UNIVERSITY OF LA VERNE

La Verne, California

A STUDY OF FACTORS CONTRIBUTING TO JOB SATISFACTION AMONG
ADMINISTRATORS OF REGIONAL OCCUPATIONAL CENTERS
AND PROGRAMS IN CALIFORNIA

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in
Organizational Leadership

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College of Education and Organizational Leadership

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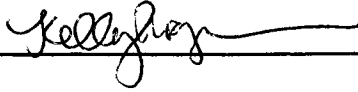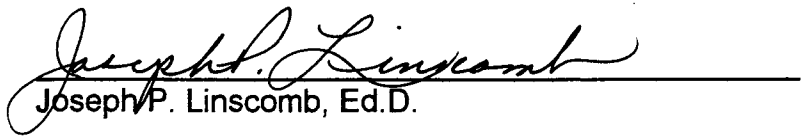
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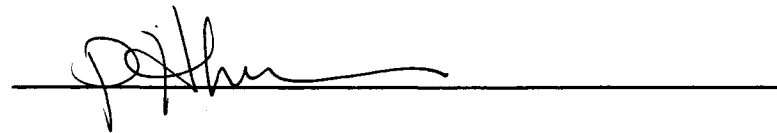
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Abstract of the Dissertation

A Study of Factors Contributing to Job Satisfaction among Administrators
of Regional Occupational Centers and Programs in California

by Kelly Koga, Ed.D.

University of La Verne: 2006

Purpose. The purpose of the study was to examine the factors perceived
as contributing to the job satisfaction and dissatisfaction among Regional
Occupational Center and Program (ROCP) Administrators (i.e., directors, chief
executive officers, assistant superintendents, and superintendents) in the state of
California, using the Herzberg, Mausner, and Snyderman (1959) Two-Factor
Theory of Motivation as an analytical model. The study further investigated how
these factors can be enhanced or mitigated to increase job satisfaction.

Methodology. Descriptive research was used in this study, and data were
obtained through telephone interviews. All seventy-five incumbent Regional
Occupational Center and Program Administrators were provided with an
opportunity to be surveyed, with the exception of two who were on an expert
panel. Forty-six ROCP Administrators representing the seventy-one ROCPs
were interviewed. Quantitative data analysis procedures were used to analyze
the data in relation to intrinsic and extrinsic job satisfaction. Pearson product
moment correlation coefficients were used to further examine the relationship
between job satisfaction or intrinsic factors, and between job dissatisfaction or
extrinsic factors.

Findings. The data identified that ROCP Administrators tended to be satisfied with all aspects of their jobs. The highest levels of satisfaction were the job factors of achievement, interpersonal relations, company policy and administration, and work itself. Statistical analysis revealed that the job factor of recognition was significantly related to achievement; that the job satisfaction factor of responsibility was significantly related to achievement and recognition; that the job satisfaction factor of advancement was significantly related to achievement, recognition, and responsibility; that the job satisfaction factor of possibility of growth was significantly related to achievement, recognition, work itself, responsibility, and achievement.

Conclusions and recommendations. The following conclusions were made: (1) ROCP Administrators were satisfied with the intrinsic aspects of their job, and (2) ROCP Administrators were satisfied with the extrinsic aspects of their job. To enhance the work itself, ROCP Administrators recommended obtaining more administrative help, more staff, and time resources. To mitigate dissatisfaction, ROCP Administrators recommended having adequate processes for funding, better support by policy makers, and having the staff work as a team.

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ACKNOWLEDGEMENTS

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I would also like to acknowledge my mother, Kris, who has supported me throughout my life. She has not only been a mother, but a friend and dyad partner throughout our La Verne journey.

I want to extend special appreciation to my brothers, Kevin and Chris, and my sister-in-law, Michelle, who have loved and encouraged me in all aspects of my life.

I want to thank and acknowledge God who has surrounded me with love and support. It would not have been possible without all of you!

DEDICATION

To my mother, Kris Koga;

my best friend and supporter.

x

CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Regional Occupational Centers
and Programs (ROCPs)

Regional Occupational Centers and Programs (ROCPs) are designed to serve California interests in providing quality career and technical preparation for high school students and adults by helping them transition to advanced education and training, secure employment, or upgrade existing job skills (California Association of Regional Occupational Centers and Programs 2001; Regional Workforce Preparation and Economic Development Act Joint Management Team 1998). Since 2002, there have been seventy-three ROCPs in California, of which six are operated by a single district, forty-one by a county superintendent of schools, and twenty-six by a joint powers agreement (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004; Adams 2002).

In the ROCPs operated by a single district or county superintendent of schools, administrators are required to have a valid teaching or service credential. In joint powers agreement ROCPs, the qualifications of the

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administrators are determined by the governing board. In 2004, there was a total annual ROCP enrollment of 460,000 high school and adult students (California Department of Education; and California Community Colleges 2004). The budget total for all ROCPs was 357 million dollars for 2003-2004 (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004).

It is noted that statistical information for ROCPs is sometimes difficult to track because of various funding source reporting requirements and because California has not always disaggregated secondary and adult data for ROCPs (California Department of Education; and California Community Colleges 2000a). However, the budget information noted above provides the most complete compilation of data for each of seventy-three ROCPs in California in one location.

The General Growth of Vocational Education

The history of vocational education began as early as 1854 with the establishment of the Mechanics Institute in San Francisco. The Institute created a library, scheduled lectures, staged annual industrial exhibits, and organized classes in areas such as drawing, mathematics, wood carving, and metalwork (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004; California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional

Occupational Centers and Programs 2000). In 1905, the Los Angeles County Superintendent of Schools noted one-fourth of those who attended high school would never reach the university; and to carry out their duties, high schools must give a large share of time to commercial, industrial, and technical training (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004).

In 1912, the California Commissioner of Industrial and Vocational Education noted that vocational education was largely unorganized, that a philosophical issue existed between cultural and vocational education, effort was required to fit youth to work, and there was an attitude that vocational education was both narrowing and limiting in opportunities. Thereafter, state and federal government agencies acted to remedy the problems identified by the California Commissioner of Industrial and Vocational Education. For example, in 1917, the federal Smith-Hughes Act (Public Law 63-347) was enacted providing matching federal funds with state monies for occupational and data collection and reporting. America's entry into World War I created a need for trained workers thus providing the impetus for the long lasting federal legislation in the area of vocational education. Difficulties with entry into the conflict included a lack of trained workers to fill new jobs in industry and agriculture (Center for Education Policy 2004), a need for increased meat and grain production (U.S. Department of Agriculture 2003) and the fact that over 25 percent of those inducted into the military were illiterate (Cross 2004).

Between 1920 and 1930, statewide enrollment in vocational education courses increased sevenfold. The economic depression of 1930 to 1940 resulted in a steady increase in vocational programs. In the war years of 1940 to 1950, California vocational education provided skilled wartime laborers with a net increase of over 150 percent in enrollment during the ten-year period, more than any other state in the union.

From 1950 to 1960, a retrenchment in both vocational-oriented education enrollment and activity resulted from a booming economy and a reduced need for laborers with specialized training (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2000). During this decade, a situation arose in San Jose, California, which had far-reaching implications. A technical high school in San Jose had been operated as a separate vocationally oriented institution, but enrollment had declined to the level that the school board considered closing it. A San Jose school district study suggested that the community would be better served with changing the facility into a district-wide vocational center with students from across the district coming to the center for part-time vocational training. The restructuring of this school, and parallel changes in other districts throughout the state, served as the seed from which California Regional Occupational Centers grew (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2000).

