and the superintendent's freedom to discuss controversial issues.

Factor VII: "Administrative and Professional Relationships" focuses on relationships in general, staff expectations, professional organizations, staff competency and other superintendent's feelings of the superintendent's professional ability.

The background information requested was limited to eight questions so as to keep to a minimum the amount of time needed to respond to the opinionnaire. Questions were selected which might have a bearing on the superintendent's feelings regarding his job satisfaction. Type of school district (unified, elementary, secondary), age, experience as a superintendent, income level of the district (money), socio-economic status of community, percent of non-white students, geographic description of school district and student enrollment comprised the eight areas

surveyed.

An optional section provided each respondent the opportunity to add personal factors that contributed to or detracted from his or her job satisfaction.

In order to find out whether the superintendent would be available for a personal interview, a section was supplied for positive or negative reaction.

Lastly, the superintendent was informed that a summary of the research would be made available to superintendents so requesting, in the block provided at the bottom of the opinionnaire.

Analysis of the Data

Scoring

Each opinionnaire used in this sample was hand-scored. Positively worded items were given a score of 4 for Agree, 3 for Probably Agree, 2 for Probably Disagree and 1 for Disagree. Negatively worded items were scored in the reverse order on the 4-point scale. Missing responses, and items responded to more than once, were given a score of 9 and excluded from analysis.

Each opinionnaire response was transferred to single sheets categorizing items into seven factor groups (see coding form, Appendix F).

The scores were transferred to FORTRAN coding

forms and keypunched therefrom.

Procedures

Analyses were performed using programs from N. H. Nie, et al., Statistical Package for the Social Sciences (SPSS), second edition, on an IBM 360/70 computer. Descriptive statistics were obtained from the FREQUENCIES and PEARSON CORR subprograms; inferential statistics, from ONEWAY and REGRESSION.

Pilot Testing of Instrument

The California School Superintendents' Opinionnaire was developed by the investigator to determine the job satisfaction of school superintendents in California.

It was necessary to pilot test the instrument in order to validate the opinionnaire, obtain reactions to the clarity of questions and items and revise the instrument if deemed appropriate.

The procedures for administering the pilot testing of the instrument were the same as the procedures explained earlier in this chapter, with the following exceptions:

- eleven school superintendents were selected from the San Francisco Bay Area for the pilot test;
- the investigator personally contacted each of the eleven school superintendents, explained their role in the pilot test and secured their

cooperation to assist;

- the opinionnaires were not numbered in order to guarantee anonymity;
- it was not necessary to send follow-up post cards, as all eleven superintendents immediately returned the opinionnaire.

The analysis of the pilot test data was the same as that described on pages 49 and 50 above (Scoring and Procedures).

The pilot testing of the California School Superintendents' Opinionnaire provided the investigator with direct superintendent evaluations of the instrument, resulting in some modification to assure satisfactory clarity. And last, the analysis of data obtained from the pilot test verified the California School Superintendents' Opinionnaire would be able to identify:

1. the degree of job satisfaction of superintendents in California's public schools;
2. the degree of satisfaction for each of the seven factors as measured by the California School Superintendents' Opinionnaire;
3. the differences between the job satisfaction of elementary, secondary, and unified school superintendents;
4. the relationship between selected background

variables and job satisfaction for school superintendents.

Summary

In this chapter the methodology of the study is described. The population and sample of school superintendents is discussed, followed by the procedures utilized by the investigator. A complete discussion of the California School Superintendents' Opinionnaire and how this instrument was developed constitutes a major portion of the chapter. The pilot testing of the California School Superintendents' Opinionnaire is explained. The chapter concludes with an explanation of how the data were analyzed, which involved scoring techniques and type of statistical procedures used by the investigator.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

As stated in Chapter I, the major purpose of this study was to determine the degree of job satisfaction of school superintendents in California.

A secondary purpose was to identify and quantify the factors of the work environment which contribute to and/or detract from the job satisfaction of the superintendents. The seven subscales used to assess job satisfaction were:

1. Rapport with the School Board
2. Personal Satisfaction with the Superintendency
3. Salary
4. Workload
5. Status
6. Community Relations
7. Administrative and Professional Relationships.

Additional purposes were to determine the differences that exist in job satisfaction between elementary, secondary and unified school district superintendents. Variations in school superintendents' job satisfaction related to age, experience as a superintendent, size of

school district, location of school district, school district per pupil assessed valuation, socio-economic status of community and percent of non-white students were also examined.

In this chapter, the results of the analysis of data are presented.

Background Information on School Superintendents

The instrument used in this study, California School Superintendents' Opinionnaire, contained eight background questions which gathered data from the 174 school superintendents who returned the opinionnaire (see the first page of Appendix A). Each of these background variables was summarized by frequency and percentage. The results are provided in Tables 3 through 10.

Table 3 categorizes the school superintendents by assignment.

TABLE 3
DISTRIBUTION OF SCHOOL SUPERINTENDENTS BY ASSIGNMENT

Assignment	Number	Percent
Elementary K-8	65	37.4
Unified K-12	84	48.3
Secondary 9-12	25	14.3
Totals	174	100.0

Table 4 categorizes the school superintendents by age.

TABLE 4
DISTRIBUTION OF SCHOOL SUPERINTENDENTS BY AGE

Age	Number	Percent
31 - 40 years	9	5.2
41 - 50 years	76	43.7
51 - 60 years	83	47.7
Over 60 years	6	3.4
Totals	174	100.0

Table 5 categorizes the school superintendents according to their experience as a superintendent.

TABLE 5
DISTRIBUTION OF SCHOOL SUPERINTENDENTS BY
EXPERIENCE AS A SUPERINTENDENT

Years Experience as a Superintendent	Number	Percent
0 - 3 years	33	19.0
4 - 7 years	43	24.7
8 - 12 years	36	20.7
13 - 16 years	26	14.9
Over 17 years	36	20.7
Totals	174	100.0

Table 6 categorizes the school superintendents according to the financial income level of their school districts.

TABLE 6
DISTRIBUTION OF SCHOOL SUPERINTENDENTS BY
SCHOOL DISTRICT INCOME LEVEL

School District Income Level	Number	Percent
High	34	19.5
Medium	85	48.9
Low	55	31.6
Totals	174	100.0

Table 7 categorizes the school superintendents according to the socio-economic status of their school district communities.

TABLE 7
DISTRIBUTION OF SCHOOL SUPERINTENDENTS BY
SOCIO-ECONOMIC STATUS OF COMMUNITY

Socio-Economic Status of Community	Number	Percent
High	23	13.2
Medium	99	56.9
Low	52	29.9
Totals	174	100.0

Table 8 categorizes the school superintendents according to the percentage of non-white students attending their school districts.

TABLE 8
DISTRIBUTION OF SCHOOL SUPERINTENDENTS
BY PERCENTAGE OF NON-WHITE STUDENTS
IN SCHOOL DISTRICT

Non-White Students in School District	Number	Percent
Under 10%	67	38.5
10 to 25%	47	27.0
25 to 50%	40	23.0
50 to 75%	15	8.6
Over 75%	5	2.9
Totals	174	100.0

Table 9 categorizes the school superintendents according to the location of their school districts.

TABLE 9
 DISTRIBUTION OF SCHOOL SUPERINTENDENTS
 BY GEOGRAPHIC DESCRIPTION OF
 SCHOOL DISTRICT

Geographic Description of School District	Number	Percent
Urban	17	9.7
Suburban	80	46.0
Rural or Small Town	77	44.3
Totals	174	100.0

Table 10 categorizes the school superintendents according to the number of students attending their school district.

