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A Study of Job Satisfaction Among Urban Superintendents in New Jersey

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**A STUDY OF JOB SATISFACTION
AMONG URBAN SUPERINTENDENTS IN NEW JERSEY**

BY

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Dissertation Committee

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**Submitted in partial fulfillment of the requirement of the
requirements of the Degree of Doctor of Education**

**Seton Hall University
1999**

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This dissertation is dedicated to my loved ones for their support, patience, and understanding throughout the whole process. I could not have done it without them.

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Chapter I

INTRODUCTION

The Problem

A superintendent somehow influences directly and indirectly the board of education, the bureaucracy he manages, the staff he heads, and the students he is responsible for. What a school chief does and does not do in these areas affect the community. In short, most educators, board members, teachers, and members of the community believe that a superintendent makes a difference in their children's education. (Cuban, 1976, p. 7)

In his capacity as chief executive officer of a school district, the superintendent's role is one of leadership. Numerous education reforms in the last twenty years have added new dimensions to that role. How superintendents react to these new dimensions and how superintendents will adjust their leadership to these new challenges will determine perceived job satisfaction and job dissatisfaction (Hoyle, 1989).

Bennis (1989) described the realities facing the modern superintendent. Given the comprehensiveness of regulations, the litigiousness of society and the increased activity of pressure groups, educational leaders face problems which have

no solutions or only partial solutions. The school leader is often isolated in a changing work environment.

The superintendency carries with it an extremely broad job description, filled with an ever-widening range of duties and responsibilities. These responsibilities have increased so much that no single person can any longer fulfill the position satisfactorily (Southworth, 1968).

Chandler and Childress (1957) reported that the job of the superintendent has become exceedingly complex due to the fact that the role of the superintendent places him in two almost diametrically opposed relationships. In the first relationship, the superintendent must be the executive officer of the board of education; in the second relationship, the superintendent is the educational leader of teachers, administrators, the community, and the board of education.

Merrow, J., Foster, R., & Estes, N. (1974) characterized the role of the superintendent as a no-win situation. The school superintendent demands political visibility, requires public accountability, yet possesses no political power. Merrow stated:

Increasing demands for accountability and rising teacher and school board militancy put new pressure on the superintendent, who, since he wears the ringmaster's costume, ought at least to have the figurative equivalent of whip and pistol. In fact, the whip and pistol seem to be in other hands, the circus tent is on fire, and the audience is demanding a new ringmaster. (p. 3)

Lawson (1991) estimated that seventy-five percent of all superintendents in this country would be retiring in this decade. The American Association of School Administrators (1990) stated that there is an acute need for new school leaders to fill resulting vacancies due to an aging administrative pool and few qualified candidates. Further, many superintendents question the future of the superintendency in light of trends for limited job security (Merrow et al, 1974).

Knowledge of the changing perceptions of job satisfaction and dissatisfaction could be beneficial to a whole new generation of superintendents as well as current practitioners, in their efforts to better manage their school districts in the future.

Background of the Problem

The critical factor in attaining organizational effectiveness is the management of human resources. The chief executive officer experiences stresses and constraints during the course of human relations management. More often than not, it is this management which creates positive and negative perceptions leading to job satisfaction or dissatisfaction for people in leadership roles (Batchler, 1981).

In the broad spectrum of human resources, whether it be specifically in business, industry, psychology, sociology, or education, researchers have studied job satisfaction for over a half a century (Hertzberg, 1976; Hertzberg, Mausner, & Synderman, 1959; Hoppock, 1935, Hoy & Miskel, 1978; Maslow, 1954; Smith, 1981; Smith, Kendall, & Hulin, 1969; Steel, 1991; Wilson & Butler, 1978; Witt,

1989). The findings of this research indicate that, for people in a leadership role, satisfaction is derived from their jobs. The critical element in determining the relationship between the leader and the work environment was job satisfaction.

The problem of job satisfaction is one of major importance in the United States (Maher, 1971). Maher quoted United States Labor Secretary Willard Wirtz:

We had better start trying to find out what kinds of jobs satisfy people. We had better get over the idea that the purpose of employment is to satisfy the needs of an economy and we had better develop the idea that employment is to satisfy the desires of individuals. (p. 24)

For many years it was thought that job satisfaction was measured on a single continuum. One end represented a higher level of satisfaction and the other end reflected a high level of dissatisfaction (Maidani, 1991; May & Decker, 1988). This concept was challenged by Herzberg, et al. (1959) with the proposal that job satisfaction can best be represented in a dual continuum. Factors or reinforcers causing satisfaction (motivators) or dissatisfaction (hygienes) are independent and vary with the individual.

From the time of Herzberg, et al. (1959), researchers attempted to replicate the findings in a variety of occupations and settings. Some results support Herzberg's original theory and others do not (Gaziel, 1986; Medved, 1982; Miskel, 1982; Miskel & Ogawa, 1988; Young & Davis, 1983). Research in the field of education has been consistent in its support of Herzberg's job satisfaction of intrinsic and extrinsic factors.

The job satisfaction of school superintendents is only recently becoming an area of interest in this field of research on job satisfaction. Superintendents derive satisfaction from autonomy, achievement, and service to others (Borquist, 1987; Lindstrom, 1989; Nelson, 1987; Whitsell, 1987). No satisfaction exists for superintendents in opportunities for advancement, board decision making, or recognition.

Superintendent job satisfaction has also been researched in relation to the selected factors of age, gender, years of experience, school district size and highest degree attained (Adcock, 1991; Chand, 1982a; Graham, 1985; Hill, 1982; Nelson, 1987; Whitsell, 1987; Young, 1984). Factors such as the number of years as a superintendent and the highest degree attained were not significantly related to job satisfaction. However, these studies showed disagreement regarding the relationship of district size and the age of the superintendent to job satisfaction. Where district size was significantly related to job satisfaction, there was less satisfaction in smaller districts.

In preparation for the 21st century, additional research must be done in the area of job satisfaction of the public school superintendent. Diverse populations, inconsistent findings, changing job descriptions and demands of the job are variables that warrant this additional research (Young & Davis, 1983).

Statement of the Problem

The purpose of this study was to (a) determine the overall job satisfaction of public school superintendents in New Jersey in urban districts; (b) determine the level of intrinsic and extrinsic satisfaction; and (c) determine the relationship of selected factors of age, years of experience as a superintendent, degree attainment, gender, tenure, and district size to job satisfaction.

Significance of the Study

The American Association of School Administrators reported that six themes provided an explanation and understanding of job satisfaction of the superintendency: (a) personal and professional security, (b) teacher negotiations/strikes, (c) the relationship between the school board and the superintendent, (d) inadequate financing, (e) student unrest, and (f) community public relations (Knezevich, 1971). With the position of superintendent being one of high risk filled with personal and professional attacks, the personal and professional security issue is the most common reason cited for leaving the position.

Other themes are cited as having an impact on the job satisfaction of the chief school administrator. The relationship between the board president and the superintendent significantly affects the job satisfaction of superintendents (Brown, 1978). Additionally, trying to gain public approval for school programs, resolving

school-parent conflicts, complying with state, federal and local policies, and evaluating staff performance have a significant impact on the attitudes of superintendents toward job satisfaction (Swent & Gmelch, 1977).

The most recent research on the job satisfaction of superintendents has covered single states and the entire United States with variations in instrumentation, selected factors, and findings. Recommendations for future research include using different instrumentation and follow-up studies to determine what factors contribute to the satisfaction of public school superintendents (Haverkamp, 1981).

Additionally, the superintendent's job satisfaction and the relationship of selected factors to job satisfaction has the potential for school boards to be an effective tool to address working conditions, attract candidates and provide incentives for long term employment of effective school leaders. In view of the fact that the average tenure of an urban superintendent is two and a half years, Negrone (1999) stated:

When a superintendent leaves a school district, the schools, students and community lose vast amounts of continuity and progress toward sustainable reform. (p. 15)

High turnover rates and a lack of qualified applicants may be linked to certain conditions over which school boards or state officials have control. Srivastva et al. (1977) showed a significant negative correlation between job satisfaction and turnover.

Given the fast pace of educational change, the conflict in school districts between boards of education and the superintendent, and the level of job-related stress, present and future school superintendents will find this study to have practical value. This study can also serve as a guide to superintendents seeking employment in satisfying work environments or to the non-traditional superintendent. Matthews (1999) indicates that the military and the business world and even the legal profession are new sources to fill superintendent searches.

This study also contributes to the body of knowledge on the job satisfaction of superintendents by providing an urban perspective.

Research Questions

1. What is the general level of job satisfaction of urban public school superintendents in New Jersey?
2. What is the level of intrinsic job satisfaction of urban public school superintendents in New Jersey?
3. What is the level of extrinsic job satisfaction of urban public school superintendents in New Jersey?
4. What is the relationship between district size and job satisfaction of urban public school superintendents in New Jersey?
5. What is the relationship between age and job satisfaction of urban public school superintendents in New Jersey?

6. What is the relationship between gender and job satisfaction of urban public school superintendents in New Jersey?
7. What is the relationship between degree attainment and job satisfaction of urban public school superintendents in New Jersey?
8. What is the relationship between years of experience and job satisfaction of urban public school superintendents in New Jersey?
9. What is the relationship between tenure and job satisfaction of urban public school superintendents in New Jersey?

Definitions

For the purpose of clarity, the major terms used in this study are defined below:

1. Superintendent: The superintendent is the chief executive officer of a local public school district.
2. Intrinsic satisfaction: Satisfaction derived from factors/reinforcers in the work environment that are inherent in the work itself (i.e., achievement; Weiss, et al., 1977).
3. Extrinsic satisfaction: Satisfaction derived from factors/reinforcers in the work environment that are extraneous to the work itself (i.e., salary; Weiss, et al., 1977).
4. Age of the Superintendent: Chronological age in years.