In the 1960s, vocational education grew dramatically in California and the nation. The federal Manpower Development and Training Act of 1962 (Public Law 87-415), the Vocational Education Act of 1963 (Public Law 88-210), and the Vocational Education Act of 1968 (Public Law 90-576) were passed to stimulate vocational training and reduce unemployment. In 1963, California adopted legislation that authorized the establishment of county-wide vocational high schools, and in 1965, the California Legislature changed the name to Regional Occupational Centers (ROC). Amendments to the California education code in 1967 clarified the functions of the ROC as well as allowed for year-round programs and the inclusion of adults into the previously high-school-only student base. In 1968, the legislative mandate was broadened to allow for both an ROC and a Regional Occupational Program (ROP). The ROP would operate in the same way as the ROC, except that multiple locations instead of a single centralized location could be used. Additionally, three ROC/ROP organizational types were authorized: single-district operations, joint powers agreement, and county operated. In 1969, three ROCPs and fifteen ROPs were operational throughout the state (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2000).

By 1975, a total of sixty-five ROCPs existed. However, the 1970s represented a slowing of the growth for all public education programs due to decline in enrollment and judicial decisions. One such decision, *Serrano v. Priest,* in 1974 declared local property tax funding of schools unconstitutional due

to the inequitable distribution of resources. In 1978, Proposition 13 also had the

effect of cutting property taxes statewide by more than half. All of these

developments caused local schools, including ROCPs, to be dependent on state-

level funding for basic operations. Further, in 1976, there was a restructuring of

the entire California Education Code. The sections dealing with the ROCPs were

originally numbered from 7450 to 7466, and in 1976 the sections were

renumbered from 52300 to 52331 in order to fit into the new numbering format of

the California Education Code. The provisions of the law dealing with ROCPs

are located in the same area to the present day (California Department of

Education, Office of Regional Occupational Centers and Programs; and

California Association of Regional Occupational Centers and Programs 2004).

By 1980, there were sixty-eight ROCPs. Various adjustments to state

funding requirements continued during the decade of the 1980s, and the

adoption of the Hughes-Hart Educational Reform Act of 1983, also known as

Senate Bill (SB) 813, resulted in a contribution to the change of mission for

ROCPs. The SB 813 legislation changed graduation requirements for high

school students and forced schools to increase the number of academic courses,

with the effect of reducing the number of elective vocational offerings (Mitchell

and Hecht 1989). It was during this time that the mission of ROCPs came to

serve both high-school-aged persons as well as adults seeking vocational

training. Instead of serving as the final step in a high school vocational process

to make the trainee immediately employable, ROCPs became responsible for

training for the acquisition of employment, upgrading of skills, and preparation for enrollment in further training (Mitchell and Hecht 1989).

The 1990s saw the number of ROCPs increase to seventy. It was during this time that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392), and the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Public Law 105-332) were enacted with a goal of making the United States more competitive in the world economy by assisting in the development of the academic and occupational skills of all segments of the population (National Center for Educational Statistics 2001). The federal legislation mandated formal accountability and planning mechanisms for vocational education, and California adopted a state plan to cope with powerful national and state economic and demographic changes that impact vocational education in a knowledge based economy (California Department of Education; and California Community Colleges 2000a). By 2004, there were seventy-three ROCPs throughout California, of which forty-one were county operated, twenty-six were operated by joint powers agreements, and six were located in a single district (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004).

The ROCP Administrator

Central to making the ROCPs work in a dynamic, changing environment is the ROCP administrator. The administrator is the superintendent, assistant superintendent, principal, director, or coordinator directly responsible for administering the program (California Association of Regional Occupational Centers and Programs 2004). For the purpose of this study, the administrator is the CEO of the organization. The administrator has a tremendous effect on the operation of the programs of the ROCPs, and the incumbent's performance is influenced by a combination of technical knowledge, interpersonal-relational skills, and managerial ability.

The administrator reports to the governing board of the ROCP and carries out executive and administrative duties parallel to those of a superintendent in a school district or a principal for school operational functions. The ROCP administrator faces a broad range of changing conditions in an uncertain future and deals with issues of fiscal support, state and federal regulations, accountability for results, student recruitment, relations with cooperating districts, changing market conditions for careers and jobs, and constituency support among policymakers, local leaders, and educational interest groups (Mitchell and Hecht 1989).

Additionally, it has been found at all educational levels that effective schools have effective leaders (Lipham 1981), and that the academic success of a school is directly related to the job satisfaction of a school principal (Avant and

Miller 1992). Since the performance of the ROCP administrator has a tremendous effect on the ROCP, governing boards have searched for the correct combination of technical knowledge, interpersonal-relational skills, and managerial ability in a candidate.

A Shortage of Administrators

Compounding the previously stated issues was the shortage of administrative candidates anticipated over the next several years as the baby-boom generation leaves the workforce. There have been many studies regarding the current and future shortage of teachers and school administrators in the nation (Cooley and Shen 2000; Houston 1998; Tallerico 2000), in California (Yerkes and Guaglianone 1998), a general shortage of career and technical education teachers (Gray and Walter 2001), and of faculty and senior managers in the approximately one thousand community colleges in the United States (Anderson 1997; Ebbers, Gallisath, and Rockel 2000). Additionally, industry observers have noted that it is even more difficult to find qualified career and technical education administrators than it is to find instructors (Lewis 2001). The concerns about leadership in the career and technical education field are exacerbated by the large number of experienced leaders retiring, and the fact that the demands placed on such leaders are different and more complex than those of the past (Wonacott 2001).

O'Matley (2000) reported that the ranks of senior management in the future will likely be influenced by the changing demographics in the United

States. As an example, the author noted that coincident with the aging baby-boom generation, there would be an estimated 15 percent decline in the thirty-five to forty-four-year-olds over the next fifteen years. Individuals in this age group are the traditional source for managers and executives. In summary, continuing recruitment issues are facing all administrative bodies including the governing boards that employ ROCP administrators.

Job Satisfaction

Educators, philosophers, psychologists, industrial organizations, businesses, and natural and behavioral scientists have studied job satisfaction concepts. Freeman and Rogers (1999) concluded that giving workers the opportunity to express their opinion and be heard on issues that have an impact in their workplaces would not only raise job satisfaction, but also increase organizational productivity and profitability. Also, the authors note that employees do not like dissension with their supervisors; the workers overwhelmingly prefer cooperative relations. Freeman and Rogers (1999) concluded that giving workers the opportunity to express their opinion and be heard on issues that have an impact in their workplaces would not only raise job satisfaction, but additionally increase organizational productivity and profitability. Also, the authors note that employees do not like dissension with their supervisors; the workers overwhelmingly prefer cooperative relations.

Davis (1977) observed that historical studies on job satisfaction could be traced back to about 175 years ago when modern industrial organizations

needed improved and effective production. Davis (1977) concluded that the necessity for improved and effective production brought about a new line of research undertaken by a number of researchers starting as early as 1935 with Hoppock, and continued with Maslow (1954), Argyris (1957), Herzberg, Mausner and Snyderman (1959), McGregor (1960), Likert (1961), Vroom (1964), and Locke (1976).

Job satisfaction has been defined by Locke (1976) as how employees feel about their work, and low job satisfaction has been linked to undesirable outcomes in the workplace. The undesirable outcomes come in many forms and include higher levels of turnover that are related to dissatisfied workers (Billingsley and Cross 1992; Herzberg, Mausner and Snyderman 1959; Vroom, 1964). Mobley (1982) noted that there was a consistent relationship between job satisfaction and turnover, but not a particularly strong one. Additionally, low job satisfaction has been linked to lower worker productivity and performance (Dawis 1992; Herzberg, Mausner, and Snyderman 1993). Gice (1995) commented that workers who are dissatisfied with their jobs are more likely to be injured than those who report a positive degree of job satisfaction. Moreover, higher levels of job satisfaction have been shown to be related to positive outcomes. Fisher and Locke (1992) cited several studies that show a correlation between job satisfaction and behaviors such as compliance, citizenship, pursuit of excellence, and loyalty. These negative outcomes can be reduced in impact when workers are satisfied. Roznowski and Hulin (1992) noted that scores on job satisfaction measures, when well-constructed, are the most useful information organizational

psychologists or managers could have if they were interested in predicting a variety of behaviors of organizational members. Spector (1997) commented that, among managers, job satisfaction is considered an important influence on employee behavior and organizational effectiveness. Authors such as Lipsitz (1984), Sergiovanni and Starrett (1983), and Wright (1985) have concluded that the administrator was a key factor influencing teacher morale and satisfaction.