TABLE 10

DISTRIBUTION OF SCHOOL SUPERINTENDENTS
BY STUDENT ENROLLMENT IN
SCHOOL DISTRICT

Student Enrollment in School District	Number	Percent
1,000 to 5,000	100	57.5
5,000 to 15,000	47	27.0
15,000 to 25,000	17	9.8
Over 25,000	10	5.7
Totals	174	100.0

The contradiction between this table and Table 1, page 42, Chapter III, is due to a difference in the school population figures supplied by the California State Department of Education and the responses submitted by the school superintendents themselves. The higher number of superintendents in the 15,000 - 25,000 range could be attributed to school district growth, since the sample of superintendents used in this study was based on the 1974-75 California school district census.

Results

1. What is the degree of job satisfaction of superintendents in California's public schools?

This question was answered by obtaining a mean and standard deviation for average job satisfaction across all superintendents in the sample.

The average job satisfaction score can be interpreted on a 4-point scale. A score of 4.0 showed the superintendent to be highly satisfied, a score of 3.0 shows moderate satisfaction, a score of 2.0 shows moderate dissatisfaction, and a score of 1.0 shows high dissatisfaction.

In order to obtain the average satisfaction score, the 75 items in the opinionnaire were scored on a scale of one to four, and a total score was obtained. This score was divided by 75 (number of items in the opinionnaire) to get the average score.

The mean score for superintendents was 3.26, with a standard deviation of 0.34.

Therefore, it can be concluded that the degree of satisfaction of the California school superintendent lies on the positive side. The 3.26 mean reflects somewhat better than moderate satisfaction on the one to four point

scale described earlier in this chapter. The data show the overall job satisfaction of superintendents to be in the moderate range of satisfaction.

2. What is the degree of job satisfaction for each of the seven subscales of the California School Superintendents' Opinionnaire (see Appendix B)?

The 75 items of the opinionnaire were categorized into the seven subscale areas (see Table 2, page 46 for items associated with each subscale) and divided by the total number of items pertaining to the subscale. For example, the Subscale III--Salary score was obtained by adding the scores of items 8, 22, 26, 42, 51, 52, and 55 and dividing by the number of items (seven).

A mean subscale score and standard deviation were obtained for each of the seven areas being investigated.

The mean and standard deviation score for each subscale are presented in Table 11.

TABLE 11
MEAN AND STANDARD DEVIATION SCORE
FOR EACH SUBSCALE

Subscale Name	Mean	Standard Deviation
Superintendent Rapport with School Board	3.25	0.37
Personal Satisfaction with the Superintendency	3.35	0.44
Salary	3.28	0.43
Workload	3.26	0.56
Status	3.21	0.44
Community Relations	3.19	0.36
Administrative and Professional Relationships	3.23	0.36
Total Score	3.26	0.34

As can be seen in Table 11, the mean subscale scores are highly similar, ranging from 3.19 to 3.35. These results suggested that the subscales might not be reflecting independent factors contributing to job satisfaction.

Therefore, an intercorrelation matrix was obtained to determine whether it was meaningful to be talking about independent subscales, or whether job satisfaction could best be discussed in terms of a single average satisfaction measure.

The intercorrelations between subscales and total satisfaction score are presented in Table 12.

TABLE 12

INTERCORRELATIONS BETWEEN SUBSCALES AND TOTAL SATISFACTION SCORE

	Rapport with the School Board	Personal Satis- faction with the Superintendency	Salary	Workload	Status	Community Relations	Administrative and Professional Relationships
Personal Satis- faction with the Superintendency	0.75**						
Salary	0.62**	0.54**					
Workload	0.70**	0.70**	0.50**				
Status	0.66**	0.63**	0.68**	0.51**			
Community Relations	0.51**	0.51**	0.56**	0.42**	0.60**		
Administrative and Professional Relationships	0.60**	0.62**	0.51**	0.49**	0.54**	0.55**	
Average Satis- faction Score	0.86**	0.85**	0.79**	0.80**	0.82**	0.72**	0.75**

**
p < .001

The intercorrelations between subscales are generally moderate to high, the range being from a low of .42 (Community Relations - Workload) to a high of .75 (Personal Satisfaction with the Superintendency - Rapport with the School Board).

The moderate to high correlation on all of the subscales verifies a lack of independence between subscales. All subscales correlate highly with the average satisfaction score ($0.72 < r < 0.86$), indicating that the best measure of superintendent job satisfaction is the average score over all items.

3. What is the difference between the job satisfaction of elementary, secondary and unified school district superintendents?

The superintendents' average satisfaction scores were analyzed according to assignment (elementary, secondary, unified). A one-way analysis of variance was performed with assignment as the between-subject factor.

The results showed that assignment was not a significant factor in accounting for differences in the superintendents' job satisfaction scores.

The table of means and standard deviations for different superintendent assignments is presented in Table 13.

TABLE 13

MEANS AND STANDARD DEVIATION SCORES FOR DIFFERENT
SCHOOL SUPERINTENDENT ASSIGNMENTS

Superintendent's Assignment	Number of Superintendents	Mean	Standard Deviation
Elementary (K - 8)	65	3.25	0.34
Unified (K - 12)	84	3.23	0.33
Secondary (9 - 12)	25	3.35	0.36
Totals	174	3.26	0.34

4. Is there a relationship between the background variables of age, experience as a superintendent, income level of school district, socio-economic status of the community, percent of non-white students in school district, geographic location of school district and student enrollment of school district?

Correlations were run between each of the background variables and the subscale scores and total satisfaction score.

The results can be recorded very briefly: Superintendent Assignment correlated significantly ($r = .18$, $p < .01$) with Administrative and Professional Relationships, and Experience correlated significantly ($r = .18$, $p < .01$) with Salary Satisfaction. However, these values are very small--the covariance in both cases is less than four percent. Hence, phenomenally, these correlations do not indicate much.

In addition to the four original questions posed, the responses were examined to see if there were any relations between background variables.

The table of significant intercorrelations between background variables is illustrated in Table 14.

TABLE 14

TABLE OF SIGNIFICANT INTERCORRELATIONS BETWEEN BACKGROUND VARIABLES

	Superintendent Assignment	Age	Experience as a Superintendent	Income Level of District	Socio-Economic Status of Community	Non-White Students in School District	Geographic Description of School District	Student Enrollment of School District
Superintendent Assignment								
Age								
Experience as a Superintendent		0.47**						
Income Level of District								
Socio-Economic Status of Community				0.46**				
Non-White Students in School District				0.19*	0.53**			
Geographic Description of School District					0.25**			
Student Enrollment of School District	0.28**						-0.55**	

* p < .01

** p < .001

As can be seen in the table of significant inter-correlations between background variables, there are moderate positive ($p < .001$) correlations between age and experience as a superintendent; income level of school district and socio-economic status of community; and non-white students in school district and socio-economic status of community.

There are moderate but significant ($p < .001$) correlations between student enrollment in school district and superintendent assignment and geographic description of school district and socio-economic status of community.

There is a small but significant ($p < .01$) correlation between income level of school district and non-white students in school district.

Finally, a moderate negative ($p < .001$) correlation exists between geographic location of school district and student enrollment in school district.

The meanings of these correlations will be discussed in Chapter V.

The California School Superintendents' Opinionnaire contained 75 items, divided into seven factors. Frequency distributions, percentages, mean scores and standard deviations were obtained for each item.