5. Degree attainment: The highest degree held by the superintendents in the study, categorized into masters and doctorate.
6. Years of experience: The number of years that the respondent has served as a superintendent in a public school setting.
7. School district size: The total number of students enrolled in kindergarten through the twelfth grade in a public school district in the 1998-99 school year on October 15, 1998, the date reported by all districts to the State Department of Education.
8. Job satisfaction: A present or past oriented affective state that results when educators evaluate their work roles as being positive or enjoyable (Miskel & Ogawa, 1988).
9. Job dissatisfaction: A present or past oriented affective state that results when educators evaluate their work roles as being negative or not enjoyable (Miskel & Ogawa, 1988).
10. Tenure: As defined by New Jersey Statutes Title 18A: The status of a Board of Education employee whose services shall continue during good behavior and efficiency and who shall not be dismissed except for inefficiency, incapacity, or conduct unbecoming, or other just cause. Prior to 1992, superintendents in New Jersey acquired "tenure" in their positions. After 1992, New Jersey laws prohibited the acquisition of tenure replacing it with contracts of three to five year duration, negotiated by the superintendent with the Board of Education.

11. Urban School District: A district classified by the Department of Education as an urban school district and included in the Department of Education's District Factor Grouping A or B. The listing of urban school districts was provided by the Urban School Superintendents Association of New Jersey.

Limitations

Limitations of this study are related to the use of a questionnaire as a tool to collect data. Respondents may not have answered with candor. Superintendents' level of interest in the study and the willingness to respond to the questionnaire could have affected responses. The ability to generalize from findings gathered in the short time period the study took place may also be a limitation.

This study also did not attempt to investigate job satisfaction of suburban and rural superintendents. Another limitation was that the study was limited to superintendents holding their position in the 1998-99 school year.

Organization of the Study

This study was presented in five chapters. Chapter I provided an introduction to the topics of job satisfaction, a statement of the problem, significance of the study, research questions, definition of terms, limitations of the study, and organization of the study. Chapter II reviewed the literature related to job satisfaction. Chapter III described the instrument and procedures used to collect the data. Chapter IV included the findings of the study. Chapter V was a

summary of the study with conclusions and recommendations made regarding job satisfaction of the school superintendent.

Chapter II

REVIEW OF SELECTED LITERATURE AND RESEARCH

Job satisfaction has been of interest to researchers for more than fifty years.

Vaughn and Dunn (1972) stated:

The topic of job satisfaction is a vital one. It has meaning and significance in its own right. Organizations' effectiveness can never be at peak form if the mental health of the employees in the organization is not considered by top management to be a legitimate area of inquiry. The process of management will be enriched and strengthened to the extent that blank areas of knowledge can be filled in with research data which is pertinent to managerial process and change. (p. 8)

The vast majority of studies in job satisfaction have been conducted in business and industry. In recent years, there has been an increased interest in researching job satisfaction of teachers and principals. A review of the literature revealed a limited number of studies relative to the job satisfaction of school superintendents.

Chapter II has been organized around the following framework: (a) theories of job satisfaction, (b) studies related to job satisfaction, (c) studies related to job satisfaction in the field of education, and (d) job satisfaction studies on superintendents.

This review of the literature used the following resources: Education Resources Information Clearinghouse (ERIC), Dissertation Abstracts International (DAI), PsychLit, Government Document Index, and books and periodicals identified.

Theories of Job Satisfaction

The earliest studies dealing with job satisfaction were conducted by Hoppock (1935). He observed that satisfied teachers demonstrated fewer indications of emotional maladjustment and that more of the personally satisfied teachers chose teaching as their vocation. Hoppock concluded:

Indeed, there may be no such thing as job satisfaction in one's life. Family relationships, health, relative factors may be as important as the job itself in determining what we tentatively choose to call job satisfaction. A person may be satisfied with one aspect of his job and dissatisfied with another. (p.

11)

In the last fifty to sixty years, many researchers have clung to Hoppock's postulates that job satisfaction cannot be examined independently of a person's total life (Taylor, 1977).

Mayo (1933/1960) and Roethlisberger & Dickson (1939) reported on the work of Mayo and Roethlisberger at the Hawthorne branch of the Western Electric Company where the effect of working conditions on productivity was studied. At the beginning of the experiment, workers were organized into groups with incentive pay awarded to individuals based on the entire group's performance. Productivity increased even as changes were introduced and even when all factors were returned to their original state. There was more to productivity than money and working conditions. Friendly supervision and positive human relationships affected productivity (Neff, 1968).

A result of the Hawthorne studies was a phenomenon called the "Hawthorne effect." In the experimental study, even when the workers' environment was changed, productivity increased. This effect was attributed to the fact that the workers knew they were participating in an experiment.

A far more reaching outgrowth of the Hawthorne studies was the movement to review satisfaction in light of human relations. Homans (1950) noted that group ties in a work setting provided an incentive to comply with group norms. Corroborating Homans, Whyte (1955) demonstrated that a factory is also a social system. Relationships between the various worker groups have an effect on the entire organization.

Campbell, Dunveta, Lawler and Weik (1970) classified theories of job satisfaction into two areas: process and content. Process theories examined the process by which variables combined with each other and the characteristics of the job itself produce job satisfaction. Content theories described the factors most conducive to job satisfaction. Maslow and Herzberg were two preeminent content theorists dominating the past majority of research (Locke, 1976).

Maslow (1965) described a needs hierarchy consisting of five levels of human needs in ascending order. The higher levels of needs such as social, psychological, and self-actualization did not become operable until the lower level physiological and security needs were reasonably satisfied. Maslow described the physiological needs as the most important. He contended that a person missing everything in life craved physiological needs (e.g., food and shelter) more strongly than any other need.

When physiological needs were satisfied, a person moved up the hierarchy to a new set of needs. Maslow (1965) listed safety needs (i.e., security, stability, dependency, protection, freedom from fear and anxiety and the need for law and order and limits) on the next level. When both physiological and safety needs were met, a person moved on to social needs, then to psychological needs and, finally, to self-actualization.

Self-actualization, in Maslow's words (1954), is: "The desire to become more and more what one is, to become everything that one is capable of becoming" (pp. 91-92).

Maslow did not insist that total satisfaction of lower needs was needed before higher needs were set into motion. Lower order needs would be more fulfilled than higher order needs.

Schneider and Alderfer (1973) criticized Maslow's hierarchy of needs theory citing the lack of empirical proof to support the existence of a hierarchy or even some of the needs themselves. Locke (1976) pointed out that needs were repeatedly filled in a never-ending series of acts. No need was even permanently satisfied by one act. However, Centers and Bugental's research (1966) showed that workers in higher level jobs appeared to have a greater interest in fulfilling higher order needs. Maslow's theory was cited as the rationale for lower level job holders to be motivated by lower level needs (Gruneberg, 1979).

Argyris (1964) believed that job satisfaction increased as the status level of employment increased. He showed a high correlation between the level of management positions and job satisfaction. According to Argyris:

We can infer that the higher up the organization ladder and/or the greater the professionalism, the higher the probability that people will report intrinsic work satisfaction. If we ask people to state how satisfied they are in their work, their answers will tend to increase in positiveness as the individual is performing work over which he has increasing control. (p. 327)

Hertzberg's works on job satisfaction (1957, 1959, 1966, 1976) de-emphasized the human relations movement and focused in on the job itself. In Job

Attitudes: Review of Research and Opinion (1957), a pattern of positive and negative opinions of workers toward their jobs emerged. Some factors were associated with job satisfaction; other factors were associated with job dissatisfaction. In 1959, Herzberg et al. conducted new research on a group of two hundred engineers and accountants. In The Motivation to Work, the researchers pointed out that the factors of achievement, recognition, the work itself, responsibility, and advancement were strongly associated with job satisfaction. The factors of salary, supervision, personal life, status, job security, company policy, working conditions, and interpersonal relationships at work were rarely associated with job satisfaction. They concluded that the factors relating to job satisfaction were associated to the job itself. The factors which related to dissatisfaction were not part of the job itself but, rather, the context of the job or the work surroundings.

In Work and the Nature of Man (1966), Herzberg formally developed the motivator-hygiene theory. This dual factor theory sees workers as motivator seekers or hygiene seekers. Motivator seekers receive satisfaction from factors intrinsic to the job itself. Hygiene seekers are satisfied when extrinsic factors relating to the job context are fulfilled. Further, Herzberg asserted that, even when extrinsic factors are met, hygiene seekers are not satisfied, but experience no dissatisfaction. Satisfaction and dissatisfaction are not on either end of one continuum, but at ends of their own continuum. The opposite of satisfaction is no satisfaction. A worker who is not satisfied does not have to be dissatisfied.

Hertzberg further related that the hygiene seeker was more easily upset than the motivation seeker when extrinsic factors were changed.

In The Managerial Choice (1976), Hertzberg moved into the arena of job enrichment. Claiming that a goal of management should be to motivate employees, Hertzberg asserted that external pressures of threats or rewards only served to reinforce hygiene factors. On the other hand, by making the job more pleasing to the worker through enhancement of motivator factors, a higher degree of employee job satisfaction will result.

Vroom (1964) was the most outspoken of Hertzberg's critics. Vroom theorized that Hertzberg's findings could very well have been the result of the interview method and not be a true indicator of satisfaction. House and Wigdor (1967) criticized Hertzberg's reliance on the biases of the interviewer and that these biases may have contaminated the data.

Porter (1975) criticized Hertzberg's failure to address the effect of individual characteristics of workers. The assumption that all employees could be motivated by the presence of motivating factors, regardless of their individual characteristics, was overly presumptuous.

Even in the face of criticism of Hertzberg's theories, his basic assumptions have been tested by researchers over the last several decades. Whitsell and Winslow (1967) saw the motivator-hygiene theory as identifying the sources of positive and negative attitudes on the job. Paul and Robertson (1970) asserted that

the Dual-Factor Theory of Herzberg delineated between actual job tasks and the work environment in which the job tasks were performed.

Gruneberg (1979) arranged process theories into three categories: (a) equity, (b) reference group, and (c) need fulfillment theories.

Equity theory emanated from the cognitive dissonance theory of Festinger (1957). Festinger proposed that cognitive dissonance occurred when there was a disharmonious relation among cognitive variables such as knowledge and attitude towards oneself or one's behavior. Being inherently unpleasant, dissonance created pressure on the individual to find a way to lower the level of dissonance. Festinger identified three ways to reduce dissonance: (a) change one's environment, (b) change one's behavior, or (c) add a new cognitive behavior.