This dissertation draws upon the fundamental theory for job satisfaction established by Herzberg, Mausner, and Snyderman's (1959), the two-factor theory of motivation. The Herzberg theory was composed of hygiene factors and motivators. The hygiene factors were the job dissatisfiers and were preventive and environmental in nature. These factors were associated with the job context and consisted of items such as *company policy and administration, technical supervision, salary, interpersonal relations*, and *working conditions*. The motivators were the job satisfiers and were identified with job content. They included such factors as *achievement, recognition, interpersonal relations, responsibility, the work itself*, and *advancement*. Both the hygiene factors and the motivators, taken together, compose job satisfaction.

Various research studies have been conducted in the area of job satisfaction and are briefly noted following. Weissenberg and Gruenfield (1968) discussed the relationship between job satisfaction and job involvement concerning civil service workers. In their study, the relationship between motivator and hygiene satisfaction variables as related to job involvement was investigated, and Herzberg's theory was somewhat upheld.

Maidaini (1991) studied Herzberg's two-factor theory of job satisfaction among public and private sectors and used a questionnaire based on Herzberg's approach. A t-test analysis showed that the motive of employees for work in both sectors tended to emphasize intrinsic or motivator factors of employment, while those who worked in the public sector tended to value the extrinsic or hygienic factors significantly higher than those in the private sector.

In the field of education since the 1960s, job satisfaction studies have been done that investigate teachers (Grady 1985; Sergiovanni 1967), elementary principals (Atteberry 1976; Hull 1974; Weiss 1968), senior high school principals (Smith 1976), guidance counselors (Kirk 1990), school administrators (Billups 1972), chief student personnel administrators (Bowling 1976), and superintendents (Manning 1976; Penn 1985). Findings indicate that when results are compared across these various positions, there are similarities as well as differences in how people in the field of education perceive their jobs. Additionally, studies throughout the literature reveal that variables pertaining to school demographics and personal data, such as size of school, age, length of service, salary, and gender can influence these perceptions.

Problem Statement

This study examines the areas of job satisfaction experienced by ROCP administrators in three categories of ROCPs as determined by the governing structure: (1) county operated, (2) joint powers agreement, and (3) single district. An ROCP administrator is the director or chief executive officer in an ROCP

operated by a single district or county superintendent of schools and holds a

valid teaching or service credential as required. In joint powers ROCPs, the

administrators are called superintendent/director and the governing board

determines their qualifications.

The study is guided by the theory that job satisfaction relates to a set of

work environment conditions called motivators and job dissatisfaction relates to a

different set of work environment conditions called hygiene factors, and that the

balance between these conditions also contributes to productivity (Herzberg

1966; Herzberg, Mausner, and Snyderman 1959).

Purpose of the Study

The purpose of the study was to examine the factors perceived as

contributing to the job satisfaction and dissatisfaction among ROCP

administrators (i.e., directors, chief executive officers, assistant superintendents,

and superintendents) using the Herzberg, Mausner, and Snyderman (1959) two-

factor theory of motivation as an analytical model.

Research Questions

1. To what degree were ROCP administrators satisfied in their jobs?

2. To what degree were ROCP administrators dissatisfied in their jobs?

3. What critical incidents caused these administrators to be satisfied in

their job?

4. Which of the following factors contributed to the satisfaction of

administrators in their jobs?

    a) Achievement

    b) Recognition

    c) Work itself

    d) Responsibility

    e) Advancement

    f) Possibility of growth

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

    a) Supervision

    b) Company policy and administration

    c) Working conditions

    d) Interpersonal relations

    e) Status

    f) Job security

    g) Salary

    h) Personal life

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Significance of the Study

The significance of the study was to shed light on various demographic and organizational characteristics that affect the job satisfaction of a sample group of ROCP administrators, thereby affecting the administrators' leadership effectiveness in attaining organizational objectives. Additionally, administrator job satisfaction and the relationship of various factors to job satisfaction, warrants study so that those entities that operate ROCPs could address working conditions, attract candidates, provide incentives for continued employment of effective school leaders, and enhance organizational effectiveness.

Delimitations of the Study

Due to time and cost constraints, the study was:

(a) Delimited to the state of California, a specific geographical area

(b) Delimited to Regional Occupational Center and program administrators employed during the 2004-2005 school year data collection period

(c) Delimited to Regional Occupational Center program and program administrators who held that position for at least one year

(d) Delimited to Regional and Occupational Centers and programs established for at least one year

Definitions of Terms

County operated ROCPs may be established by one or more county superintendent of schools, and the governing board is the county board of education. Teachers may be employed directly by the county or are district employees who are contracted to the ROCP for part of the day. Both county and district support services may be used (West's Annotated California Codes: Education Code 2002a, 2002b).

Hygiene factor refers to factors that contribute to an employee's dissatisfaction and relates to the job context portion of work. Hygiene factors include company policies, working conditions, supervision and administration, and coworker relationships.

Job content refers to factors such as achievement, advancement, recognition, responsibility, and the work itself. These items relate to job satisfaction.

Job context refers to factors such as pay, security, supervision, and physical working conditions that are linked to job satisfaction when absent from a job.

Job dissatisfaction refers to feelings related to the built-in drive to avoid pain from the environment, and all the learned drives, which become conditioned to the basic biological needs (Herzberg 1966).

Job satisfaction refers to the positive effect that comes from those factors that most often contribute to higher needs (Herzberg, Mausner, and Snyderman 1959).

Joint powers agreement ROCPs are a joint venture of two or more school districts pursuant to California Government Code Section 6500, and the governing board consists of at least one member of the governing board of each of the cooperating school districts. Most teachers are hired directly by the ROCP or are district teachers contracted for part of the day. Most of the support services are handled by the ROCP or are described in the joint powers agreement (West's Annotated California Codes: Education Code 2002a, 2002b, 2002c).

Motivating factors are factors that contribute to employee satisfaction. They are related to the job content portion of work and include achievement, responsibility, and recognition.

Regional Occupational Centers and Programs (ROCPs) consolidate state and federal funds at the local, direct service level to offer comprehensive employment training, placement, and support services to high school students and adults. ROCPs develop structured career options for youths and adults, which enable them to remain in school, acquire relevant instruction, complete their high school education, gain entry-level job skills, and enter employment. There are three general categories of ROCPs determined by the governing structure: county operated, joint powers agreement, or single district.

ROCP administrator in an ROCP operated by a single district or by a

county superintendent of schools, is usually referred to as the director or chief executive officer, and shall hold a valid teaching or service credential as required. In joint powers ROCPs, the administrator is usually called a superintendent or director, and the governing board determines qualifications (California Department of Education, Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004).

ROCP staffing patterns vary according to governance, size, type, and local needs with positions called administrator (with specific titles such as superintendent, assistant superintendent, chief administrative officer, administrator, or director), counselor, instructor or teacher, substitute teacher, and instructional aide (California Department of Education, Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004).