Fifty-nine items had a mean score of 3.0 or higher. These items showed a strong majority of the

school superintendents to be at least moderately satisfied and will not be analyzed. The remaining sixteen items showing a measurable degree of dissatisfaction are discussed below.

Factor I--Superintendent Rapport with the School Board.

Of the eighteen items in this category, one had a mean score below 3.0. Table 15 presents the item, superintendents' responses, percent of superintendents responding, mean score and standard deviation.

TABLE 15
SCHOOL SUPERINTENDENT RESPONSES TO ITEM 23

Item 23. The school board makes my work easier and more pleasant.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	45	25.9
Probably Agree	73	42.0
Probably Disagree	34	19.5
Disagree	19	10.9
Invalid Responses	<u>3</u>	<u>1.7</u>
Totals	174	100.0

Mean = 2.84

Standard Deviation = 0.94

Item 23 found 30.4 percent of the superintendents at least moderately dissatisfied with the school board's expectations of the superintendent's workload.

Factor II--Personal Satisfaction with the Superintendency.

Of the twelve items in this category, two had mean scores below 3.0. Tables 16 and 17 present the items, superintendents' responses, percent of superintendents responding, mean score, and standard deviation.

TABLE 16

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 16

Item 16. I love being the superintendent.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	49	28.2
Probably Agree	76	43.7
Probably Disagree	32	18.4
Disagree	13	7.5
Invalid Responses	<u>4</u>	<u>2.3</u>
Totals	174	100.0

Mean = 2.95

Standard Deviation = 0.89

TABLE 17
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 19

Item 19. I would recommend the superintendency to other administrators.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	51	29.3
Probably Agree	70	40.3
Probably Disagree	34	19.5
Disagree	17	9.8
Invalid Responses	<u>2</u>	<u>1.1</u>
Totals	174	100.0

Mean = 2.90

Standard Deviation = 0.94

Item 16 found 25.9 percent and item 19, 29.3 percent of the superintendents moderately dissatisfied with personal satisfaction derived from being the superintendent.

Factor III--Salary.

Of the seven items in this category, one had a mean score below 3.0. Table 18 presents the item, superintendents' responses, percent of superintendents

responding, mean score, and standard deviation.

TABLE 18
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 55

Item 55. My working hours are not proportionate to my salary.

<u>Responses</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	27	15.5
Probably Agree	37	21.3
Probably Disagree	51	29.3
Disagree	59	33.9
Invalid Responses	<u>0</u>	<u>0.0</u>
Totals	174	100.0

Mean Score = 2.82

Standard Deviation = 1.07

Item 55 shows 36.8 percent of the superintendents to be at least moderately dissatisfied with their working hours when compared with their salary.

Factor IV--Workload.

Of the ten items in this category, five had mean scores below 3.0. Tables 19 through 23 present the item,

superintendents' responses, percent of superintendents responding, mean scores, and standard deviations.

TABLE 19

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 1

Item 1. Details, "red tape," and required reports absorb too much of my time.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	67	38.5
Probably Agree	58	33.3
Probably Disagree	35	20.1
Disagree	13	7.5
Invalid Responses	1	0.6
	174	100.0

Mean = 1.97

Standard Deviation = 0.95

TABLE 20
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 9

Item 9. My work load is greater than that of most superintendents in other school districts.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	15	8.6
Probably Agree	33	19.0
Probably Disagree	67	38.5
Disagree	57	32.8
Invalid Responses	2	1.1
	<hr/>	<hr/>
Totals	174	100.0

Mean = 2.97

Standard Deviation = 0.94

TABLE 21
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 13

Item 13. The number of hours a superintendent must work is unreasonable.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	29	16.7
Probably Agree	53	30.5
Probably Disagree	54	31.0
Disagree	38	21.8
Invalid Responses	0	0.0
	<hr/>	<hr/>
Totals	174	100.0

Mean = 2.58

Standard Deviation = 1.01

TABLE 22
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 21

Item 21. My family suffers due to my job.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	34	19.5
Probably Agree	64	36.8
Probably Disagree	39	22.4
Disagree	37	21.3
Invalid Responses	0	0.0
Totals	174	100.0

Mean = 2.45

Standard Deviation = 1.03

TABLE 23
 SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 32

Item 32. My heavy workload unduly restricts my non-professional activities.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	26	14.9
Probably Agree	47	27.0
Probably Disagree	56	32.2
Disagree	45	25.9
Invalid Responses	0	0.0
Totals	174	100.0

Mean = 2.69

Standard Deviation = 1.02

The following depicts the percentage of superintendents being at least moderately dissatisfied with half of the items in the Workload factor:

Item 1	=	71.8 percent
Item 9	=	27.6 percent
Item 13	=	47.2 percent
Item 21	=	56.3 percent
Item 32	=	41.9 percent

In addition, Item 23 in factor I can be construed as dissatisfaction with Workload, since the item in part does relate to Workload.

Factor V. Status.

Of the eight items in this category, two had mean scores below 3.0. Tables 24 and 25 present the item, superintendents' responses, percent of superintendents responding, mean score and standard deviation.

TABLE 24
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 14

Item 14. Being superintendent enables me to enjoy many of the material and cultural things I like.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	57	32.8
Probably Agree	65	37.4
Probably Disagree	31	17.8
Disagree	20	11.5
Invalid Responses	1	0.6
	<hr/>	<hr/>
Totals	174	100.0

Mean = 2.92

Standard Deviation = 0.99

TABLE 25

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 27

Item 27. Being superintendent affords me the security I want in an occupation.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	44	25.3
Probably Agree	51	29.3
Probably Disagree	47	27.0
Disagree	31	17.8
Invalid Responses	1	0.6
	<hr/>	<hr/>
Totals	174	100.0

Mean = 2.62

Standard Deviation = 1.05

Item 14 found 29.3 percent of the superintendents at least moderately dissatisfied with what their occupation provides materially and culturally. Item 27 found 44.8 percent of the superintendents to be at least moderately dissatisfied with the lack of security in their position as superintendent.

Factor VI--Community Relations.

Of the eleven items in this category, two had mean scores below 3.0. Tables 26 and 27 present the items, superintendents' responses, percent of superintendents responding, mean score and standard deviation.

TABLE 26

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 43

Item 43. Most of the people in this community understand and appreciate good education.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	48	27.6
Probably Agree	79	45.4
Probably Disagree	36	20.7
Disagree	10	5.7
Invalid Responses	1	0.6
Totals	174	100.0

Mean = 2.95

Standard Deviation = 0.85

TABLE 27

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 70

Item 70. It is important for me to identify, recognize, and work with the community power structure to maintain my position.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	35	20.1
Probably Agree	51	29.3
Probably Disagree	61	35.1
Disagree	27	15.5
Invalid Responses	0	0.0
Totals	174	100.0

Mean = 2.54

Standard Deviation = 0.98

Item 43 indicated 26.4 percent of the superintendents to be at least moderately dissatisfied with their communities' understanding and appreciation of good education. Item 70 indicated 49.4 percent of the superintendents believed it important to identify and work with the community power structure to maintain their position.

Factor VII--Administrative and Professional Relationships.

Of the nine items in this category, three had mean scores below 3.0. Tables 28 through 30 present the items, superintendents' responses, percent of superintendents responding, mean score and standard deviation.

TABLE 28

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 73

Item 73. Teachers in this school district expect too much from the management team (school board, superintendent and administrators).