The equity theory of job satisfaction was developed by Adams (1963). Adams described two sets of variables which related to a worker and his job. One set was the input or attributes a worker brings to the job such as age, gender, education, or experience. The other set of variables was called outcomes. Outcomes were received by a worker for his services (e.g., pay, fringe benefits, and status). Adams claimed inequity existed when one worker perceived outputs or inputs to be out of balance in comparison with another worker. As in cognitive dissonance theory, pressure ensued for the worker to eliminate the inequity.

Homans (1953) conducted studies of equity theory among clerical workers with regard to the effects of salary in their job satisfaction. Workers who felt they

were underpaid in comparison to other workers of the same level expressed job dissatisfaction.

Reference group theory, an outgrowth of equity theory, focused on the groups to which workers related or made comparisons. Hulin and Blood (1968) emphasized the importance of reference groups in any consideration of job satisfaction. However, Korman (1977) pointed out that the major problem with reference group theory was that there existed workers who formed their expectations independent of any direct comparison to a group.

Needs of fulfillment theory placed emphasis on job satisfaction as the fulfillment of individual needs. Vroom (1964) postulated that motivation is a conscious process in which a person's behavioral decisions are based on events that follow the behavior. Expectancy arises because people will work harder if they think their hard work will lead to rewards. Critics of Vroom found that the expectancy process is too complicated and over-intellectualized (Campbell & Pritchard, 1976).

Studies Related to Job Satisfaction

Numerous studies of job satisfaction have been conducted in fields outside of education such as business, industry, health related fields, the public sector, and the military.

Schwartz (1991) studied job satisfaction in an office furniture manufacturing company. Only forty-one percent of the workers expressed satisfaction with their

jobs. Eight-one percent wanted more recognition, seventy-nine percent wanted more job security, and seventy-nine percent wanted jobs that were more challenging.

McNeilly and Goldsmith (1991) determined that low job satisfaction in sales positions was a good predictor of job turnover. Intrinsic satisfaction was positively related to overall job satisfaction. There were no significant differences between males and females.

In a study of job satisfaction of 299 non-managerial bank employees, Repetti and Cosmos (1991) showed that employee job satisfaction can be increased by enhancing supervisor support behaviors in the organization's social environment.

Ruch (1979) researched job satisfaction for 1,991 hourly assembly plant workers. One of the major outcomes was that the more positive the employee's perception of upper management, the greater the employee's job satisfaction.

Miller (1976) studied 1,400 employees and managers. He explained his results by describing a job satisfaction curve during a career as follows:

The initial rise in satisfaction that begins at entry into the world of work and continues up to about age 32 appears to stem from the 'success' of entering and early training programs, the first series of salary increases, the socialization process of marriage and acquisitions of new friends, and related positive experiences, including certain achievements in change of positions or even employees.

Between the ages of 32 to 47, the curve continues upward, but at a less rapid rate, and finally begins to decline. This does not necessarily signal dissatisfaction, but does signify that some of the former energizers of satisfaction have lost some of their steam. Over all, it represents recognition of failure to truly identify personal goals, deficiencies in formal training, inadequate selection process and possibly authoritarian climate.

The drop off in satisfaction continues until about 55, which is about the age when one begins to accommodate to life's problems and look forward to the "light at the end of the tunnel," (pp. 64-65)

The relationship between job satisfaction and satisfaction with life in general was examined by Schmitt and Mellon (1980). The results suggested that satisfaction with life in general tends to lead to satisfaction with the job.

Occupation level is another variable studied in relation to job satisfaction. Kahn (1973) found that the higher the occupation level, the more satisfied was the employee with the job. Smelser (1981) indicated that prestige plays a larger role than pay or working conditions:

The more prestigious the job, the more likely the worker was to be satisfied with it. A sanitation worker, for example, makes as much money as a police officer. Yet, because the job lacks power and community support, the worker who handles garbage feels less satisfied. (p. 362)

Quinn and Baldi deMandelovitch (1975) found that persons with more education were consistently more satisfied with their job than workers with less education. Quinn (1975) went on to interview workers and found that twenty-seven percent of the American work force felt their level of formal education exceeded what was needed to perform their jobs. Quinn's research showed that over-educated workers were significantly more likely to be dissatisfied with their jobs.

In a study of Air Force Military Education Faculty, Reely (1976) found no significant relationship between education level and job satisfaction. The level of intrinsic job satisfaction was more of a contributing factor to overall job satisfaction than the level of extrinsic job satisfaction.

Studies Related to Job Satisfaction in the Field of Education

Hertzberg's Dual-Factor Theory has received considerable attention by researchers in the field of education. Adair (1967) tested 81 teachers in New York to find the factors in a teacher's job leading to satisfaction or dissatisfaction. The factors of achievement and recognition produced job satisfaction. School policy and job structure were connected to job dissatisfaction.

Sergiovanni (1967) found that the factors of achievement and recognition were sources of 58% of high attitude stories of teachers. Responsibility appeared in only 7% of high attitude stories. Work itself amounted to 11% of high attitude stories of teachers and 8% of the low attitude stories.

Sergiovanni's work (1967) pointed to factors as achievement, recognition and responsibility as contributing to teacher satisfaction. Teacher dissatisfaction appeared to result from (a) poor interpersonal relations; (b) incompetent, inadequate, or unfair administrative and supervisory practices, and (c) situations in one's personal life.

Sergiovanni (1984) described job satisfaction as an end state that resulted from some series of work happenings. Teachers have two distinct sets of needs. One set of needs could be met by hygiene or extrinsic factors. If hygiene factors were neglected, dissatisfaction occurred. Another set of needs could best be met by motivation or intrinsic factors. If motivation factors were absent, teachers did not become dissatisfied. Enriched work life was considered to be intrinsic, an end in itself.

Robert Rogers (1976) researched the factors relating to teacher job satisfaction and dissatisfaction in two school districts. A sample of 50 elementary and 50 secondary teachers received their job satisfaction from achievement, recognition, and the work itself; even though both districts were experiencing different labor climates. Providing for hygiene needs of teachers did not increase performance.

The implications of Rogers' research is consistent with extrinsic-intrinsic theory. The power of intrinsic motivators compared to hygiene factors such as money cannot be discounted when negotiating contracts with teachers unions (Frase, 1989).

Frase (1989) researched the intrinsic and extrinsic theory in teacher reward programs. He studied the changes in job enrichment and recognition with 38 elementary and junior high school teachers after they chose one of two rewards, travel to professional conferences or cash. The results were true to motivator-hygiene theory. Teachers who chose the professional travel over cash had significantly more job enrichment than those teachers who took the cash.

Frase and Sorenson (1992) surveyed 73 teachers in San Diego regarding teacher job satisfaction. Feedback and autonomy were strongly related to job satisfaction.

Engelking (1985) did a survey of 422 public school teachers in Idaho and Washington. Recognition and achievement were significantly related to job satisfaction. The factors relating to job dissatisfaction were relations with parents, and communication with administrators and district policy.

In a study of 300 principals in Ohio, Poppenhagen, Mingus, and Rogus (1980) found that over 70% of the principals cited relationships with faculty and students, and the ability to do the job as highly satisfying. Minimally satisfying were salary, fringe benefits, professional achievement, and personal growth. Recognition and district policy were dissatisfying factors.

Saleh and Kashmeeri (1987) examined the factors causing job dissatisfaction among 47 elementary and secondary principals. The factors being perceived as causing the most dissatisfaction were working conditions, professional interactions, and status.

Iannone (1973) studied 20 elementary and 20 secondary principals' satisfaction toward their job. Achievement and recognition were the factors most related to job satisfaction. Hygiene factors of district policy and interpersonal relations led to job dissatisfaction.

Schmidt (1976) tested 74 administrators of public secondary schools in Chicago using a modified Herzberg interview technique and a questionnaire. Herzberg's theory was supported by the findings. Administrators were highly motivated by achievement, recognition, and advancement. Salary, supervision, policy, and interpersonal relations were highly dissatisfying.

The studies of Lee (1969) and Mifflin (1975) further supported the Herzberg theory. Using the Minnesota Satisfaction Questionnaire, Lee found that achievement, activity, and social service resulted in job satisfaction and that compensation and school policies resulted in job dissatisfaction. Mifflin also used the Minnesota Satisfaction Questionnaire in his study of the intrinsic and extrinsic job satisfaction of 338 elementary and secondary principals in Indiana. A major finding was that the factors of intrinsic job satisfaction were more significant than the factors of extrinsic job satisfaction.

Stefanski (1978), Hooker (1976), Garawski (1977) all conducted studies using the intrinsic and extrinsic factors to study secondary school administrators. Stefanski found the major indicators of satisfaction of 45 Pennsylvania principals to be achievement, recognition, and the work itself. Salary and lack of good interpersonal relations were indicators of job dissatisfaction. Hooker's study of

secondary administrators in Florida showed that authority and decision-making were the most satisfying elements of the administrator's job with compensation reported as the most dissatisfying element. Garawski surveyed 164 assistant principals in Pennsylvania high schools. His findings were consistent with the motivator-hygiene theory. The assistant principals received their greatest satisfaction on the job from responsibility and discretionary authority. The greatest dissatisfaction came from working conditions of length of work day, collective bargaining constraints, and lack of clerical help.

Job Satisfaction Studies on Superintendents

There exists a limited number of research studies performed on superintendents' job satisfaction. The majority of research in the field of job satisfaction has dealt with teachers and principals. Cochran (1976) called for increased studies of job satisfaction of school superintendents in order to attract more efficient and productive individuals to the position. Defining the factors attributing to superintendent job satisfaction and dissatisfaction would result in a future with more school superintendents satisfied with their jobs.

Manning (1976) used Herzberg's theories with 30 superintendents in Virginia. Motivator factors identified were achievement, recognition, responsibility, and the possibility of growth. District policy and interpersonal relations were cited as hygiene factors.

Cochran's (1976) study of superintendents in California identified factors which contributed to job satisfaction and dissatisfaction. The factors which contributed to job satisfaction were relationships with staff, seeing results and progress within the school district, community relations, school committee relations, and intrinsic feeling of doing a good job. The strongest factors resulting in dissatisfaction were teacher collective bargaining and contract negotiations, financial problems, legislative restrictions, school board conflict, and community pressure.