Single district ROCPs may be established by a single school district in a class 1 county, which, according to California Education Code Section 1205, includes all counties with an average daily attendance of 750,000, and the school district must have an average daily attendance of 50,000 or more. A single district ROCP may also be established by a school district in a class 2 county, which, according to the California Education Code Section 1205, includes all counties with an average daily attendance of 140,000 to 749,999, and the school district must have an average daily attendance of 100,000 or more. The governing board is the governing board of the district. Teachers are hired by the

district, and the district supplies all support services (West's Annotated

California Codes: Education Code 2002a, 2002b).

Organization of the Study

The study is presented in five chapters. Chapter I includes an

introduction, a statement of the problem, purpose of the study, the research

questions, significance of the study, delimitations of the study, a definition of

terms, and the organization of the study. Chapter II reviews the related literature,

including matters related to job dissatisfaction and the looming projections of

administrator shortages. Chapter III reviews the design of the study and the

method to be used in gathering the data. Chapter IV includes the findings of the

study. Chapter V consists of a summary of the study, findings, conclusions, and

recommendations concerning job satisfaction issues related to administrators of

Regional Occupational Centers and Programs in California.

CHAPTER II

REVIEW OF THE LITERATURE

Purpose of the Study

The purpose of the study was to examine the factors perceived as contributing to the job satisfaction and dissatisfaction among ROCP administrators (i.e., directors, chief executive officers, assistant superintendents, and superintendents) using the Herzberg, Mausner, and Snyderman (1959) two-factor theory of motivation as an analytical model.

Research Questions

1. To what degree were ROCP administrators satisfied in their jobs?

2. To what degree were ROCP administrators dissatisfied in their jobs?

3. What critical incidents caused these administrators to be satisfied in their job?

4. Which of the following factors contributed to the satisfaction of administrators in their jobs?

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    b) Recognition

    c) Work itself

    d) Responsibility

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e) Advancement

f) Possibility of growth

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

a) Supervision

b) Company policy and administration

c) Working conditions

d) Interpersonal relations

e) Status

f) Job security

g) Salary

h) Personal life

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Introduction

Chapter II provides a literature review that includes materials on job satisfaction as well as the looming nationwide and statewide administrator shortages. Additionally, job satisfaction definitions and concepts are provided for background purposes.

Motivation Theories and Job Satisfaction

There is a considerable body of job satisfaction literature. Locke (1976) estimated that 3,350 articles or dissertations had been written about the subject, and he noted that the number had resulted from a review that was not exhaustive. Cranny, Smith, and Stone (1992) commented that the number had grown to over five thousand studies. It is noted that educational researchers have exhibited considerable interest in the study of job satisfaction (Thompson, McNamara, and Hoyle 1997). There is some agreement among the studies, although the findings often vary, and there seems to be a general consensus on the definition of job satisfaction. For example, Hoppock (1935) defined job satisfaction as the individual's overall feeling about the job as expressed in liking or disliking.

Smith, Kendall, and Hulin (1969) describe job satisfaction as the feelings the worker has about his job. Spector (1997) has defined job satisfaction as the extent to which people like their jobs. Locke (1976) noted that defined total job satisfaction can be considered as the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values. He also noted that one must take into account the congruence of these values with one's needs. Maslow (1954) considered satisfaction in terms of meeting human needs. Vroom (1964) posited that satisfaction arises from the product of a valence of work outcomes and the perceived instrumentality of the job in producing these outcomes. In Dawis, Lofquist, and Weiss (1968), satisfaction was the result of

the worker's appraisal of the extent to which the work environment fulfills the individual's needs. Lawler (1973) explained job satisfaction in terms of the difference between what people believed they should receive and what they perceived that they actually did receive. Dawis and Lofquist (1984) contend that definitions such as the previous are essentially similar and complimentary, although they may differ in their emphasis.

The work of the researchers who made major contributions to job satisfaction may be organized into various underlying theoretical frameworks. In the next section, several prominent theories of motivation are explored.

Scientific Management

Locke (1976) observed that job satisfaction research is based on studies that began around the turn of the century in 1900 that highlighted how the work itself was physically arranged, what the working conditions were, and how much workers were paid. Frederick W. Taylor (1911) was the major contributor to the theory, and his concept of scientific management emphasized standardizing tasks, correlating time and task factors, selecting and training workers, and using pay incentives to increase productivity (Kreitner 1983). Subsequent researchers have expanded on Taylor's (1911) work, and they include Frank and Lillian Gilbreth (1917), who developed a notion of precise science based on the time and task concepts of Taylor (Locke 1976; Kreitner 1983). Also, Gantt (1919) further refined Taylor's (1911) ideas on incentives and productivity, and his work-scheduling charts, modified and updated, are in use today (Kreitner 1983).

These researchers were credited with promoting efficiency and reducing waste, but critics have claimed that they viewed workers and employees as only economic beings who were motivated solely by monetary rewards. These observations caused the scientific management movement to give way to the behavioral concepts that were based on the then contemporary psychological and leadership studies of the day.

Human Relations Movement

The successor human relations movement was based on the Hawthorne studies, which were conducted by Elton Mayo (1927). Mayo and his associates observed that the attitudes of workers were by far more than economics. They concluded that:

1. Employees values, beliefs, and emotions influenced their behaviors rather than chiefly money;

2. Work groups also held values, beliefs, and norms just as individual employees, and these groups influence behavior because workers regard membership in the group as important;

3. Employees can be motivated to cooperate by providing emotional support through groups as well as through leaders; and

4. Workers who are satisfied will be more productive (Tausky 1984).

It was found that the movement from scientific management to a human relations approach was accompanied by a shift from a psychophysiological model to a socioeconomic model, from studies of how the human body intersects

with the job, to how attitudes affect the work environment and the production

or output (Hollway 1991). Mayo's (1927) findings resulted in management

downplaying the role of wage incentives in favor of the role of informal work

groups and the role of supervision in modeling the attitudes and job performance

of employees (Locke 1976). Commentators such as Vroom (1995) pointed out

that while Mayo (1927) found that relationships among members of a group can

have negative or positive influences on performance, the nature of these patterns

and what exactly produced them were unanswered questions in Mayo's findings.

Behavioral Science

At about the same time that Mayo's (1927) work was being published,

Maslow (1954) started his psychological studies on what motivates human

beings. Other important theories regarding job satisfaction also matured during

this period, with notable examples being developed by McGregor (1960), and the

two-factor theory by Herzberg, Mausner, and Snyderman (1959). The concepts

proclaimed by Maslow (1954), McGregor (1960), and Herzberg (1966) continue

to find support in the current literature by such authors as Senge et al. (1994).

McGregor Theory X and Y

A theory of motivation and job satisfaction was posited by McGregor

(1960). McGregor classified people by two theories that he called X and Y.

Theory X described people who dislike work, and, therefore, require motivation,

direction, and control in doing their work. Theory X proposed that the average

human being prefers to be directed, wants to avoid responsibility, has little

ambition, and above all, wants security (McGregor 1960). The other theory,

Theory Y, accounts for those who are not included in Theory X. Theory Y

describes a group of people who are supportive, facilitating, and self-actualizing.

According to McGregor, managers must determine the best way to develop

everyone into a group Y employee. The ability to exercise a relatively high

degree of imagination, ingenuity, and creativity in the solution of organizational

problems is assumed to be widely distributed (Bush et al. 1980). Bush et al.

(1980) reported that conditions should be created that enable employees to

satisfy their needs by concurrently working for the success of their organizations.

Maslow Needs Hierarchy

Maslow's work (1954), which began in the mid-thirties, centered on what

people need in order to grow or develop. The basic premise of his theory had

two parts: (1) needs are arranged in a hierarchy based on their dominance, and

(2) the less dominant needs will not be desired or even sought until the more

dominant needs are met (Locke 1976). In other words, once a need is generally

satisfied, others surface in a predictable manner (Kreitner 1983).