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	11	6.3
Probably Agree	53	30.5
Probably Disagree	69	39.7
Disagree	40	23.0
Invalid Responses	1	0.6
Totals	174	100.0

Mean = 2.80

Standard Deviation = 0.87

TABLE 29

SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 74

Item 74. The certificated staff in this school district is sensitive to me and to what I am trying to accomplish.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	29	16.7
Probably Agree	116	66.7
Probably Disagree	26	14.9
Disagree	2	1.1
Invalid Responses	1	0.6
	<hr/>	<hr/>
Totals	174	100.0

Mean = 2.99

Standard Deviation = 0.61

Item 73 showed 36.8 percent of the superintendents being at least moderately dissatisfied with teachers' expectations of the management team.

Item 74 showed 16 percent of the superintendents being at least moderately dissatisfied with the certificated staff's sensitivity to what the superintendent was trying to accomplish.

Item 75 identified 74.1 percent of the superintendents feeling their relationships with administrators and teachers could be improved.

TABLE 30
SCHOOL SUPERINTENDENTS' RESPONSES TO ITEM 75

Item 75. As superintendent, my overall relationships with administrators and teachers in this school district could be improved.

<u>Response</u>	<u>Number of Superintendents</u>	<u>Percent</u>
Agree	22	12.6
Probably Agree	107	61.5
Probably Disagree	36	20.7
Disagree	7	4.0
Invalid Responses	2	1.1
Totals	174	100.0

Mean = 2.16

Standard Deviation = 0.69

To summarize, only sixteen items or 21 percent of the items on the California School Superintendents' Opinionnaire had mean scores below 3.0.

The implications will be discussed in Chapter V.

The California School Superintendents' Opinionnaire was developed to investigate predetermined situations. No opinionnaire, however well developed, can identify and completely describe all of the most important factors which influence school superintendents. Therefore, page 5 of the California School Superintendents' Opinionnaire provided an opportunity for school superintendents to identify up to four factors contributing to their job satisfaction and up to four factors detracting from their job satisfaction.

Of the 174 school superintendents responding to the opinionnaire, 115 provided positive and/or negative input regarding their personal feelings of factors influencing their position.

The school superintendents identified zero to four personal factors contributing to their job satisfaction, and zero to four personal factors detracting from their job satisfaction.

Personal Factors Detracting from School
Superintendent Job Satisfaction

The school superintendents who responded to the opinionnaire submitted 301 factors in this category. Of this total, 240 factors could be categorized in ten general areas, as shown in Table 31:

TABLE 31

PERSONAL FACTORS DETRACTING FROM SCHOOL
SUPERINTENDENT JOB SATISFACTION

Factor of Dissatisfaction	Number of Responses	Percent
Teacher militancy, employee groups, collective bargaining, contract negotiations	51	16.9
Financial problems	35	11.6
Problems related to legislative restric- tions and "bureaucracy"	32	10.6
School board conflict	26	8.6
Reports, red tape, meetings, petty problems	26	8.6
Community pressures	23	7.6
Lack of time to perform duties	23	7.6
Teacher tenure	11	3.8
Lack of administrative assistance	7	2.3
Certificated staff apathy	6	2.0

The remaining 61 factors or 20.4 percent of the total dissatisfaction factors covered a wide range. Some examples were: "biased newspaper reporting," "I'm isolated, due to the rural setting of my district," "the physical condition of our school district," and "my contract requires local residency."

One school superintendent, leaving his job with mixed feelings, said:

I am retiring on December 31, 1975. I have been a California school superintendent for 29 years and look forward to not being one again. Much about a superintendency is enjoyable and rewarding but the combination of too little money for schools and the subordination of the individual to the organization has not improved the job.

Personal Factors Contributing to School Superintendent Job Satisfaction

The school superintendents who responded to the opinionnaire enumerated 343 factors which contributed to their job satisfaction. Of this total, 308 could be categorized in seven general areas, as shown in Table 32.

The remaining 35 factors, or 10.2 percent of the total satisfaction factors, covered a wide range. Examples are: "I have an understanding family," "the profession being a worthwhile occupation," "power," and "freedom to make my own decisions."

TABLE 32

PERSONAL FACTORS CONTRIBUTING TO SCHOOL
SUPERINTENDENT JOB SATISFACTION

Factor of Satisfaction	Number of Responses	Percent
Relationships with staff	89	26.0
Seeing results and progress within the school district	53	15.5
Community relations	44	12.7
School board relations	42	12.2
Intrinsic feeling of doing a good job	41	12.0
Student relationships and student achievement	23	6.7
Salary	16	4.7

One school superintendent who was obviously pleased with his job stated, "being the superintendent of schools is truly a unique experience, in that it's a wonderful feeling knowing you've had a direct effect on the educational pursuits of 10,000 children."

Summary

In this chapter is the presentation and analysis of the data. Background information on the school superintendents constituting the sample is provided in eight tables. The overall results of the study are discussed, together with four tables depicting statistical data. The chapter includes an analysis of the 16 items in the California School Superintendents' Opinionnaire with means below 3.0. The chapter concludes with an overview of personal factors which the superintendents identified as detracting from or contributing to their job satisfaction.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the major results of the study pertaining to the job satisfaction of the California school superintendent. The summary, conclusions and recommendations in this chapter follow closely the statistical data summarized in the previous chapter.

Summary

This study was undertaken in an effort to determine the degree of job satisfaction of school superintendents in California. Additional purposes were to identify and quantify the factors of the work environment which contribute to and detract from the job satisfaction of the school superintendent and to determine the differences in job satisfaction of elementary, secondary and unified school district superintendents. The concluding purpose of the study was to identify variations in the school superintendent's job satisfaction as related to age, experience as a superintendent, size of school district (number of students), description of school district (geographically), school district per pupil assessed

valuation, socio-economic status of community, and percent of non-white students in the school district.

The findings summarized in Chapter IV indicated that the California school superintendent is generally satisfied with his position. The degree of job satisfaction is consistent through all the sub-scales of the study and the total score. It should be noted that 72.5 percent of the school superintendents selected for this study responded to the opinionnaire. While this may not necessarily influence the findings, it should be given due consideration, since it was a good response.

The findings of this study would concur with the findings of Brown (1973).¹ Brown found job satisfaction bearing a direct relationship to the degree of power and influence an administrator can generate in his position. The more power he holds, the more satisfaction obtained from the job. Needless to say, the school superintendent has power in his school district. The findings of Seashore and Taber (1975)² also support Brown's findings. Their study indicates that greater job satisfaction is associated

¹F. Brown, "The Job Satisfaction of Administrators Within a Multi-Ethnic Setting," Paper presented at the American Educational Research Association annual meeting, New Orleans, February, 1973.

²S. Seashore and C. Taber, "Job Satisfaction Indicators and Their Correlates," American Behavioral Scientist, 18, 3 (January 1975), 333-368.

with more challenging positions.

Procedures of the Study

The subjects of this study were 174 school superintendents serving in California's public schools, during the 1975-76 school year. The superintendents were selected through a state-wide, stratified, random sample.

One opinionnaire, the California School Superintendents' Opinionnaire, consisting of eight background questions, 75 items divided into seven factors and a section for the addition of personal factors that contribute to or detract from superintendents' job satisfaction, was utilized to collect data. Analyses were performed using programs from N. H. Nie, et al., Statistical Package for the Social Sciences (SPSS), second edition, on an IBM 360/70 computer. Descriptive statistics were obtained from the FREQUENCIES and PEARSON CORR subprograms; inferential statistics, from ONEWAY and REGRESSION.