Reisler (1977) studied 30 superintendents in three New England states to determine the effects of work on the personal life of the superintendent. He concluded that a large majority of superintendents are satisfied with their jobs, but expressed dissatisfaction with the way the job drained them of energy needed for health and non-professional growth. Yet, Keidel (1978) reported that in spite of the increasing pressures placed on the superintendent, three-fourths of the superintendents surveyed in Michigan would choose the superintendency as a career again.

Chand (1982a) looked at the relationship of task and personal-experiential variables to superintendent job satisfaction in a sample of 1,531 superintendents across the country. Three task variables had a significant relationship with job satisfaction: (a) status, (b) achievement, and (c) renewal of their employment contract. The personal-experiential variables of district size, age, race, marital

status, gender, degree attainment, and years of experience did not result in any significant differences.

In another study, Chand (1982b) compared Alaskan superintendents' job satisfaction to his United States study. Achievement, methods of evaluation, interpersonal relationships, and personal growth were factors which significantly related to job satisfaction. Again, no significant relationships were produced by personal-experiential factors.

Chand (1984, 1988) went on to highlight the importance of the superintendent's role in education. Chand cited increased job satisfaction as one aspect of the superintendent's job that needs addressing in order to keep effective people in the job.

In a study of Virginia superintendents, Manning (1976) concluded that the intrinsic factors of achievement, recognition, responsibility and growth possibility were job satisfiers. Virginia superintendents identified the extrinsic factors of school district policy and interpersonal relations as job dissatisfiers.

Whitsell (1987) conducted research using the Minnesota Satisfaction Questionnaire to determine the job satisfaction of 866 Texas superintendents. Satisfaction was derived from the ability to do things for others, to do things that did not go against personal values, and the feeling of accomplishment. The least satisfying factors were the possibility of advancement, the amount of praise received, salary, and skill of the board.

Whitsell's (1987) conclusions supported the motivator-hygiene theory. Superintendents, in general, were highly satisfied with their jobs. They demonstrated more satisfaction as the district size increased and as their age increased.

In studying 166 women superintendents in the United States, Coatney (1982) found that the majority were satisfied with their superintendency. Revere (1987) studied black women in the role of the superintendent. She reported that the position of superintendent was a white, male dominated network. Revere identified the factors of industry, self-esteem, and productivity as bringing a sense of job satisfaction. In her study, she conducted interviews with 22 of the 29 black female superintendents in the United States using Herzberg's techniques. Revere also reported that 86.3% of the black female superintendents in the United States were satisfied with the job of superintendent.

One hundred eighty-one superintendents in Iowa and Minnesota were studied by Graham (1987). Length of service as a superintendent did not effect overall job satisfaction. Further, job satisfaction was not a good predictor of turnover in the superintendency. Three-fourths of the sample said they would choose the job of the superintendent again as a career.

Rice (1976) believed that the position of superintendent is capable of only partial success and partial failure because the superintendent is called upon to be different people – all at the same time. Cuban (1985) similarly asserted that the superintendent who wished to exercise leadership needed to juggle three roles

simultaneously: (a) politician, b) manager, and (c) teacher. This conflict has always been at the core of any superintendency. Cuban suggested that the role of the superintendent has become increasingly difficult if loss of tenure, forced resignations, and outright firings are commonplace.

In light of the above, a study of job satisfaction of urban superintendents is needed if we are to gain an adequate understanding of the nature of this variable.

As Kline states (1977):

The superintendency in education is not a dispassionate, non-reactive position held to individuals, themselves neutral and aloof from the stresses and pressures of the position. The intermingling and conflict from what the superintendent encounters and brings to the superintendency as an individual together with the resulting blurred interdependency of the position and the person, raise a host of fascinating issues to consider. Not the least of these are morale and satisfaction of the superintendency. (p. 20)

Summary

This review of the literature has attempted to cover some of the major theories of job satisfaction, studies related to job satisfaction in general and in the field of education, and selected studies of superintendents' job satisfaction.

The review of the literature and research revealed that most research dealing with educational job satisfaction has focused on teachers and principals. The study of job satisfaction of superintendents has been a low priority.

Additional study is needed in the area of job satisfaction of superintendents as well as the relationship of variables of gender, age, district size, highest degree attained, tenure status, years of experience to superintendents' job satisfaction.

Chapter III

METHODOLOGY

This purpose of this study was to investigate the levels of job satisfaction of public school superintendents in urban districts in the state of New Jersey.

Additionally, this study investigated the relationship of age, years of experience, degree attainment, gender, tenure and district size to superintendent's general satisfaction, extrinsic job satisfaction, and intrinsic job satisfaction.

Chapter III contains descriptions of the sample population, the procedure used for data collection, the instrumentation and data analysis.

Population

The population of this study was comprised of all the urban superintendents serving in the State of New Jersey in the 1998-1999 school year. The total number of superintendents was 63. The source of the sample was a list of all New Jersey urban superintendents provided by the New Jersey Urban Superintendent Association.

Procedure

The investigator mailed every urban superintendent in the state of New Jersey, on March 5, 1999, a packet containing a cover letter, a numbered demographic survey, a numbered questionnaire, and a stamped, self-addressed return envelope.

The cover letter (see Appendix A) was designed to seek voluntary cooperation from the respondent. It explained the purpose and nature of the study, identified the university the researcher is associated with, and provided instruction for the completion and return of the requested information. Further, the cover letter indicated assurance that all responses would be kept confidential and that no superintendent would be identified in the study.

The demographic survey (see Appendix B) contained information regarding the respondent's gender, age, highest degree attained, number of years as a superintendent, tenure status, and size of school district. At the bottom of the demographic survey was a box for the respondent to check if they wished to have a copy of the study.

On March 20, 1999, a follow-up mailing was sent to those urban superintendents who did not respond to the initial mailing.

Approval to conduct the study was obtained from Seton Hall University's Institutional Review Board (see Appendix E). Additionally, endorsement of the study was provided by the New Jersey Urban Schools Superintendents Association (see Appendix F).

Instrumentation

Several instruments which measured job satisfaction were examined.

Furey (1982) developed the Job Satisfaction Questionnaire (JSQ). This questionnaire uses a 30 item Likert scale of 1 to 5 measuring motivation and hygiene factors based on Herzberg's classification. A score of 1 indicated completely dissatisfied; a score of 5 indicated complete satisfaction. While the JSQ supports Herzberg's Dual-Factor Theory, there are no normative data.

Hackman and Oldham (1975) designed the Job Diagnostic Survey (JDS) focusing in on job design and recommendations for job re-design in order to lead to improved employee motivation. While the JDS has a high reliability value (.88) and possesses generally acceptable validity, there is no normative base.

Smith, Kendall and Hulin (1969) developed a series of short job statements as part of the Job Descriptive Index (JDI). To measure job satisfaction, six specific areas were used: (a) work, (b) supervision, (c) co-workers, (d) pay, (e) promotion opportunity, and (f) the overall job environment. The JDI has high reliability and design simplicity. By asking respondents to describe their work, it is highly job-referent as opposed to self-referent.

Cochran (1976) designed a 75-item California School Superintendents' Opinionnaire to measure school superintendents' job satisfaction. The opinionnaire provides satisfaction sub-scale scores in seven categories: (a) rapport with the school board, (b) personal satisfaction with the superintendency, (c) salary, (d) workload, (e) status, (f) community relations, and (g) professional relationships.

The author's conclusions indicated that the sub-scales were not particularly informative.

The Minnesota Satisfaction Questionnaire (MSQ), short form, was chosen for this study to measure superintendents' overall job satisfaction, intrinsic satisfaction; and extrinsic satisfaction (see Appendix C). The MSQ has been used far more frequently than those instruments mentioned above over the last thirty years. Initially reviewed in Buross (1972), no other instrument is mentioned by Buross for measuring job satisfaction.

Approval to use the revised version of the MSQ was obtained from the University of Minnesota, Department of Psychology, Vocational Psychology Research (see Appendix D).

The MSQ is a paper and pencil inventory and is gender neutral. It requires approximately ten minutes to complete. The twenty items, which are used to measure intrinsic job satisfaction, extrinsic job satisfaction, and general job satisfaction, are as follows:

Intrinsic Satisfaction

1. Ability utilization: The chance to do something that makes use of my abilities.
2. Achievement: The feeling of accomplishment I get from the job.
3. Activity: Being able to keep busy.
4. Advancement: The chance for advancement on this job.
5. Compensation: My pay and the amount of work I do.

6. Co-workers: The way my co-workers get along with each other.
7. Creativity: The chance to try my own methods of doing the job.
8. Independence: The chance to work alone on the job.
9. Moral values: Being able to do things that don't go against my conscience.
10. Social service: The chance to do things for other people.
11. Social status: The chance to be somebody in the community.
12. Working conditions: The working conditions.

Extrinsic Satisfaction

1. Authority: The chance to tell other people what to do.
2. Company policies and practices: The way company policy and practices are put into practice.
3. Recognition: The praise I get for doing a good job.
4. Responsibility: The freedom to use my own judgement.
5. Security: The way my job provides for steady employment.
6. Variety: The chance to do different things from time to time.

General Satisfaction

1. Supervision – human relations: The way my boss handles his/her employees.
2. Supervision– technical: The competence of my supervisor in making decisions.

3. The addition of all items from the intrinsic and extrinsic scales listed above.

These twenty job satisfaction statements have been included in numerous other studies of job satisfaction in education. Among these were the Brown (1978) and Whitsell (1987) studies with superintendents; the Priskett (1988), Schmet (1976), Smith (1976), Hull (1974), and Weiss (1968) studies with principals; and the Schaefer (1982), Parker (1974) and Bledsoe & Hayward (1981) studies with teachers.

The MSQ short form provides three subscores: (a) Intrinsic job satisfaction, (b) extrinsic job satisfaction, and (c) general job satisfaction. The extrinsic subscore is a measure of job satisfaction with the work environment. The intrinsic subscore is a measure of job satisfaction with the work itself. The general satisfaction subscore is a measure of the work and the environment based on the intrinsic items, the extrinsic items and two general items (Weiss, Davis, England, & Loftquist 1977).

The MSQ short form has high reliability coefficient ranging from .87 to .92. The general satisfaction scores yielded coefficient of .89 in test-retest correlation over a one-week period and .70 over a one-year period. The median reliability coefficient for intrinsic satisfaction is .86, for extrinsic satisfaction is .80, and for general satisfaction is .90.