Maslow's (1954) hierarchy consists of five levels. At the lowest level (the

most dominant of the five) are the physical needs, those that the organism needs

to stay alive and survive. These include food, water, and sleep. Maslow (1954)

noted that because these are the most basic of all needs, they must be met

before any of the others will emerge. If a person lacks everything in life, food is

what that person will certainly seek. These base needs enable us to survive, and if they are unmet, nothing else matters (Kreitner 1983).

Once physical needs are basically met, then second level needs, which Maslow (1954) named safety needs, emerge. These needs refer to security, order, and physical safety in the persons' environment. Since most adults in our culture have these needs fulfilled, Maslow suggested that neurotic individuals are examples of those who lack them. Such adults often fear the unknown, and they act as though catastrophe is always near (Maslow 1954).

Social (affiliation) needs are next to arise, and these refer to the need for love, affection, and a sense of belonging. At this level, people strongly desire to be part of a group and will labor to attain and retain status. Maslow (1954) emphasized that this need for love is not synonymous with the need for sex, which is a physiological need. The need is not fulfilled unless love is given as well as received.

The fourth level need is the desire for esteem or recognition. Maslow's view was that this need related to achievement, mastery, competence, and success. Because Maslow (1954) believed that such esteem necessarily needed to be based on real competence rather than the perceptions of others, he regarded deserved respect rather than celebrity as the most stable, and therefore, most healthy self-esteem.

At the summit of Maslow's hierarchy is the need for self-actualization, and even if all the other needs were met, an individual might not be content unless

the person is doing that which he or she was meant to do. As Maslow (1954) put it, this is the desire to become more and more what one is, to become everything that one is capable of becoming. Lawler (1973) pointed out that in later revisions of his theory, Maslow proposed that the notion of a need decreasing when it was sufficiently satisfied holds true until the self-actualization level is reached. At that level, the opposite occurs. In other words, increased satisfaction leads to increased motivation, increased desire for the need to be more fully met. Indeed Porter's 1964 study concluded that managers rated self-actualization as their highest need, and evidence exists of workers changing jobs only to further develop themselves (Lawler 1973). This approach supports Maslow's revised concept.

Despite its wide acceptance and continued use, Maslow's (1954) theory has critics. Schneider and Alderfer (1973) concluded that there was a lack of empirical proof to support the existence of a hierarchy or even some of the needs themselves. Argyris (1964) was of the view that job satisfaction increased as the job's status level increased in an organization ladder and/or profession. Centers and Bugental's 1966 study revealed that workers in higher-level jobs appeared to have a larger interest in fulfilling higher order needs. Chambers (1999), in a study of 459 women in private sector companies, found that women at executive levels had greater overall job satisfaction than those at the lower managerial levels.

Lawler (1973) concluded that beyond the first two levels in the

hierarchy, the order in which needs will come into play cannot be predicted, and

it seems that most people are simultaneously motivated by several of the same-

level needs. Additionally, he noted that in his own 1971 study, some outcomes,

such as money, can satisfy psychological needs as well as safety and esteem

needs.

Locke (1976) was critical of Maslow's work, and noted that Maslow

confusingly combined needs as diverse as safety from physical harm and

freedom from economic hardship in the same category; Maslow's (1954)

definition of self-actualization was weak because a person cannot become more

and more than what the person already is, and people can become any number

of things; Maslow confused needs and values, and he claimed that a satisfied

need is not a motivator, although needs are rarely permanently fulfilled and must

be satisfied again and again.

Despite concerns such as the previous, Maslow's 1954 theory has

remained one of the most significant influences on motivation research in

organizations. The other is Herzberg, Mausner, and Snyderman's 1959 Two-

Factor Theory of Motivation.

Herzberg, Mausner, and Snyderman's
Two-Factor Theory

In 1957, Herzberg, Mausner, Peterson, and Capwell published a review of

existing literature on job satisfaction. Their book, entitled <u>Job Attitudes: Review</u>

of Research and Opinion, intended to answer this lack. They utilized

Flanagan's (1954) Critical Incidents Technique to determine a respondent's

psychological state during on-the-job events. The respondents were two

hundred accountants and engineers in a study done by the authors. Herzberg

and his associates found that certain events were more frequently associated

with satisfaction while other events were more frequently associated into two

categories, which they called hygiene factors and motivation factors. Herzberg,

Mausner, and Snyderman (1959) noted that hygiene factors were concerned with

conditions that surround the job, and when there were deleterious factors in the

context of the job, they served to bring about poor job attitudes. Improvement in

hygiene factors served to remove the impediments to positive job attitudes.

When hygiene factors deteriorate to a level below that which the employee

considers acceptable, then job dissatisfaction results. Herzberg labeled the

extrinsic factors as hygiene factors because the factors are used for preventing

job dissatisfaction, an analogy to the concept of preventive medicine (Iiacqua,

Schumacher, and Li 1995).

Motivation factors were seen as those that satisfy the person's need for

self-actualization. Cummings and El Salmi (1968) characterized these as

feelings that the individual has regarding the content of his job. They reflect the

individual's active search for psychological growth. In stark contrast to the

Hoppock continuum, the Herzberg two-factor model was presented as two

continua. The first line or continuum related to the presence or absence of

motivators. Depending on the motivators, a person could move from neutrally satisfied (no particular feeling one way or the other—no job satisfaction) at the extreme left of the continuum to total job satisfaction at the extreme right. The second continuum used hygiene items to describe in a parallel manner the concept of dissatisfaction, moving from neutrally dissatisfied on the extreme left (i.e., no job dissatisfaction) to total job dissatisfaction on the far right. Newstrom and Davis (1977) developed a similar depiction of Herzberg's theory.

By using this two-factor description, Herzberg was able to secure much richer descriptions of worker attitudes. His model offered the ability to quantify and explain worker dissonance related to the changes possible when an investigator charted either presence or absence of both satisfaction and dissatisfaction. In other words, he could assist an employee to answer the question, Why am I both intensely satisfied and painfully dissatisfied at the same time?

The six motivators or satisfiers identified by Herzberg, Mausner, and Snyderman (1959) and Herzberg (1966) correspond to Maslow's higher order needs of esteem and self-actualization and are composed of the following:

1. Achievement includes successful completion of a job, solution of problems, vindication, and seeing the results of ones' work.

2. Recognition is any act by a supervisor, management personnel, client,

peer, colleague, or the general public that is perceived by the worker as a source of feelings of recognition. It can include both praise and blame and therefore encompasses both positive and negative recognition.

3. Work itself refers to the actual doing of the job or the tasks of the job as a source of good or bad feelings. The work can be routine or varied, creative or stultifying, overly easy or overly difficult. Each of these conditions can contribute to or detract from satisfaction.

4. Responsibility factors include personal authority for one's own work or the work of others. Issues related to insufficient authority to carry out one's assignment is classified under policy issues rather than responsibilities.

5. Advancement refers to actual changes in the status or position of an individual in an organization. It also includes the probability of or hope of advancement.

6. Possibility of growth includes both the chance of further developing one's skills and abilities and the chance of moving upward. The authors also included lack of growth opportunities in the theory (Herzberg 1966).

Hygiene factors corresponded to Maslow's lower order needs and were described by Herzberg and his associates as those factors external to the job itself. The definitions of the eight hygiene items or dissatisfiers are as follows:

1. Supervision deals with issues of competence, fairness, willingness to delegate responsibility, willingness to teach, tendency toward nagging, and efficiency as demonstrated by the individual's superiors.

2. Company policy and administration describe events in which some overall aspect of the company is a factor. Examples include malevolent policies and situations where it is unclear to whom one reports.

3. Working conditions can include the physical conditions of the work, the amount of work or the facilities available for doing the work. Specific examples include ventilation, lighting, tools, space, and so on.

4. Interpersonal relations play a role in several other categories, such as recognition. However, this category deals specifically with interaction between the individual and superiors, peers, and subordinates. These relations can include either working relationships or purely social relationships on the job.