Conclusions

The conclusions of this study can be stated briefly due to the lack of independent data obtained on the subscales. The subscales are not particularly informative since they did not provide independent information.

1. What is the degree of job satisfaction of superintendents in California's public schools?

The school superintendents are generally satisfied with their job, and this satisfaction is reflected equally over all of the subscales utilized in this study. The seven subscale mean scores ranged from a low of 3.19 (Community Relations) to a high of 3.35 (Personal Satisfaction with the Superintendency). The total score mean for the seven subscales was 3.26. As noted above, Personal Satisfaction with the Superintendency was the subscale with the highest mean score, thus indicating independently that school superintendents are generally satisfied with their position.

2. What is the degree of job satisfaction for each of the seven subscales of the California School Superintendents' Opinionnaire?

As stated earlier in this chapter, the California school superintendent is generally satisfied with his job, as determined by the general satisfaction score. The seven subscales from which the total score was derived all supported the overall satisfaction score with similar subscale satisfaction scores. These subscale scores would support the ~~findings of the degree of job satisfaction~~ (question 1) by concurring that the superintendents find all aspects of their job, as measured by the California School Superintendents' Opinionnaire, to be generally

satisfying.

3. What is the difference between the job satisfaction of elementary, secondary and unified school district superintendents?

The school superintendent's job satisfaction does not differ according to his or her assignment. Elementary, secondary and unified school district superintendents are rather homogeneous in their reactions to job satisfaction. Basically, the job of superintendent of schools is by definition nearly the same in each of the aforementioned types of district, thus possibly accounting for the similar responses obtained from school superintendents. The duties and responsibilities being rewarding to a superintendent in an elementary school district could understandably be equally rewarding in a secondary or a unified assignment.

4. Is there a relationship between the background variables of age, experience as a superintendent, income level of school district, socio-economic status of the community, percent of non-white students in school district, geographic location of school district and student enrollment of school district?

Only two of the background variables, Assignment and Experience as a Superintendent, were significantly related to job satisfaction. Assignment correlated with Administrative and Professional Relationships. Of the three types of superintendent assignment, the satisfaction of secondary superintendents regarding their administrative and professional relationships was somewhat higher than

that of elementary and unified school superintendents. Experience as a Superintendent correlated with Salary. That is, the more experienced superintendents were somewhat more satisfied with their salary than were less experienced superintendents. This is normal since the majority of school districts remunerate superintendents based on experience as one determining factor. The reader is reminded that these two relationships from a statistical standpoint are very weak.

The investigator did find some significant relationships between the background variables. The older school superintendents had more experience in the superintendency. It appears that educators entering the school superintendency remain in this position and therefore the positive relationship between age and experience. It should further be noted that the superintendency is the highest position in the local community educational setting, and, having attained the position of school superintendent, the majority of superintendents remain in this capacity, thus accruing more experience. It is interesting to note that 51.1 percent of the school superintendents in this study were over 51 years of age, and 35.6 percent of the superintendents had 13 or more years' experience as a school superintendent. The communities of lower socio-economic status have relatively lower income levels to finance

their schools. California's school financing is based primarily on local property taxes. The lower socio-economic public often resides in communities characterized by housing that is generally assessed low. Therefore, the tax base provides a lower amount of revenue to operate the schools. This fact would attribute to the significant relationship of low socio-economic status and low income level. Another significant relationship was attained between non-white students attending the school district and low socio-economic status of the community. This correlation is understandable since California does have high percentages of minority (black and brown) persons residing in lower socio-economic school districts or communities.

Also, as might be expected, secondary school district enrollment is higher than elementary or unified school districts. In California, it is common for several elementary school districts to "feed into" one secondary school district. Unified school districts include many rural or small town communities and even with the kindergarten through twelfth grade attendance pattern, these districts can and do have small total student enrollments.

The socio-economic status of the community related to the geographic description of the school district. Findings showed the rural or small town school superintendents were located in districts of low socio-economic

status. Therefore, as one moves away from the city, the socio-economic status of the community decreases. Due to California's size and cosmopolitan setting as a state, this result could be questioned from the standpoint of urban cities having high concentrations of low wealth housing, which directly relates to socio-economic status. The reader should note that California had 1,048 school districts in 1974-75 and that fewer than 100 of these districts are located in large urban settings (Los Angeles County and the San Francisco Bay Area).

Income level of the school district is an indicator of the percent of non-white students attending the school district. As the income level of the school district drops, the percent of non-white students attending school in the district increases. This conclusion supports the relationship between non-white students attending the school district and socio-economic status of community discussed earlier in this chapter. As might be expected, low income level of a school district would usually in California relate to low socio-economic status of the community. Finally, student enrollment in the school district is a function of geographic location. Urban schools have higher enrollments than do suburban or rural schools. It is recognized that urban school districts have higher populations concentrated in a smaller area, and consequently school attendance is more pronounced within the school district. Conversely,

rural or small town school districts serve a scattered or small population, accounting for a smaller attendance of students.

The background variables reviewed would bring to mind yet another question: Is there a difference between school superintendents' job satisfaction as the school superintendent is affected by relationships between background variables? For example, are older school superintendents with more experience as a school superintendent more or less satisfied with their job than their colleagues who are younger and who have less experience? The answer to this question and other questions relating to the inter-correlations between background variables could be answered by stating that there is no difference in that all of the data verify a general degree of job satisfaction for the school superintendents regardless of their background situation.

The analysis of items in the California School Superintendents' Opinionnaire shows a strong concern by the school superintendents with the Workload factor. The school superintendent obviously feels much pressure in his job related to hours required to fulfill the duties of superintendent and what is generally expected of the school superintendent. Some typical complaints superintendents relate to workload are: too many meetings, not enough

assistance at the district level, required reports and paper work, multiple telephone calls from "concerned" citizens and groups, and many petty problems that can and do consume much time.

The factor from the California School Superintendents' Opinionnaire dealing with Administrative and Professional Relationships showed slight dissatisfaction on behalf of the school superintendents with three of the nine items. Two items dealt with teacher expectations of the superintendent and staff sensitivity toward the superintendent and what he or she was trying to accomplish. The third item found the majority of school superintendents feeling that they could have better personal relationships with staff members. However, this is indicative of good professionalism, since better personal relationships is an area where growth can be gained indefinitely.

Of the seven factor areas, only two, Workload and Administrative and Professional Relationships, had a high percentage of items in the dissatisfaction range and therefore will be discussed. The factor of Workload with 50 percent of the items in the "concern" category is worthy of attention, while the factor of Administrative and Professional Relationships with 33 percent of the items in the "concern" range would also warrant some attention. Of the 75 items in the opinionnaire, five from Workload and three from Administrative and

Professional Relations were reviewed. When one considers that this study contained seven factor areas, with 75 items, and that only two factor areas had enough items (eight) to demonstrate some dissatisfaction, it can be further concluded that the school superintendents are generally satisfied with their jobs.

The categorization of personal factors detracting from or contributing to the school superintendents' job satisfaction provided some interesting data. The following data stem from superintendents' responses to page 5 of the California School Superintendents' Opinionnaire (Appendix A).

Personal Factors Detracting from School Superintendents' Job Satisfaction

1. Teacher militancy and negotiations. School superintendents are quite concerned with the militancy of teachers and teacher organizations. Negotiating for contracts and collective bargaining are elements of the position which the school superintendent does not regard favorably. The obvious concern in this area could possibly be related to California's first collective bargaining law (Senate Bill 160) going into effect in 1976.