Data for the validity of the MSQ short form was accumulated over the last thirty years as a result of studies on work adjustment theory and studies of differences in occupational groups.

Data Analysis

Responses to the MSG questionnaire items were analyzed in order to determine individual item scores, a general satisfaction score, an intrinsic satisfaction score and an extrinsic satisfaction score. Responses to the individual questions ranged from a high of 5 to a low of 1. Mean scores and standard deviations were compiled. Using Pearson product moment correlation coefficients, the data was further analyzed to determine the relationship of age, years of experience as a superintendent, and district size to general satisfaction, to intrinsic satisfaction and to extrinsic satisfaction. T-tests were used to determine the relationship between tenure, highest degree held, gender, and job satisfaction.

Finally, multiple regression procedures were used to determine if combinations of the independent variables showed a significant relationship to job satisfaction.

Summary

This study was an investigation of the job satisfaction of public school urban superintendents in New Jersey and the relationship of age, years of experience, degree attainment, gender, tenure, and size of district to job satisfaction. Data were

collected from New Jersey public school urban superintendents during the 1998-1999 school year using the short form of the Minnesota Satisfaction Questionnaire. Data were analyzed using descriptive statistics, Pearson product moment correlation coefficients, t-tests, and multiple regression analysis.

Chapter IV

ANALYSIS OF THE DATA

As was stated in Chapter I, the purpose of the study was to determine the overall job satisfaction of public school superintendents in New Jersey in urban districts and the level of intrinsic and extrinsic satisfaction.

Additional purposes of the study were to determine the relationship of selected factors of age, years of experience, degree attainment, gender, tenure, and district size to job satisfaction.

This chapter presents the results of the statistical analysis of the data collected in the study. The chapter begins with a presentation of the basic descriptive statistics on the demographic variables and the scales of the Minnesota Satisfaction Questionnaire. This is followed by the analysis of each research question.

Demographics and the MSQ

All 63 urban superintendents were surveyed. Responses were received from 61 for a 97% response rate.

Data was collected on the participants' gender, age, educational levels, years of experience as a superintendent, tenure status, and the size of the district in which they are employed. Frequency distributions, and means and standard deviations are presented on these variables.

Age

Sixty-one superintendents were the participants in this study, of which 50 (81.9%) were males and 11 (18.1%) were females. A frequency distribution on their age is presented in Table 1. The participants' ages ranged from a low of 41 years old ($n = 1$, 1.7%) to a high of 72 years old ($n = 1$, 1.7%). The mean age was 53.62 years old with a standard deviation of 5.40 years. One survey was returned with the section on age not filled in.

Table 1

Distribution of School Superintendents by Age

Age	n	%	Cumulative %
41	1	1.7	1.7
42	1	1.7	3.3
45	1	1.7	5.0
47	1	1.7	6.7
48	2	3.3	10.0
49	3	5.0	15.0
50	8	13.3	28.3
51	7	11.7	40.0
52	6	10.0	50.0
53	4	6.7	56.7
54	3	5.0	61.7
55	3	5.0	66.7
56	4	6.7	73.3
57	4	6.7	80.0
58	2	3.3	83.3
59	1	1.7	85.0
60	5	8.3	93.3
63	1	1.7	95.0
64	1	1.7	96.7
65	1	1.7	98.3
72	<u>1</u>	<u>1.7</u>	100.0
Total	60	100.0	

Education Level

A frequency distribution on the participants' education levels is presented in Table 2. The participants represent a highly educated group, with 27 (44.3%) having Masters' degrees and more than one half of the group, 34 (55.7%) having attained doctoral degrees.

Table 2

Distribution of School Superintendents by Highest Degree Attained

Degree	n	%
Masters	27	44.3
Doctorate	34	55.7
Total	61	100.0

Years of Experience

A frequency distribution on the participants' years of experience as a superintendent is presented in Table 3. Years of experience as a superintendent ranged from 1 year ($n = 6$, 9.8%) to 25 years ($n = 2$, 3.3%). The mean was 8.05 years of experience with a standard deviation of 6.13 years. While considerable range does exist on this variable (e.g., 1 to 25 years) the participants clustered at the lower end of the range, with 49.2% of the participants having 6 or less years of experience. Also, nearly 10% ($n = 63$) of the sample had only 1 year of experience.

Table 3

Distribution of School Superintendents by Years of Experience as a Superintendent

Years of Experience	n	%	Cumulative %
1	6	9.8	9.8
2	5	8.2	18.0
3	3	4.9	23.0
4	9	14.8	37.7
5	3	4.9	42.6
6	4	6.6	49.2
7	3	4.9	54.1
8	7	11.5	65.6
9	2	3.3	68.9
10	4	6.6	75.4
12	1	1.6	77.0
13	3	4.9	82.0
14	1	1.6	83.6
15	2	3.3	86.9
16	1	1.6	88.5
17	2	3.3	91.8
18	1	1.6	93.4
20	1	1.6	95.1
23	1	1.6	96.7
25	<u>2</u>	<u>3.3</u>	100.0
Total	61	100.0	

Tenure Status

Table 4 presents a frequency distribution on tenure status. Only 14 participants (23.0%) had tenure and 47 participants (77.0%) did not.

Table 4

Distribution of School Superintendents by Tenure Status

Tenure	n	%
Yes	14	23.0
No	<u>47</u>	<u>77.0</u>
Total	61	100.0

Size of District

A frequency distribution on size of the district in which the superintendents are employed is presented in Table 5. District size ranged from 1,027 to 43,924. The mean district size was 7,041.05 with a standard deviation of 7,432.44. While some subjects are employed in very large districts, most (59%) worked in districts of 5,999 or less.

Table 5

Distribution of School Superintendents by District Size

Size	n	%	Cumulative %
1,000 - 1,999	10	16.4	16.4
2,000 - 2,999	7	11.5	27.9
3,000 - 3,999	8	13.1	41.0
4,000 - 4,999	3	4.9	45.9
5,000 - 5,999	8	13.1	59.0
6,000 - 6,999	4	6.6	65.6
7,000 - 7,999	5	8.2	73.8
8,000 - 8,999	3	4.9	78.7
9,000 - 9,999	2	3.3	82.0
10,000 - 10,999	2	3.3	85.0
11,000 - 11,999	0	0.0	85.0
12,000 - 12,999	3	4.9	90.2
13,000 - 13,999	1	1.6	91.8
14,000 - 14,999	0	0.0	91.8
15,000 - 15,999	0	0.0	91.8
16,000 - 16,999	0	0.0	91.8
17,000 - 17,999	0	0.0	91.8
18,000 - 18,999	0	0.0	91.8
19,000 - 19,999	2	3.3	95.1
20,000 - >	<u>3</u>	<u>4.9</u>	100.0
Total	61	100.0	

Job Satisfaction Data from the MSQ

The data from the Minnesota Satisfaction Questionnaire was analyzed to determine an intrinsic score, an extrinsic score, and a general job satisfaction score.

Superintendents responded to a five point scale indicating that a score of 1 meant not satisfied, 2 meant only slightly satisfied, 3 meant satisfied, 4 meant very satisfied, and 5 meant extremely satisfied.

Intrinsic Satisfaction

The frequency distribution (Table 6) on intrinsic satisfaction shows that scores ranged from a low of 32 to a high score of 60. Since this scale consists of 12 questions, the possible range is from 12 to 60. The mean for intrinsic satisfaction was 49.92 with a standard deviation of 5.62.

Table 6

Distribution of Intrinsic Satisfaction Scores

Intrinsic Score	n	%	Cumulative %
32	1	1.6	1.6
35	1	1.6	3.3
39	1	1.6	4.9
41	2	3.3	8.2
42	2	3.3	11.5
43	1	1.6	13.1
44	1	1.6	14.8
45	1	1.6	16.4
46	3	4.9	21.3
47	2	3.3	24.6
48	5	8.2	32.8
49	7	11.5	44.3
50	3	4.9	49.2
51	7	11.5	60.7
52	5	8.2	68.9
53	2	3.3	72.1
54	4	6.6	78.7
55	4	6.6	85.2
56	4	6.6	91.8
57	1	1.3	93.4
58	2	3.3	96.7
60	<u>2</u>	<u>3.3</u>	100.0
Total	61	100.0	

Extrinsic Satisfaction

The distribution of extrinsic satisfaction scores (Table 7) ranged from 11 to 29. With 6 questions, scores for this scale could range from 6 to 30. The mean extrinsic satisfaction score was 20.59 with a standard deviation of 4.26.

Table 7

Distribution of Extrinsic Satisfaction Scores

Extrinsic Score	<u>n</u>	%	Cumulative %
11	1	1.6	1.6
12	1	1.6	3.3
13	1	1.6	4.9
15	1	1.6	6.6
16	7	11.5	18.0
17	6	9.8	27.9
18	5	8.2	36.1
19	5	8.2	44.3
20	4	6.6	50.8
21	4	6.6	57.4
22	6	9.8	67.2
23	2	3.3	70.5
24	6	9.8	80.3
25	4	6.6	86.9
26	2	3.3	90.2
27	1	1.6	91.8
28	4	6.6	98.4
29	<u>1</u>	<u>1.6</u>	100.0
Total	61	100.0	

General Satisfaction

The distribution of general satisfaction scores (Table 8) ranged from 48 to 98. With 20 questions, possible scores ranged from 20 to 100. The mean general satisfaction score was 70.51 with a standard deviation of 9.29.