5. Status refers to some sign or appurtenance of status affecting a person's feelings about the job. Company cars, executive washrooms and personal secretaries are examples of status.

6. Job security includes objective signs of the presence or absence of job security. It includes stability of the organization and tenure, among others. The researchers avoided subjective feelings of the respondents.

7. Salary includes all sequences of events in which compensation plays a role. All of these sequences involve wage or salary increases, or the unfulfilled expectation of salary increases.

8. Personal life factors do not include situations where an individual's personal life affects the work, however, the study does consider the individual's personal life. A company's demand for relocation would affect this category

(Herzberg 1966).

It is noted that Davis (1967) also has posited that the factors in Herzberg's (Herzberg, Mausner, and Snyderman 1959) model can be compared to Maslow's (1954) need priority model to establish some commonality in the description of the elements in each paradigm. Specifically, Herzberg's salary and personal life factors equate with Maslow's physiological needs, with the working conditions factor overlapping into the safety and security needs. Herzberg's job security factor equates with Maslow's safety and security needs, with the technical supervision, company policy and administrative factors overlapping into Maslow's belonging and social activity needs classification. Herzberg's interpersonal relations with supervision, peer, and subordinate factors are also equated with belonging and social activity needs. Herzberg's advancement, recognition, and status factors are equated with esteem and status needs, while the work itself, achievement, possibility of growth, and responsibility factors are equated to Maslow's self-actualization and fulfillment needs.

Herzberg's (Herzberg, Mausner, and Snyderman 1959) theory has been widely endorsed. However, criticism of the theory may be found. Hinrichs and Mischking (1967) refuted the two-factor theory in favor of the Hoppock (1935) single-continuum theory. Rosen (1963) maintained that the model should have been modified for white-collar versus blue-collar workers. Friedlander (1966) believed that Herzberg's (Herzberg, Mausner, and Snyderman 1959) use of self-reported data may be quite different from data obtained objectively. To

somewhat counter the disapprovals, Brockman (1971) commented that the criticisms were made with complete disregard of the arguments and explanations Herzberg presented (Herzberg, Mausner, and Snyderman 1959).

Empirical studies have also had mixed results. For example, a study by Schwab, Devitt, and Cumming (1971) involving male managerial personnel, did not support Herzberg's theory. Also, according to Evans (1970), the importance of employee wages and interpersonal relations were seriously underestimated in Herzberg's theory (Herzberg, Mausner, and Snyderman 1959).

Unanimous support for Herzberg's work was found in an in-depth look by Pallone, Hurley, and Richard (1971) at five studies, four of which involved teachers. Also, Nishikawa (1971) studied a sample population of middle-management personnel, and the results supported the satisfier hypothesis. He continued his research with a group of blue-collar workers, and with this population, the dissatisfiers hypothesis was upheld (Nishikawa 1971).

History of Regional Occupational Centers and Programs

Regional Occupational Centers and Programs (ROCPs) are designed to serve the states' interests in providing quality career and technical preparation for high school students and adults by helping to transition to advanced education and training, secure employment, or upgrade existing job skills (California Association of Regional Occupational Centers and Programs 2001; Regional Workforce Preparation and Economic Development Act Joint Management Team

1998). Since 2002 there have been seventy-three ROCPs in California, of which six are operated by a single district, forty-one by a county superintendent of schools, and twenty-six by a joint powers agreement (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2000; Adams 2002).

The history of the general growth of vocational education in California started as far back as 1854 with the establishment of the Mechanics Institute by creating a library, scheduling lectures, staging annual industrial exhibits, and organizing classes in areas such as drawing, mathematics, wood carving, and metalwork (California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2000).

In the 1950s in San Jose, California, a technical high school had been operated as a separate vocationally oriented institution, but enrollment had declined to the level that the school board considered closing it. A study suggested that the community would be better served by changing the facility into a district-wide vocational center with students from all across the district coming to the center for part-time vocational training. The restructuring of this school and parallel changes in other districts throughout the state served as the seed from which California's Regional Occupational Centers grew (California Department of Education, Office of Regional Occupational Centers and

Programs; and California Association of Regional Occupational Centers and

Programs 2000).

In the 1960s, vocational education in California and the nation grew

dramatically, and legislation was passed to stimulate vocational training and

reduce unemployment. In 1963, California adopted legislation to establish

county-wide vocational high schools, and in 1965, the California legislature

changed the name to Regional Occupational Centers (ROC). Amendments to

the California Education Code in 1967 clarified the functions of the ROC as well

as allowing for year-round programs and the inclusion of adults into the

previously high-school-only student base. In 1968 the legislative mandate was

broadened to allow for both an ROC and a Regional Occupational Program

(ROP). The ROP would operate in the same way as the ROC, except that

multiple locations (instead of a single, centralized one) could be used.

Additionally, three ROC/ROP organizational types were authorized: single district

operations, joint powers agreement, and county operated. In 1969, three ROCs

and fifteen ROPs were operational throughout the state (California Department of

Education, Office of Regional Occupational Centers and Programs; and

California Association of Regional Occupational Centers and Programs 2000).

By 1975, a total of sixty-five ROCPs existed. However, in the 1970s a

slowing of the growth for all public education programs was experienced in

California due to a decline in enrollment, judicial decisions such as *Serrano v.*

Priest in 1974 that declared local property tax funding of schools unconstitutional

because of the inequitable distribution of resources, and the 1978 Proposition

13 that had the effect of cutting property taxes statewide by more than half. All of

these developments caused local schools, including ROCPs to be dependent on

state-level funding for basic operations. Further, in 1976 there was a

restructuring of the entire California Education Code. The sections dealing with

ROCPs were originally numbered from 7450 to 7466, and in 1976 the sections

were renumbered from 52300 to 52331 (West's Annotated California Codes:

Education Code 2002a).

By 1980, there were sixty-eight ROCPs. Additionally, it was during the

1980s that the mission of ROCPs came to serve both high-school-aged persons

as well as adults seeking vocational training. Instead of serving as the final step

in a high school vocational process to make the trainee immediately employable,

ROCPs became responsible for training for the acquisition of employment,

upgrading of skills, and preparation for enrollment in further training (Mitchell and

Hecht 1989).

The 1990s saw the number of ROCPs increase to seventy. It was during

this time that the Carl D. Perkins Vocational and Applied Technology Education

Act of 1990 (Public Law 101-392), and the Carl D. Perkins Vocational and

Applied Technology Education Amendments of 1998 (Public Law 105-332) were

enacted with a goal of making the United States more competitive in the world

economy by assisting in the development of the academic and occupational skills

of all segments of the population (National Center for Educational Statistics

2001). The federal legislation mandated formal accountability and planning

mechanisms for vocational education, and California adopted a state plan to

outline how it planned to cope with powerful national and state economic and

demographic changes that impact vocational education in a knowledge economy

(California Department of Education; and California Community Colleges 2000a).

By 2003, there were seventy-three ROCPs throughout California, of which forty-

one were county operated, twenty-six were operated by joint powers

agreements, and six were located in a single district (California Department of

Education; Office of Regional Occupational Centers and Programs; and

California Association of Regional Occupational Centers and Programs 2000;

California Association of Regional Occupational Centers and Programs 2004).