2. Financial problems. The problem of not enough money to operate the schools and other legislative functions

are causing conflict for the school superintendents. Inadequate school financing is attributed to the current school financing law (Senate Bill 90) which limits revenue spending by the local school districts unless voter approval is obtained. The inflationary state of the economy in California during the 1970's together with Senate Bill 90 has made school financing a crucial area of concern to many school superintendents.

3. Legislative restrictions and "bureaucracy."

School superintendents expressed concern with the mandates handed down by the state's law-makers. The financial problems California's schools are currently facing are due to a law limiting spending (Senate Bill 90). The uneasiness of school superintendents regarding negotiations is due to a law establishing collective bargaining (Senate Bill 160). Many state-funded programs require extensive reports and have built-in restrictions (for example, Early Childhood Education for California's kindergarten through third grade students).

4. School board conflict. As can be expected, there is the ongoing problem of not all school superintendents being satisfied with their school boards, either as a collective board or with individual school board members. With the superintendency, as with all other

fields, the worker can at times be in conflict with his or her superiors. Consequently, it is understandable that the school superintendents are not always pleased with the group (school board) to whom they are responsible. School board members who usurp the school superintendent's administrative power were cited by several superintendents as detracting from their job satisfaction.

5. Reports, meetings, petty problems. Again, the study shows that reports, red tape, too many meetings and petty problems were of concern to some of the school superintendents.

The factors detracting from an individual's job satisfaction can be numerous, depending on the person and his working situation. Also, a detracting factor can be prevalent one day and gone the next, i.e., a personnel problem. Even so, with the hundreds of factors returned by the school superintendents, the five general areas discussed here (see Table 31, page 89) were identified often enough by the school superintendents to be worthy of consideration when the reader is seeking other areas of superintendent dissatisfaction.

Personal Factors Contributing to School Superintendents' Job Satisfaction

1. Relationships with staff. On the positive

side, school superintendents find their relationships with staff members rewarding. The school superintendent is constantly involved with people and would have to enjoy human relationships if he or she were to be satisfied in the position. As discussed earlier in this chapter, a factor of concern to school superintendents was Administrative and Professional Relationships. One could conclude from the survey returned by the school superintendents, rating Staff Relationships the highest of factors contributing to superintendent job satisfaction, that there would be a concern with relationships if they were not up to the school superintendents' expectancy, due to the high regard superintendents place on their interpersonal staff relationships.

2. Seeing results and progress within the school district. Many school superintendents rated seeing results and progress within the school district as a general factor contributing to their job satisfaction. To be able to make decisions and see the results being implemented productively would naturally give the school superintendent a sense of pride. Further, the school superintendent is evaluated and sometimes rewarded for the ability to produce results and keep the school district progressing in a positive direction.

3. Community relations. A school superintendent is responsible to the school board directly and indirectly to the community the school district serves. Good community relationships tend to please superintendents.

4. School board relations. Likewise, superintendents expressed personal satisfaction with good superintendent-school board relationships. School board-superintendent relationships were referred to on both personal factor tables (Tables 31 and 32, pages 89 and 91). Of the 301 personal factors submitted by school superintendents listing detracting factors to job satisfaction, school board conflict was mentioned 26 times. Of the 343 personal factors submitted by school superintendents listing contributing factors to job satisfaction, school board relations were mentioned 42 times.

5. Intrinsic feeling of doing a good job. The school superintendents referred to the personal factor of intrinsically feeling they are "doing a good job" 41 times. This accounted for 12 percent of the total personal factors contributing to job satisfaction. Job satisfaction is based in part upon the worker feeling that what he or she does is important and contributing to the achievement of organizational goals. Consequently, one could expect this personal factor area to be one which

school superintendents, as well as other employees, regard highly.

The school superintendent, as can be seen in Table 32, page 91, regards human relationships as primary in factors contributing to a favorable degree of job satisfaction. Of the seven personal factor areas listed as contributing to superintendent job satisfaction, four relate to people (Relationships with Staff, Community Relationships, School Board Relationships, and Student Relationships).

The human element has a strong effect on the job satisfaction of the school superintendent.

School board members and staff members play a major role in the degree of job satisfaction enjoyed by the school superintendent. The school superintendent will have a higher degree of job satisfaction when these two groups are in harmony with the superintendent and his or her leadership.

Recommendations for Further Study

Based on data collected in this study, it is recommended that:

1. This study be replicated with a different sample of California school superintendents, thus providing

a comparison of the total job satisfaction and factor scores attained through this first study of superintendent job satisfaction.

2. A thorough study of the personal functions, duties, and responsibilities of the school superintendent should be made in order to ascertain the reasons for the dissatisfaction that exists in the Workload factor of this study and with other items with mean scores below 3.0 (Tables 15 - 30, Chapter IV). Further, this research should provide recommendations to bring about a reduction in "overwork" that faces many school superintendents.

3. A study should be made in the area of superintendent job satisfaction, utilizing an instrument other than the California School Superintendents' Opinionnaire, since this was an area that has not had previous exploration. The Minnesota Satisfaction Questionnaire would be an instrument worthy of consideration.

4. This study indicates a favorable degree of job satisfaction among the school superintendents. Therefore, a study ascertaining what factors, attributes, life history antecedents and general characteristics contribute to a superintendent's job satisfaction should be made.

5. It is generally assumed that improving job satisfaction is desirable. However, one might ask the question, "What is the value of improving the job

satisfaction of school superintendents?" Research might well attempt to answer some of the following specific questions in addition to the basic question of value:

- a. Will improving job satisfaction attract and/or keep better school superintendents in the profession?
- b. Will improving individual school superintendent job satisfaction improve the overall organizational climate of a school district?
- c. Will improving job satisfaction of the school superintendent improve his or her administrative talents?
- d. What is the cost of improving job satisfaction of a school superintendent and what are the economic rewards of such an investment? What are the non-economic dividends?

Final Comment

Of the 75 items in the California School Superintendents' Opinionnaire, two items offer an interesting observation. To the statement, "I am well satisfied with my present position," 153, or 88 percent of the 174 superintendents in the study, marked the response "Agree" or "Probably Agree." Likewise, 167, or 96 percent of the 174 superintendents, responded to the statement, "I feel

successful and competent in my present position" with a response of "Agree" or "Probably Agree."

The investigator feels this study has shed needed light on the question of the job satisfaction of California's school superintendents. The superintendency is undoubtedly a most difficult position to fulfill and is becoming even more challenging yearly. Nevertheless, educators attracted to this position possess the personal and professional characteristics that contribute to job satisfaction. The school superintendency focuses on encountering problems, resolving conflict, stretching finances, and trying to be sensitive to everyone's needs. A position of this nature might be looked upon by many people as undesirable. However, to California's educational leaders serving in the superintendency, it is part of the job and their character is such that they are generally satisfied with this most important position of leadership in California's public school system.

APPENDIX A

CALIFORNIA SCHOOL SUPERINTENDENTS' OPINIONNAIRE

CALIFORNIA SCHOOL SUPERINTENDENT'S OPINIONNAIRE

Richard F. Cochran
Doctoral Candidate
University of the Pacific
Stockton, California

Principal
Taft School
Redwood City, California

**THIS RESEARCH STUDY HAS BEEN ENDORSED BY THE
ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS**

ACSA

Part I. BACKGROUND INFORMATION

Instructions: Please mark only one blank under each question with an X.