Table 8

Distribution of General Satisfaction Scores

General Score	<u>n</u>	%	Cumulative %
48	1	1.6	1.6
56	2	3.3	4.9
58	1	1.6	6.6
65	2	3.3	9.8
66	1	1.6	11.5
67	3	4.9	16.4
68	1	1.6	18.0
69	1	1.6	19.7
70	1	1.6	21.3
71	1	1.6	23.0
73	1	1.6	24.6
74	5	8.2	32.8
75	6	9.8	42.6
76	2	3.3	45.9
77	1	1.6	47.5
79	2	3.3	50.8
80	4	6.6	57.4
81	1	1.6	59.0
82	2	3.3	62.3
83	4	6.6	68.9
84	3	4.9	73.8
85	2	3.3	77.0
86	1	1.6	78.7
87	1	1.6	80.3
88	2	3.3	83.6
89	2	3.3	86.9
90	1	1.6	88.5
91	3	4.9	93.4
92	1	1.6	95.1
93	1	1.6	96.7
95	1	1.6	98.4
98	<u>1</u>	<u>1.6</u>	100.0
Total	61	100.0	

Research Questions

1. What is the general level of job satisfaction of urban public school superintendents in New Jersey?

The frequency distribution on general satisfaction scores in Table 8 indicates a median score of 78. With possible scores ranging from 20 to 100. These results demonstrate that the participants' scores tended toward the high end of the range, indicating a positive view of their satisfaction level with their positions. This is further supported by the general satisfaction mean of 70.51. By reducing this mean to the 5 point scale on which the questions were rated, an overall mean of 3.53 was found which indicates a satisfaction level that falls between satisfied ("This aspect of my job is what I would like it to be") and very satisfied ("This aspect of my job is even better than I expected it to be"). As a result of these findings, we can conclude that general job satisfaction of urban public school superintendents in New Jersey is positive.

2. What is the level of intrinsic job satisfaction of urban public school superintendents in New Jersey?

The frequency distribution on intrinsic satisfaction scores in Table 6 indicates a median score of 50. With possible scores ranging from 12 to 60, these results demonstrate that the participants' scores were in the high end of the range, indicating a positive view of their intrinsic satisfaction level with their positions. This is further supported by the intrinsic satisfaction mean of 49.92. By reducing this mean to the 5 point scale on which the questions were rated, an overall mean of

4.16 was found which indicates a satisfaction level of very satisfied ("This aspect of my job is even better than I expected it to be"). As a result of these findings, we can conclude that intrinsic job satisfaction in superintendents of urban public schools in New Jersey is high.

3. What is the level of extrinsic job satisfaction of urban public school superintendents in New Jersey?

The frequency distribution on extrinsic satisfaction scores in Table 7 indicates a median score of 20. With possible scores ranging from 6 to 30, these results demonstrate that the participants' scores tended to be in the high end of the range, indicating a positive view of their satisfaction level with their positions. This is further supported by the extrinsic satisfaction mean of 20.59. By reducing this mean to the 5 point scale on which the questions were rated, an overall mean of 343 was found which indicates a satisfaction level that falls between satisfied ("This aspect of my job is what I would like it to be") and very satisfied ("This aspect of my job is even better than I expected it to be"). As a result of these findings, we can conclude that extrinsic job satisfaction in superintendents of urban public schools in New Jersey is positive.

As a result of the analyses conducted on the intrinsic, extrinsic, and general job satisfaction scales, it is clear that the superintendents presented a positive view of their level of job satisfaction in their positions. They reported they were very satisfied with the intrinsic factors and satisfied with the extrinsic factors.

To assist in identifying those aspects of their positions in which the superintendents were most and least satisfied, the means and standard deviations on each question were computed and presented in rank order. These results are presented in Table 9. The results for intrinsic satisfaction indicate that the mean for each question was above 3.5, and 8 of the 12 questions that compose this scale had means above 4. These results suggest that the superintendents were very satisfied with the intrinsic aspects of their positions. They were the most satisfied with social service: the chance to do things for other people (Q9); ability utilization: the chance to do something that makes use of their abilities (Q11); variety: the chance to do different things from time to time (Q3); activity: being able to keep busy all the time (Q1); responsibility: the freedom to use their own judgement (Q15); creativity: the freedom to try their own methods to do the job (Q16); achievement: the feeling of accomplishment they get from the job (Q20); and social status: the chance to be somebody in the community (Q4).

For the extrinsic aspects, the superintendents responses ranged from satisfied to midway between satisfied and very satisfied. They were most satisfied with policies and practices: the way policies are put into practice (Q12); advancement: the chances for advancement (Q14); and compensation: the pay and the amount of work they do (Q13).

Table 9

Means and Standard Deviations on Intrinsic and Extrinsic Questions

Question/ Content	<u>M</u>	<u>SD</u>
Intrinsic		
Q 9. The chance to do for other people	4.64	.52
Q11. The chance to use abilities	4.51	.79
Q 3. The chance to do different things	4.43	.87
Q 1. Being able to keep busy	4.34	.98
Q15. Freedom to use judgement	4.28	.97
Q16. Chance to try own methods	4.25	.91
Q20. Feeling of accomplishment	4.23	.86
Q 4. The chance to be somebody	4.16	.76
Q 7. Do things that don't go against my conscience	3.97	.98
Q 8. The way the job provides steady employment	3.74	1.20
Q10. The chance to tell what to do	3.72	.79
Q 2. The chance to work alone	3.66	.89
Extrinsic		
Q12. The way policies are practiced	3.56	.98
Q14. The chances for advancement	3.56	.96
Q13. The amount of work	3.49	1.12
Q19. The praise for doing a good job	3.43	1.18
Q 5. The way my boss handles workers	3.28	1.00
Q 6. Competence of my superior	3.28	1.03

4. What is the relationship between district size and job satisfaction of urban public school superintendents in New Jersey?

Pearson correlations coefficients were computed to examine the relationship between district size and intrinsic, extrinsic, and general job satisfaction. These results, presented in Table 10, indicate that no significant relationship exists between district size and intrinsic satisfaction ($r = .02$, $p = .88$), extrinsic satisfaction ($r = .04$, $p = .74$), and general job satisfaction ($r = .02$, $p = .88$). As a result of these findings, we can conclude that job satisfaction was not significantly related to district size.

5. What is the relationship between age and job satisfaction of urban public school superintendents in New Jersey?

Pearson correlation coefficients were computed to examine the relationship between age and intrinsic, extrinsic, and general job satisfaction. The results, presented in Table 10 indicate that no significant relationship exists between age and intrinsic satisfaction ($r = -.05$, $p = .69$), extrinsic satisfaction ($r = .03$, $p = .82$), and general satisfaction ($r = -.01$, $p = .91$). As a result of these findings we can conclude that job satisfaction was not significantly related to age.

Table 10

Pearson Correlation Coefficients Between Job Satisfaction, Age, Years of Experience, and District Size

Variable	Intrinsic	Extrinsic	General
Age	-.05	.03	-.01
Years Experience	.12	.08	.11
Size	.02	.04	.02

6. What is the relationship between gender and job satisfaction of urban public school superintendents in New Jersey?

To analyze this research question, t-tests were used to compare the male and female superintendents on job satisfaction. These results are presented in Table 11. The results for intrinsic satisfaction indicate that no significant differences were found between the male and female participants on this scale ($t(59) = 1.68, p = .09$). The intrinsic mean of 49.36 for the males was not significantly different from the mean of 52.45 for the females.

The results for extrinsic satisfaction indicate no significant differences for the males and females ($t(59) = .66, p = .51$). The extrinsic satisfaction mean of 20.42 for the males was not significantly different from the mean of 21.36 for the females.

The results for general job satisfaction indicate that no significant differences were found between the males and females ($t(59) = 1.31, p = .19$). The mean of 69.78 for the males was not significantly different from the mean of 73.81 for the females.

As a result of these findings, we can conclude that males and females did not significantly differ on levels of job satisfaction.

Table 11

T-Tests Comparing Males and Females on Job Satisfaction

Satisfaction Variable	Gender	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	Significance
Intrinsic	Male	49.36	5.67	1.68	59	.09
	Female	52.45	4.78			
Extrinsic	Male	20.42	4.34	.66	59	.51
	Female	21.36	3.93			
General	Male	69.78	9.47	1.31	59	.19
	Female	73.81	7.93			

7. What is the relationship between degree attainment and job satisfaction of urban public school superintendents in New Jersey?

To analyze this research question, t-tests were used to compare the masters and doctoral level superintendents on job satisfaction. These results are presented in Table 12. The results for intrinsic satisfaction indicate that no significant differences were found between the masters and doctoral level participants on this scale ($t(59) = .24, p = .81$). The intrinsic mean of 50.11 for the masters level participants was not significantly different from the mean of 49.76 for the doctoral level participants.

The results for extrinsic satisfaction indicate no significant differences for the masters and doctoral level participants ($t(59) = .36, p = .71$). The extrinsic satisfaction mean of 20.81 for the masters level participants was not significantly different from the mean of 20.41 for the doctoral level participants.

The results for general job satisfaction indicate that no significant differences were found between the masters and doctoral level participants ($t(59) = .31, p = .75$). The mean of 70.92 for the masters level participants was not significantly different from the mean of 70.17 for the doctoral level participants.

As a result of these findings, we can conclude that masters and doctoral level participants did not significantly differ on levels of job satisfaction.

Table 12

T-Tests Comparing Masters and Doctoral Level Superintendents on Job Satisfaction

Satisfaction Variable	Education Level	<u>M</u>	<u>SD</u>	<u>t</u>	<u>df</u>	Significance
Intrinsic	Masters	50.11	4.75	.24	59	.81
	Doctorate	49.76	6.28			
Extrinsic	Masters	20.81	3.94	.36	59	.71
	Doctorate	20.41	4.54			
General	Masters	70.92	8.12	.31	59	.75
	Doctorate	70.17	10.22			

8. What is the relationship between years of experience and job satisfaction of urban public school superintendents in New Jersey?

Pearson correlation coefficients were computed to examine the relationship between years of experience and intrinsic, extrinsic, and general job satisfaction. The results, presented in table 10, indicated that no significant relationship exists between years of experience and intrinsic satisfaction ($r = .12$, $p = .33$), extrinsic satisfaction ($r = .08$, $p = .53$), and general satisfaction ($r = .11$, $p = .39$). As a result of these findings we can conclude that job satisfaction was not related to years of experience.

9. What is the relationship between tenure and job satisfaction of urban public school superintendents in New Jersey?

To analyze this research question, t-tests were used to compare the tenured and non-tenured participants on job satisfaction. These results are presented in Table 13. The results for intrinsic satisfaction indicate that a significant difference was found between the tenured and non-tenured participants on this scale ($t(59) = 2.19$, $p < .05$). The intrinsic mean of 52.71 for the tenured participants was significantly higher than the mean of 49.08 for the non-tenured participants.