Administrators of Regional Occupational
Centers and Programs

In the ROCPs operated by a single district or county superintendent of

schools, administrators are required to have a valid teaching or service

credential, and in joint powers agreement ROCPs, the qualifications of the

administrators are determined by the governing board. In 2004, there was a total

annual ROCP enrollment of 460,000 high school and adult students (California

Department of Education; Office of Regional Occupational Centers and

Programs; and California Association of Regional Occupational Centers and

Programs 2004; California Department of Education; and California Community

Colleges 2004a). The budget total for all seventy-three ROCPs was 357 million

dollars for 2003-2004. Central to making the ROCPs work in a dynamic, changing environment is the administrator. The administrator has a tremendous effect on the operation of the programs of the ROCPs, and the incumbent's performance is influenced by the combination of technical knowledge, interpersonal relation skills, and managerial ability. The administrator reports to the governing board of the ROCP and carries out executive and administrative duties parallel to those of a superintendent in a school district or to a principal for school operational functions. The ROCP Administrator faces a broad range of changing conditions in an uncertain future and deals with issues of fiscal support; state and federal regulations; accountability for results; student recruitment; relations with cooperating districts; changing market conditions for careers and jobs; and constituency support among policymakers, local leaders, and education interest groups (Mitchell and Hecht 1989). Additionally, it has been found that effective schools have effective leaders (Lipham 1981), and that the academic success of a school is directly related to the job satisfaction of a school's principal (Avant and Miller 1992).

Since the performance of the administrator has a tremendous effect on the ROCP, governing boards want to search for the correct combination of technical knowledge, interpersonal relation skills, and managerial ability in a candidate. The performance of the administrator will depend to some extent upon his or her job satisfaction.

Looming Administrator Shortages

Various commentators have observed that there is a looming administrator shortage in schools. As Tallerico (2000) noted, there is a supply-demand crisis affecting the superintendency (and other administrators). The number of potential administrators (the supply) and the hiring (the demand) are two components to the issue. For example, on the supply side, Moore and Ditzhazy (2000) observed that there is an increasing shortage of candidates for administrative leadership positions in all kinds of schools and districts. This was based on a study by the Educational Research Service (1998). The shortage is expected to continue as noted by O'Matley (2000) because there is a projected 15 percent decline in the thirty-five to forty-four-year-olds over the next fifteen years, and the people in this age group are the traditional source of managers and executives.

On the demand side, in 1998, the School Administrators Association of New York State (SAANYS) noted that the U.S. Bureau of Labor Statistics predicts a 10 to 20 percent increase in school administrator jobs through 2005. Lovely (1999) reported that an estimated 40 percent of public school principals will leave the position or retire over the next decade, and by 2010 there may be as many as three thousand principal openings in California. Rodda (2000) reported that there is a current, widespread school administrator shortage across the state of California. Anderson (1997) commented that aging faculty and senior administrators present a major issue facing community colleges as these

institutions enter the next millennium. Also, as Joinson (2000) reported, there will be demands for federal workers and administrators as a third of the governmental workforce will be eligible for retirement in the next five years.

Cunningham and Burdick (1999) pointed out that contributing to the shortage situation is the turnover rate. They observed that among school superintendents, turnover is at an all-time high, and the willingness of applicants who are qualified to become candidates for the job is at an all-time low. Further, Murray and Murray (1998) have reported that job dissatisfaction is positively correlated with administrator turnover in colleges and universities. Glick (1992) stated that the loss of experienced college and university managers can cost an organization from five to twenty-five times an employee's monthly salary.

Various creative solutions to the shortage and turnover situations have been proposed. McCann (2000) suggested that administrators in community colleges could also teach, and those on the faculty who teach could continue to share in serving as program coordinators, department heads, division chairs, academic advisors, assessment coordinators, site managers, webmasters, and other technically-oriented leaders. Anderson (1997) identified similar innovations, and recommended internal leadership development and training opportunities be extended to current community college staff and administrators. Further, a study by the National Academy of Public Administration (1998) indicated that future managers would prefer new challenges rather than the routine of a single employer, fixed work location, five-day week, and regular

schedule. Others, such as Sullivan and Duplaga (1997) have observed that an estimated two million individuals aged fifty to seventy-four are in the labor market. These authors suggest that an effort could be made to attract such persons to vacancies by picturing older workers in advertisements; expanding recruitment activities to reach older workers in locales such as community college campuses that attract more nontraditional, older students; and training interviewers to avoid age stereotypes. Additionally, a study of rehabilitation professionals by Randolph (2005) suggests that to recruit and retain qualified professionals, a focus needs to be placed on intrinsic factors, such as, opportunities for professional growth and recognition of accomplishments.

Although career and technical education administrators are usually not specifically mentioned as a group, it is opined that shortages in ROCP administrator ranks will surely occur as suggested by the nationwide demographic trends, the high level of government employee retirement projections, and the reports concerning widespread shortages of leaders for positions at all kinds of schools and districts. As noted by Gray and Walter (2001), Wright and Custer (1998), and Ruhland (2001), career and technical education teachers at the college and secondary school level are almost universally in short supply. To help cope with the career and technical education administrator shortages, enhancing job satisfaction variables could contribute to attracting candidates and retaining current school managers and leaders as

suggested by Chieffo (1991), Truell, Price, and Joyner (1998), and Rodda (2000), among others.

Summary

Chapter II provided a theoretical framework for this study. The initial section reviewed definitions of job satisfaction and the relationship of job satisfaction to human motivation. Three prominent movements were outlined that included the scientific management, human relations, and behavioral science periods. Taylor's (1911) concepts were reviewed as representative of the scientific management movement. He believed that satisfied and productive workers were the ones that were well paid and experienced minimal fatigue. The human relations movement emphasized individual attitudes, emotions, and needs as being paramount to increasing worker motivation. The behavioral science movement indicated that worker satisfaction and motivation was achievable by providing individuals with growth opportunities and responsibility.

Key concepts from McGregor (1960), Maslow (1954), and Herzberg, Mausner, and Snyderman (1959) concerning job satisfaction stemmed from the behavioral sciences movement. The central concept of such theories was that motivation and worker satisfaction are attained by individuals when they have the ability to self-actualize and develop their potential. Herzberg, Mausner, and Snyderman's (1959) two-factor theory of motivation was discussed, and factors were identified that contribute to motivation. These factors included achievement, recognition, the work itself, responsibility, advancement, and

possibility for growth. The two-factor theory was discussed in detail because it is used as the construct for this study. Another section discussed the history of Regional Occupational Centers and Programs, and a final section provided information on the looming administrator shortage.

CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of the study was to examine the factors perceived as contributing to the job satisfaction and dissatisfaction among ROCP administrators (i.e., directors, chief executive officers, assistant superintendents, and superintendents) using the Herzberg, Mausner, and Snyderman (1959) two-factor theory of motivation as an analytical model.

Research Questions

1. To what degree were ROCP administrators satisfied in their jobs?

2. To what degree were ROCP administrators dissatisfied in their jobs?

3. What critical incidents caused these administrators to be satisfied in their job?

4. Which of the following factors contributed to the satisfaction of administrators in their jobs?

   a) Achievement

   b) Recognition

   c) Work itself

   d) Responsibility

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e) Advancement

f) Possibility of growth

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

a) Supervision

b) Company policy and administration

c) Working conditions

d) Interpersonal relations

e) Status

f) Job security

g) Salary

h) Personal life

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Introduction

This chapter presents the structure of the study. It describes the research design, the sample and population, instrumentation, data collection, data analysis procedures, and the limitations of the study. A summary concludes the chapter.

Research and Design

The design of the study was qualitative/quantitative and used descriptive data obtained through telephone interviews. Descriptive methods were used to gather perceptions from members of Regional Occupational Centers and Programs in California (ROCPC) regarding factors perceived as contributing to job satisfaction and dissatisfaction. Descriptive studies are appropriate when attitudes and opinions are sought, and such views help answer questions concerning the current status of the subject of the study (Gay 1996). Isaac and Michael (1995) agreed with Gay (1996) in that descriptive research aids in determining what others are doing and benefits individuals in similar situations by helping them to make more informed future decisions.