1. What is your present superintendent assignment?
 K-8 Elementary
 K-12 Unified
 9-12 Secondary

2. What is your age?
 Under 30 51-60
 31-40 Over 60
 41-50

3. How many years of experience have you had in total as a superintendent?
 0-3 13-16
 4-7 Over 17
 8-12

4. What is the income level (local, state & federal money) per pupil in your school district?
 High
 Medium
 Low

5. What is the socio-economic status of your community?
 High
 Medium
 Low

6. What is the percent of non-white students in your school district?
 Under 10% 50 to 75%
 10 to 25% Over 75%
 25 to 50%

7. What is the geographic description of your school district?
 Urban
 Suburban
 Rural or small town

8. What is the current student enrollment of your school district?
 Under 1,000 15,000-25,000
 1,000-5,000 Over 25,000
 5,000-15,000

Part II. OPINIONNAIRE

Instructions: Please read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

- If you agree with the statement, circle "A" A PA PD D
- If you are somewhat uncertain, but probably agree with the statement, circle "PA" A PA PD D
- If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA PD D
- If you disagree with the statement, circle "D" A PA PD D

1. Details, "red tape", and required reports absorb too much of my time	A	PA	PD	D
2. My work is appreciated and commended by our school board	A	PA	PD	D
3. I feel free to criticize district policy with the school board	A	PA	PD	D
4. The school board permits me to assume responsibilities that are rightfully mine	A	PA	PD	D
5. I am expected to do an unreasonable amount of record keeping and clerical work ..	A	PA	PD	D
6. The school board makes an effort to maintain close contact with me	A	PA	PD	D
7. Community demands upon my time are unreasonable	A	PA	PD	D
8. I am satisfied with the policies under which my pay raises are granted	A	PA	PD	D
9. My work load is greater than that of most superintendents in other school districts ..	A	PA	PD	D
10. My extra-curricular load in this school district is unreasonable	A	PA	PD	D
11. Our school board challenges and stimulates my professional growth	A	PA	PD	D
12. My position as superintendent gives me the social status in the community that I desire	A	PA	PD	D
13. The number of hours a superintendent must work is unreasonable	A	PA	PD	D
14. Being superintendent enables me to enjoy many of the material and cultural things I like	A	PA	PD	D
15. Being superintendent gives me a great deal of personal satisfaction	A	PA	PD	D
16. I love being the superintendent	A	PA	PD	D
17. Being superintendent enables me to make my greatest contribution to society	A	PA	PD	D
18. If I could plan my career again, I would choose the superintendency	A	PA	PD	D
19. I would recommend the superintendency as an occupation to other administrators ..	A	PA	PD	D
20. If I could earn as much money in another occupation, I would resign	A	PA	PD	D
21. My family suffers due to my job	A	PA	PD	D
22. Within the limits of financial resources, the school board tries to follow a generous policy regarding my fringe benefits and salary	A	PA	PD	D
23. The school board makes my work easier and more pleasant	A	PA	PD	D
24. Keeping up professionally is too much of a burden	A	PA	PD	D
25. Our community makes me feel as though I am a real part of the community	A	PA	PD	D
26. My contract is fair and just	A	PA	PD	D
27. Being superintendent affords me the security I want in an occupation	A	PA	PD	D
28. My school board understands and recognizes good superintendent procedures	A	PA	PD	D

29. The lines and methods of communication between the school board and me are well developed and maintained	A	PA	PD	D
30. My administrative demands in this school district are unreasonable	A	PA	PD	D
31. The school board shows a real interest in my work	A	PA	PD	D
32. My heavy work load unduly restricts my nonprofessional activities	A	PA	PD	D
33. I find my contacts with staff members, for the most part, highly satisfying and rewarding	A	PA	PD	D
34. I feel successful and competent in my present position	A	PA	PD	D
35. I am at a disadvantage professionally because other superintendents are better prepared for the superintendency	A	PA	PD	D
36. As far as I know, other superintendents think I am a good superintendent	A	PA	PD	D
37. The "stress and strain" resulting from being superintendent makes this position undesirable for me	A	PA	PD	D
38. The school board is concerned with the problems of the school district and handles these problems in a humane way	A	PA	PD	D
39. I do not hesitate to discuss any school problems with the school board	A	PA	PD	D
40. Being superintendent gives me the prestige I desire	A	PA	PD	D
41. My job as superintendent enables me to provide a satisfactory standard of living for my family	A	PA	PD	D
42. My present contract adequately recognizes my competency	A	PA	PD	D
43. Most of the people in this community understand and appreciate good education ...	A	PA	PD	D
44. In my judgment, this community is a good place to raise a family	A	PA	PD	D
45. This community respects me and treats me like a professional person	A	PA	PD	D
46. The school board acts as though they are interested in me and my problems	A	PA	PD	D
47. It is difficult for me to gain acceptance by the people in this community	A	PA	PD	D
48. Members of our school board understand and appreciate quality education	A	PA	PD	D
49. The school board has a reasonable understanding of the problems connected with my superintendent assignment	A	PA	PD	D
50. I feel that my work is judged fairly by the school board	A	PA	PD	D
51. Salaries paid the superintendent in this school system compare favorably with salaries in other systems with which I am familiar	A	PA	PD	D
52. I am happy with my salary	A	PA	PD	D
53. My staff regards me with respect and seems to have confidence in my professional ability	A	PA	PD	D

54. This community expects me to meet unreasonable personal standards	A	PA	PD	D
55. My working hours are not proportionate to my salary	A	PA	PD	D
56. To me there is no more challenging work than being the superintendent	A	PA	PD	D
57. As a superintendent in this community, my nonprofessional activities outside of school are unduly restricted	A	PA	PD	D
58. As a superintendent, I think I am as competent as most other superintendents	A	PA	PD	D
59. I really enjoy working with the teachers and administrators in this school system ...	A	PA	PD	D
60. As superintendent in our community, I feel free to discuss controversial issues	A	PA	PD	D
61. The school board tries to make me feel comfortable when we meet	A	PA	PD	D
62. The school board makes effective use of my capacity and talent	A	PA	PD	D
63. The people in this community, generally, have a sincere and wholehearted interest in the school system	A	PA	PD	D
64. The school board and I have an effective working relationship	A	PA	PD	D
65. This community supports my procedures regarding the appointment and reappointment of members of the teaching and administrative staff	A	PA	PD	D
66. This community is willing to support a good program of education	A	PA	PD	D
67. Our community expects me to participate in too many social activities	A	PA	PD	D
68. Community pressures prevent me from doing my best as superintendent	A	PA	PD	D
69. I am well satisfied with my present position	A	PA	PD	D
70. It is important for me to identify, recognize and work with the community power structure to maintain my position	A	PA	PD	D
71. The competency of the teachers in our school district compares favorably with that of teachers in other school districts with which I am familiar	A	PA	PD	D
72. Professional groups such as teacher and administrator organizations are not important to me	A	PA	PD	D
73. Teachers in this school district expect too much from the management team (school board, superintendent and administrators)	A	PA	PD	D
74. The certificated staff in this school district is sensitive to me and what I am trying to accomplish	A	PA	PD	D
75. As superintendent, my overall relationships with administrators and teachers in this school district could be improved	A	PA	PD	D

FACTORS WHICH INFLUENCE MY OWN JOB SATISFACTION IN MY OWN SCHOOL DISTRICT

This section which is optional provides you with the opportunity to add personal factors. No opinionnaire, however well developed, can identify and completely describe all the most important factors which influence you and which you feel are necessary to your job satisfaction. Only you can. Would you kindly identify those factors you consider important to your job satisfaction and those you feel prevent or detract from your job satisfaction. Thank you.