The results for extrinsic satisfaction indicate that a significant difference was found between the tenured and non-tenured participants ($t(59) = 2.03$, $p < .05$). The extrinsic satisfaction mean of 22.57 for the tenured participants was significantly higher than the mean of 20.00 for the non-tenured participants.

As a result of these findings, we can conclude that the tenured participants indicated a significantly higher level of job satisfaction than the non-tenured subjects.

Table 13

T-Tests Comparing Tenured and Non-tenured Superintendents on Job Satisfaction

Variable	Status	<u>M</u>	<u>SD</u>	t	df	Significance
Intrinsic	Tenure	52.71	3.81	2.19	59	.03
	Non-Tenure	49.08	5.82			
Extrinsic	Tenure	22.57	3.87	2.03	59	.04
	Non-Tenure	20.00	4.22			
General	Tenure	75.28	7.32	2.27	59	.02
	Non-Tenure	69.08	9.39			

The analyses conducted to examine research questions 4 through 9 were univariate analyses, essentially analyzing the relationship between the job satisfaction variables and the demographic variables, one at a time. However, multivariate relationships may exist between the variables which would not have been identified with univariate analyses. As a result, multiple regression analyses were conducted to determine if multivariate relationships existed between the demographic variables and job satisfaction.

Multiple regression analysis is the statistical technique used to assess the relationship between a dependent variable and several independent variables. The method utilized was stepwise multiple regression where the first variable entered into the regression equation is that which demonstrates the strongest relationship with the dependent variable. After the first variable is entered, the remaining variables are scanned to determine which, if any, are capable of making a significant increase in the multiple correlation between the dependent variable and the variables in the equation. If a variable meets this condition, it is added to the equation and the remaining variables are scanned again, repeating the process until either all variables are entered or the remaining variables do not result in a significant increase in the multiple correlation.

The multiple regression results for intrinsic, extrinsic, and general job satisfaction are presented in Table 14. The stepwise multiple regression analysis results for intrinsic satisfaction shows that tenure entered on the first step

[$F(1, 59) = 4.78, p = .03$] which indicates that a significant relationship exists between tenure and intrinsic satisfaction. A correlation of .27 was found. No additional variables were entered into the equation, which indicates that age, district size, gender, degree attainment, and years of experience were not capable of accounting for additional variance in intrinsic satisfaction that was not already explained by tenure. Stepwise processing stopped at this point. As a result, we can conclude that tenure status is the variable most related to intrinsic satisfaction, and age, district size, gender, degree attainment, and years of experience did not enhance the relationship already established.

The stepwise multiple regression analysis results for extrinsic satisfaction shows that tenure entered on the first step [$F(1, 59) = 4.13, p = .04$] which indicates that a significant relationship exists between tenure and intrinsic satisfaction. A correlation of .25 was found. No additional variables were entered into the equation, which indicates that age, district size, gender, degree attainment, and years of experience were not capable of accounting for additional variance in extrinsic satisfaction that was not already explained by tenure. Stepwise processing stopped at this point. As a result, we can conclude that tenure status is the variable most related to extrinsic satisfaction, and age, district size, gender, degree attainment, and years of experience did not enhance the relationship already established.

The stepwise multiple regression analysis results for general job satisfaction shows that tenure entered on the first step [$F(1, 59) = 5.13, p = .02$] which

indicates that a significant relationship exists between tenure and general job satisfaction. A correlation of .27 was found. No additional variables were entered into the equation, which indicates that age, district size, gender, degree attainment, and years of experience were not capable of accounting for additional variance in general job satisfaction that was not already explained by tenure. Stepwise processing stopped at this point. As a result, we can conclude that tenure is the variable most related to general job satisfaction, and age, district size, gender, degree attainment, and years of experience did not enhance the relationship already established.

Table 14

Stepwise Multiple Regression Analysis for Intrinsic, Extrinsic, and General Satisfaction

Variable	Step	F	df	Significance	R	R ²
Intrinsic	1 Tenure	4.78	1,59	.03	.27	.07
Extrinsic	1 Tenure	4.13	1,59	.04	.25	.06
General	1 Tenure	5.13	1,59	.02	.28	.08

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the level of general satisfaction, intrinsic satisfaction, and extrinsic satisfaction that urban superintendents in New Jersey find in their work. It was also to determine the relationship of age, years of experience as a superintendent, degree attainment, gender, district size, and tenure to job satisfaction. Nine research questions were asked:

1. What is the general level of job satisfaction of urban public school superintendents in New Jersey?
2. What is the level of intrinsic job satisfaction of urban public school superintendents in New Jersey?
3. What is the level of extrinsic job satisfaction of urban public school superintendents in New Jersey?
4. What is the relationship between district size and job satisfaction of urban public school superintendents in New Jersey?
5. What is the relationship between age and job satisfaction of urban public school superintendents in New Jersey?

6. What is the relationship between gender and job satisfaction of urban public school superintendents in New Jersey?
7. What is the relationship between degree attainment and job satisfaction of urban public school superintendents in New Jersey?
8. What is the relationship between years of experience and job satisfaction of urban public school superintendents in New Jersey?
9. What is the relationship between tenure and job satisfaction of urban public school superintendents in New Jersey?

In order to address the research questions, the Minnesota Satisfaction Questionnaire short form was mailed to all urban superintendents in New Jersey. Ninety-seven percent ($n = 61$) of the urban superintendents responded.

The data was analyzed in order to determine individual item scores, a general satisfaction score, an intrinsic satisfaction score, and an extrinsic satisfaction score. Responses to the individual questions ranged from high to low. Mean scores and standard deviations were compiled. Pearson product moment correlation was used to determine the relationship between intrinsic, extrinsic, and general job satisfaction, as well as age, years of experience, and district size. T-tests were used to determine the significance of difference between means for tenure, higher attainment, and gender. Multiple regression was used to determine the ability of the variables to predict job satisfaction.

The job satisfiers surveyed by the Minnesota Satisfaction Questionnaire were: (a) social service, (b) moral values, (c) achievement, (d) responsibility, (e)

creativity, (f) ability utilization, (g) working conditions, (h) vanity, (i) co-workers, (j) authority, (k) social status, (l) policies and practices, (m) activity, (n) security, (o) human relations, (p) independence, (q) advancement, (r) recognition, (s) compensation, and (t) technical.

Conclusions

Demographic Data

1. The mean age for urban superintendents in New Jersey is 53.62 years. While the range in ages was from 41 years old to 72 years old; it is interesting to note that 15.1% ($n = 63$) of the urban superintendents are 60 or older and 71.79% ($n = 63$) fall into the 50-60 year old range. The nature of this distribution suggests that there will be a need for an influx of new, younger superintendents over the next ten years or so.
2. While the minimum requirement in New Jersey for the position of superintendent is a master's degree attainment, more than half of the urban superintendents (55.7%) possess doctoral degrees indicating that the urban superintendents are a highly educated group, the majority of whom possess more than the minimum requirement for the position of superintendent.
3. While the mean score for years of experience was 8.05 years, over one-half ($n = 63$, 54.1%) of the urban superintendents have 7 or less years of experience with nearly 10% ($n = 63$) having only 1 year of experience. The nature

of this distribution suggests a large addition of new administrators to the superintendency in the last six years.

4. Over three-fourths of the urban superintendents are without tenure.

This percentage indicates that since tenure was abolished by the New Jersey State Regulations in 1991, three-fourths of the superintendents' positions turned over.

5. More than half of the urban superintendents ($n = 63$, 59%) works in districts with less than 6,000 pupils.

The demographic data portrays the typical urban superintendent in New Jersey is likely be a male in his fifties, possessing a doctorate with less than seven years experience as a superintendent, and in a district with less than 6,000 pupils.

Job Satisfaction

1. Urban school superintendents are generally satisfied with their jobs as indicated by a mean general satisfaction score of 70.51 given a possible score range from 20 to 100 and a median score of 78 (Table 8). When reduced to the 5-point Likert scale, this conclusion is also supported by the mean score of 3.53 which indicates a satisfaction level falling between satisfied and very satisfied.

2. With possible scores ranging from 12 to 60 (Table 6), the median score of 50 indicates that New Jersey urban superintendents' intrinsic job level satisfaction is high. When broken down to the 5-point Likert scale, this conclusion is also supported by the mean score of 4.16 or very satisfied.

3. Urban superintendents in New Jersey are satisfied with the extrinsic job aspects of their position. With a median score of 20 on a scale of scores

ranging from 6 to 30, urban superintendents' scores were in the high end of the scale (Table 7). Further, when reducing the extrinsic satisfaction mean of 20.59 to the 5-point Likert scale, a mean of 3.43 emerges indicating an intrinsic satisfaction level falling between satisfied and very satisfied.

4. Superintendents were most satisfied with the chance to do things for other people, the chance to do something that makes use of their abilities, the chance to do different things, being able to keep busy, the freedom to use their own judgement, the chance to try their own methods to do the job, the feeling of accomplishment, and the chance to be somebody in the community (Table 9). This level of response indicates an orientation toward intrinsic motivating factors. Such an orientation is good for the well being of a school district. Superintendents who are primarily oriented toward motivation factors may be expected to show a higher tolerance for adverse environmental circumstances in their job (Hertzberg, 1966). The intrinsic oriented superintendent may also be expected to show a strong interest in the quality of his work.

5. Urban superintendents in New Jersey were less satisfied with the extrinsic factors of the way policies are practiced, the chances for advancement, the amount of work, and the praise for doing a good job (Table 9).

6. The job satisfaction of the urban superintendent in New Jersey was not significantly related to size of the school district (Table 10).

7. The job satisfaction of the urban superintendent in New Jersey was not significantly related to the age of the superintendent (Table 10).

8. The job satisfaction of the urban superintendent in New Jersey was not significantly related to gender of the superintendent (Table 10).

9. The job satisfaction of the urban superintendent in New Jersey was not significantly related to the level of education, either master's level or doctoral level (Table 12).

10. The job satisfaction of the urban superintendent in New Jersey was not significantly related to years of experience as a superintendent (Table 10).

11. The job satisfaction of urban superintendents in New Jersey was significantly related to tenure (Table 13). Tenured urban superintendents indicated a significantly higher level of job satisfaction than non-tenured urban superintendents on all levels of job satisfaction: (a) general ($p = .02$), (b) intrinsic ($p = .03$), and (c) extrinsic ($p = .04$).

12. Multiple regression analyses to determine if a significant relationship exists between combinations of the demographic variables of age, gender, highest degree attained, size of district, years of experience, tenure and job satisfaction showed that only tenure status achieved a significant relationship to job satisfaction. The addition of age, gender, highest degree attained, size of district, and years of experience did not enhance the relationship already established by tenure status (Table 14).

Implications

The conclusions of this study were, for the most part, encouraging for urban education in New Jersey. Superintendents reported degrees of satisfaction from satisfied to very satisfied with all aspects of their job except tenure. All the intrinsic factors of social service, ability utilization, variety, responsibility, creativity, achievement, and social status were rated in the very satisfied range.

The superintendent assumes many different roles. They have responsibility for curriculum development, staff development, and budgeting, as well as personnel. Today, superintendents' roles are changing from superintendents of schools to a much broader definition; they are not only in charge of a district but responsible for the complete learning process from before school child care to after school programs. The specialist or even the traditionalist may not be well equipped for the job. This study suggests that the superintendent who views himself or herself as a generalist rather than a specialist would likely to be satisfied on the job.

This study also suggests that the factors which lead to superintendent job satisfaction do not necessarily add an additional financial burden to a school district. The intrinsic satisfiers of doing for other people using one's abilities, doing different things, keeping busy, being free to use one's judgement and try one's own methods, coupled with feelings of accomplishment are all factors which can be enhanced through non-fiscal means.

The lack of significant correlation of job satisfaction with any of the demographic variables, other than tenure, which were analyzed individually and in

combination, suggests that these factors are not serious sources of satisfaction or dissatisfaction in urban superintendents in New Jersey. Altering these factors would not suggest a greater or lesser sense of job satisfaction in the urban superintendent.

This study also suggests that, as in other fields, the superintendent can be in conflict with his or her superiors. The lowest ranked extrinsic variable was the "competence of my superior." It is understandable that superintendents are not always satisfied with their superiors (i.e., the Board of Education) who may have a tendency to usurp the superintendent's domain through attempts at micro-management. The school superintendent will have a higher degree of satisfaction when the superintendent and the school board are in harmony. School boards must find a way to nurture and support their leaders.

The fact that tenure is a predictor of job satisfaction of urban superintendents in New Jersey suggests that removing tenure from the superintendency and no other position, from teacher to principal to assistant superintendent, has had a deleterious effect on the superintendent and urban education in general. While the concept of tenure may lack a sense of public legitimacy today, divesting the school district's most politically vulnerable position of tenure – whose very existence was designed to offer protection from the whim of political intrusion – under the guise of public management reform is a philosophical contradiction.

superintendent population have turned over in the last six years. The life expectancy on the job of an urban superintendent is 2.5 years. Retired superintendents are being called back to active duty as "interims." Professionals in fields other than education are being sought for the superintendency. Boards of education are paying more to retain their superintendent through perks and other lucrative contracts.

The inference must be raised, then, about the impact of the tenure factor on education. School reform demands continuity and stability of leadership. In essence, one must ask the question of how can the urban superintendent turn around an academically at-risk urban district into a successful one while operating in a milieu of short-lived professional service.

Recommendations

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

1. The study be replicated with rural and suburban superintendents in New Jersey, thus providing a comparison to this study of urban superintendents, as well as providing insight into the job satisfaction of superintendents of schools in New Jersey.
2. A study should be made in the area of superintendent job satisfaction utilizing an instrument other than the Minnesota Satisfaction Questionnaire.

3. A study of job satisfaction might examine different demographic variables such as salary, teacher militancy, political interference, and board of education micro-management.

4. Boards of education strive to increase the level of job satisfaction of the superintendent by recognizing the wide range of satisfiers and dissatisfiers, and that superintendents are less satisfied with extrinsic aspects than they are with intrinsic aspects. With the knowledge of the factors that aspiring superintendents find to be satisfying, boards of education can improve their recruiting, interviewing, evaluation, and ultimately retention of superintendents for the betterment of the continuity of education in a district.

5. Boards of education should be made aware that the technical knowledge of the school board was the satisfaction category showing the least satisfaction by superintendents. Boards must allow the maximum utilization of the training and level of education of the superintendent.

6. A future study be conducted to examine the relationship between superintendent job satisfaction and the job satisfaction of employees the superintendent directly supervises.

7. The issue of tenure be revisited by the New Jersey State Legislature to determine whether or not superintendents should be allowed to acquire tenure in their positions. As it currently exists, the law prohibiting tenure for superintendents in New Jersey appears to be having a negative impact on the job satisfaction of the New Jersey urban superintendents.

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Appendix A

Cover Letter

15 Avenue B
Bayonne, New Jersey 07002

March 5, 1999

Dear Superintendent:

I am writing to request your participation in a study I am conducting for my doctoral dissertation in the Department of Education Administration and Supervision at Seton Hall University. Presently, I am the superintendent of schools for the Bayonne Public School District.

My research will study the level of job satisfaction of urban school superintendents in New Jersey as well as to examine the relationship between the selected factors of age, gender, district size, years of experience, degree attainment, and tenure to job satisfaction.

The results of this study will provide information of interest to practicing and prospective superintendents, boards of education, as well as to add to the literature in the field.

Therefore, if you agree to participate, please take ten minutes to complete the enclosed Minnesota Satisfaction Questionnaire and demographic survey at your earliest convenience and return it to me in the enclosed stamped self-addressed envelope. All responses will be held in the strictest confidence. Individual participants will not be identified when analyzing the data. A code number has been used to identify your questionnaire for the sole purpose of allowing a follow-up mailing to those who do not respond to the first mailing. Your return of the survey constitutes your consent to participate.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

Your cooperation is greatly appreciated. If you would like a copy of the summary of my findings, please check the box at the bottom of the demographic survey. If you have any questions about this study, I can be reached at 201-858-5815.

Sincerely,

Richard J. Malanowski

Appendix B
Demographic Survey

DEMOGRAPHIC SURVEY

GENDER: _____ MALE _____ FEMALE

AGE: _____

HIGHEST DEGREE ATTAINED: _____ MASTERS/SPECIALIST

_____ DOCTORATE

YEARS OF SUPERINTENDENT EXPERIENCE: _____

TENURE STATUS: _____ TENURE _____ NO TENURE

SIZE OF DISTRICT: _____ (No. of pupils as of 10/15/98)

If you would like a copy of the summary of this study, please check here

Appendix C

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire is a copyrighted instrument. Any reproduction of this instrument is strictly prohibited. All inquiries regarding reproduction and/or use of the instrument can be made directly to the University of Minnesota.

Appendix D

Minnesota Satisfaction Questionnaire Approval Letter

Twin Cities Campus

Department of Psychology
College of Liberal Arts

Elliott Hall
75 East River Road
Minneapolis, MN 55455-1624
612-625-2818
Fax: 612-626-2079

March 4, 1999

Richard J. Malanowski
Board of Education
Avenue A & 29th St
Bayonne, New Jersey 07002

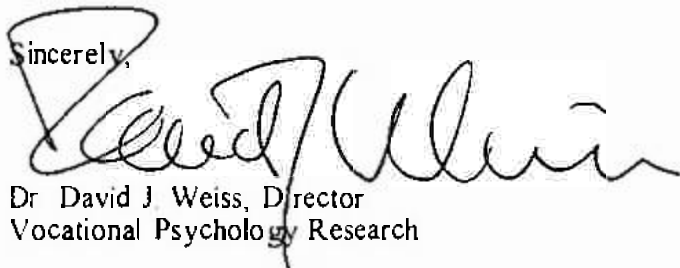
Dear Richard J. Malanowski:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire short form for use in your research.

Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) demographic data of respondents, including age, education level, occupation and job tenure, and 2) response statistics including scale means, standard deviations, reliability coefficients, and standard errors of measurement. If your tests are scored by us, we will already have the information detailed in item #2.

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

Sincerely,



Dr. David J. Weiss, Director
Vocational Psychology Research

Appendix E

Institutional Review Board Approval Letter



OFFICE OF GRANTS &
RESEARCH SERVICES
PRESIDENTS HALL

103

Seton Hall University

South Orange, New Jersey 07079

PHONE: (973) 275-2974
Fax: (973) 275-2978

March 2, 1999

Richard J. Malanowski
15 Avenue B
Bayonne, NJ 07002

Dear Mr. Malanowski:

The Institutional Review Board For Human Subject Research at Seton Hall University reviewed your proposal entitled "A Study of Job Satisfaction Among Urban Superintendents in New Jersey." Your project has been approved as amended by the revisions submitted to the Chair of the IRB. Enclosed please find the signed Request for Approval form for your records.

The Institutional Review Board approval of the project is valid for a one-year period from the date of this letter. Any changes to the research protocol must again be reviewed and approved by the committee prior to implementation. Thank you for your cooperation. Best wishes for the success of your research.

Sincerely,

Robert C. Hallissey, Ph.D.
Acting Chair
Institutional Review Board

/pls

cc: Anthony J. Colella, Ph.D.

Appendix F

Endorsement Letter From New Jersey Urban Superintendents

URBAN SCHOOLS SUPERINTENDENTS OF NEW JERSEY

920 WEST STATE STREET ♦ TRENTON ♦ NEW JERSEY 08618

Telephone: 609-599-2900 / Fax: 609-599-1893

E-mail address: njasa@www.synergys.com

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NJASA

Director of Urban Affairs

Ext. 119

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Frank Sinatra, *Ex Officio*

February 16, 1999

Mr. Richard J. Malanowski
Superintendent of Schools
Bayonne Public Schools
Avenue A & 29th Street
Bayonne, NJ 07002

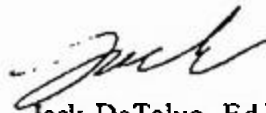
Dear Mr. Malanowski:

On behalf of the Urban Schools Superintendents Association of New Jersey, I would like to express my support for your research concerning the job satisfaction of urban superintendents.

As you know, New Jersey's urban districts serve almost forty percent of the total statewide school populations. Your project should provide some interesting information about the leaders of our urban school districts.

I look forward to you sharing the results of your study with us.

Very truly yours,



Jack DeTalvo, Ed.D.
President