Factors in order of importance contributing to my own job satisfaction are:

- (1) _____
 (2) _____
 (3) _____
 (4) _____

Factors in order of importance which prevent or detract from my job satisfaction are:

- (1) _____
 (2) _____
 (3) _____
 (4) _____

At a later date I would like to interview a small sample of superintendents participating in this study. Please indicate at this time whether you would be willing to be interviewed:

_____ Yes, I would be willing to be interviewed.

_____ No, I would not be willing to be interviewed.

I appreciate the time and effort you have exercised in completing this opinionnaire. Please check below if you wish a summary of this study and include your name and address.

_____ I request a summary of this study be sent to:

APPENDIX B

FACTORS OF THE CALIFORNIA SCHOOL SUPERINTENDENTS'

OPINIONNAIRE

FACTORS OF THE CALIFORNIA SCHOOL SUPERINTENDENTS'

OPINIONNAIRE

1. Rapport with the School Board
2. Personal Satisfaction with the
Superintendency
3. Salary
4. Workload
5. Status
6. Community Relations
7. Administrative and Professional
Relationships

APPENDIX C

COVER LETTER TO SCHOOL SUPERINTENDENTS ACCOMPANYING
THE CALIFORNIA SCHOOL SUPERINTENDENTS'

OPINIONNAIRE

14850 Las Flores Lane
Los Gatos, CA 95030
November, 1975

Dear Superintendent:

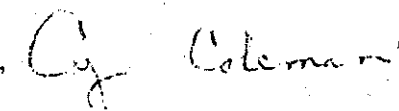
The purpose of this letter is to solicit your participation in a research study being conducted throughout the state of California. As a doctoral candidate at the University of the Pacific (Stockton, California), I am investigating how superintendents feel about their occupation. The enclosed opinionnaire is my method of gathering data for the dissertation relating to this topic.

In a project such as this one, the investigator is, as you know, completely dependent on the willingness of the sample population to respond. It is my opinion that this study will be meaningful, since very little research has been done in the area of job satisfaction as it relates to the superintendent. Also, school board members and the communities in general need to be sensitized to factors that pertain to your demanding position. You will note the opinionnaire is numbered. The reason for this is to enable me to do follow-ups if the initial return is statistically small.

The opinionnaire responses will be held in utmost confidence. Data will be analyzed for gross trends and patterns and in no way focus on individual responses.

Please return the opinionnaire in the enclosed self-addressed envelope at your earliest convenience. Your cooperation in participating in my research is greatly appreciated.

Sincerely,



Cy Coleman
Chairman
Dept. of Educational Research
University of the Pacific



Richard F. Cochran
Doctoral Candidate

THIS RESEARCH STUDY HAS BEEN ENDORSED BY THE
ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

A C S A

APPENDIX D

FOLLOW-UP POSTCARD TO SUPERINTENDENTS NOT RESPONDING
TO THE CALIFORNIA SCHOOL SUPERINTENDENTS'
OPINIONNAIRE WITHIN EIGHT DAYS

RE M I N D E R

Please remember to complete and return the opinionnaire I sent to you a few days ago.

Your return, along with those already received, will improve the validity, reliability, and statistical accuracy of this FIRST study of **JOB SATISFACTION OF SUPERINTENDENTS IN CALIFORNIA.**

Your feelings need to be included in the findings that can help us in the analysis of the job of Superintendent of Schools.

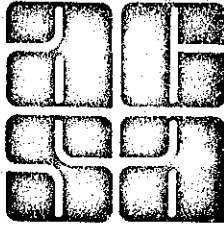
Won't you PLEASE take a few minutes from your busy schedule to complete and return the opinionnaire? (If you need another form, telephone collect to 408-356-7076 or 415-369-2589)

Thank you,

Richard F. Cochran
Doctoral Candidate
University of the Pacific, Stockton, California
Principal, Taft School
Redwood City, California

APPENDIX E

ENDORSEMENT LETTER FROM THE ASSOCIATION OF
CALIFORNIA SCHOOL ADMINISTRATORS



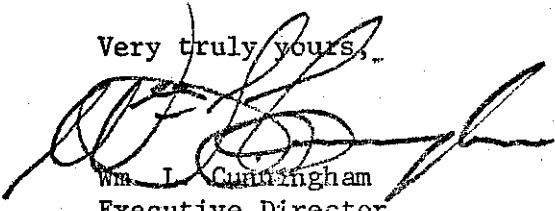
September 4, 1975

Mr. Richard F. Cochran
14850 Las Flores Lane
Los Gatos, California 95030

Dear Mr. Cochran:

This letter conveys endorsement by ACSA of your dissertation study titled "Job Satisfaction of School Superintendents in California."

Very truly yours,



William L. Cunningham
Executive Director

WLC:jsa

Association Of California School Administrators 1575 Old Bayshore Hwy, Burlingame, CA 94010 (415) 692-4300

70 Park Blvd., San Diego, CA 92116 (714) 295-8247
12 Dupont Dr., Irvine, CA 92664 (714) 833-8020
5 J St., Sacramento, CA 95814 (916) 444-3216

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Executive Director
William L. Cunningham

APPENDIX F

CODING FORM FOR RESPONSES TO THE CALIFORNIA SCHOOL
SUPERINTENDENTS' OPINIONNAIRE

CODING FORM

Opinionnaire # _____

<u>Card #1</u>		<u>Col. #</u>	<u>Item</u>	<u>Col. #</u>	<u>Item</u>	<u>Factor VI</u>	
<u>Col. #</u>	<u>Item</u>					<u>Col. #</u>	<u>Item</u>
1-3	_____	15	46. _____	38	51. _____	59	43. _____
4	1. _____	16	48. _____	39	52. _____	60	44. _____
5	2. _____	17	49. _____	40	55. _____	61	54. _____
6	3. _____	18	50. _____	<u>Factor IV</u>		62	57. _____
7	4. _____	19	61. _____	41	1. _____	63	60. _____
8	5. _____	20	62. _____	42	5. _____	64	63. _____
9	6. _____	21	64. _____	43	7. _____	65	65. _____
10	7. _____	<u>Factor II</u>		44	9. _____	66	66. _____
11	8. _____	22	15. _____	45	10. _____	67	67. _____
<u>Card #2</u>		23	16. _____	46	13. _____	68	68. _____
<u>Col. #</u>	<u>Item</u>	24	17. _____	47	21. _____	69	70. _____
1-3	_____	25	18. _____	48	24. _____	<u>Factor VII</u>	
<u>Factor I</u>		26	19. _____	49	30. _____	70	33. _____
4	2. _____	27	20. _____	50	32. _____	71	36. _____
5	3. _____	28	34. _____	<u>Factor V</u>		72	53. _____
6	4. _____	29	35. _____	51	12. _____	73	59. _____
7	6. _____	30	37. _____	52	14. _____	74	71. _____
8	11. _____	31	56. _____	53	25. _____	75	72. _____
9	23. _____	32	58. _____	54	27. _____	76	73. _____
10	28. _____	33	69. _____	55	40. _____	77	74. _____
11	29. _____	<u>Factor III</u>		56	41. _____	78	75. _____
12	31. _____	34	8. _____	57	45. _____		
13	38. _____	35	22. _____	58	47. _____		
14	39. _____	36	26. _____				
		37	42. _____				

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