Semistructured interviews were used to collect data for the study. Spector (1997) observed that when assessing job satisfaction, the use of interviews provides an advantage over questionnaires because interviews allow the respondents to generate their own areas of satisfaction or dissatisfaction and enable the respondents to elaborate upon areas they are discussing. Gay (1996) commented, "An interview is essentially the oral, in-person, administration of a questionnaire to each member of the sample" (261).

Based upon Hertzberg's two-factor theory of motivation, an interview guide (appendix C) facilitated the systematic collection of descriptive, factual, and accurate data (Isaac and Michael 1995). Additionally, the interview guide script (appendix B) provided direction and focus to the interview process while affording

the respondents the opportunity to report on more than one event and elaborate upon incidents as they deemed appropriate. The interview guide script also provided flexibility and adaptability necessary for probing the perceptions of the interviewees. Based upon the previous observations, descriptive and qualitative method of research aligns well with the purpose of this study.

Sample and Population

There are seventy-three Regional Occupational Centers and Programs in California of which six ROCPs are operated by a single district, forty-one by a county superintendent of schools, and twenty-six by a joint powers agreement (Adams 2002; California Department of Education; Office of Regional Occupational Centers and Programs; and California Association of Regional Occupational Centers and Programs 2004; California Association of Regional Occupational Centers and Programs 2004).

To select administrators, the 2004 Operations Handbook for California Regional Occupational Centers and Programs was consulted. The publication lists in alphabetical order all of the seventy-three Regional Occupational Centers and Programs. Each agency in the Operations Handbook for California Regional Occupational Centers and Programs (2004) was assigned a number from 1 to 73, and then separate slips of paper were prepared with each of the 73 numbers on them. These slips of paper were placed in a container, drawn out in random order, and the results were recorded on a master random list to select the sequence that the ROCP administrators were to be contacted for interviews.

<u>Instrumentation</u>

An interview guide (appendix C) was developed to provide a framework for the oral interviews with the participants. First, each interviewee was asked to think of a time when they felt exceptionally satisfied with their job as an ROCP superintendent, describe the event, and identify the motivators. Next, the respondent was asked to think of a time when he or she felt exceptionally dissatisfied with his or her job as an ROCP superintendent, describe the event, and identify the hygiene factors. Also, the interviewees were asked to suggest recommendations that would increase job satisfaction or mitigate dissatisfaction.

The previous questions were based on the critical incident technique that provides a systematic method of collecting observations and descriptions of on-the-job behavior from members of the group studied (Flanagan 1949). Any comments that are provided through the interview sequence are then interpreted through a coding process.

The interview guide was field-tested to validate that the questions elicited responses relevant to the research questions. An expert panel composed of two experienced ROCP superintendents was asked to provide feedback regarding the length of the interview, content of the questions, and the clarity of the questions. The superintendents on the expert panel were not part of the selected sample for the survey. The interview guide was revised to incorporate

suggestions regarding minor changes in the content of the questions. The

interview guide was finalized after incorporating the feedback generated from the

field-test.

Data Collection Procedures

All data were collected during April and May 2005. As outlined previously,

superintendents included in the study were randomly selected from listings in the

Operations Handbook for Regional Occupational Centers and Programs, and

participants who had at least one year of superintendent service were later

selected to be interviewed (California Department of Education; Office of

Regional Occupational Centers and Programs; and California Association of

Regional Occupational Centers and Programs 2004). In April, letters were sent

to each selected superintendent that asked for their cooperation in participating

in the study. The letter contained a signed endorsement of support and

encouragement for participation in the study from the executive director and the

president of the Regional Occupational Centers and Programs (see appendix A).

Within two weeks of posting the letter, follow-up telephone calls were made to

arrange a date and time for each subsequent telephone interview and to verify

the one year of experience criteria.

Field-testing was done and recommendations were made for minor

corrections in the interview guide. A field-test of the interview guide provided an

opportunity to refine the coding and data analysis procedures.

When each data collection interview started, the participant was assured

that confidentially would be maintained regarding responses, and some demographic questions were asked to put the respondent at ease. Permission was also obtained to tape record the interviews from each participant, or if permission was not obtained, field notes were simultaneously prepared. However, forty-six participants agreed to have the interviews taped, and the interviews lasted a minimum of approximately twenty minutes. Each participant was also asked for permission to be recontacted for follow-up interviews in the event that clarification was needed.

Data Analysis

Qualitative approaches were used to analyze the data in this study. The research questions formed a conceptual framework for the analysis. Additionally, tapes and field notes from interviews were used to address research questions related to Herzberg, Mausner, and Snyderman's (1959) two-factor theory of job satisfaction. The job satisfaction or intrinsic factors include the following: achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Job dissatisfaction or extrinsic factors were: supervision, company policy and administration, working conditions, interpersonal relations, status, job security, salary, and personal life.

To verify the consistency of coding of responses of the interviewees, pilot tests were done with two other doctoral candidates from the University of La Verne who were conducting a comparable study and who were also knowledgeable about the two-factor theory. To code all of the interview results,

the researchers independently read the interview transcripts and coded the responses on coding forms. If there were any differences, the researchers discussed, reassessed, and mutually recoded the incident. This triangulation process was designed to reduce potential bias of a single individual who would be conducting the data collection and "assessing the reliability and validity of the data obtained" (Patton 1990, 468).

Using Pearson product moment correlation coefficients, the data were further analyzed to examine the relationship between job satisfaction or intrinsic factors, and between job dissatisfaction or extrinsic factors. In support of the use of this statistical measure, Sharp (1979) notes that the Pearson product moment is the most popular measure of correlation for measuring the linear relationship between two numerically random variables.

A rough gauge for interpreting Pearson's coefficient of correlation is as follows:

+.85 to +1.00 (or -.85 to -1.00): High (strong) relationship

+.50 to +.84 (or -.50 to -.84): Moderate relationship

0 to +.49 (or 0 to -.49): Low (weak) relationship

Limitations

The study consisted of ROCP administrators and was not an attempt to validate the Herzberg, Mausner, and Snyderman's (1959) two-factor theory. The theory was used to develop factors that describe elements of job satisfaction for ROCP administrators. The coding of responses by the interviewees was limited

to the job factors in the Herzberg, Mausner, and Snyderman's two-factor theory.

Further, the critical incident technique was used to gather perceptions from the interviewees, and the results of the study were limited by what the interviewees were willing to disclose at the time of the interview. Additionally, the memories of the interviewees may have been influenced by feelings and not facts surrounding an event, and the sequence of actual events may have varied from what was recalled by the interviewee. Also, questions may not have been interpreted in the same way by each interviewee. The political climate at each ROCP may have had an impact on how each interviewee responded to the questions.

Moreover, Mobley (1982) notes that job satisfaction is an individual assessment based on an individual's perceptions of what that employee thinks or sees in the workplace relative to what that person values. It is not an exact science. Lofquist and Dawis (1969) further contend that other influences, such as home life, previous work situations, and personal economic factors, which are beyond the scope of this report, may also impact a worker's level of job satisfaction

Summary

This chapter included a review of the purpose of the study, research questions, introduction, and presentation of the structure of the study. It

identified the research design, the sample and population, instrumentation,

data collection procedures, data analysis, and the limitations of the study.

CHAPTER IV

ANALYSIS OF DATA

Purpose of the Study

The purpose of the study was to examine the factors perceived as contributing to the job satisfaction and dissatisfaction among ROCP administrators (i.e., directors, chief executive officers, assistant superintendents, and superintendents) using the Herzberg, Mausner, and Snyderman (1959) two-factor theory of motivation as an analytical model.

Research Questions

1. To what degree were ROCP administrators satisfied in their jobs?

2. To what degree were ROCP administrators dissatisfied in their jobs?

3. What critical incidents caused these administrators to be satisfied in their jobs?

4. Which of the following factors contributed to the satisfaction of administrators in their jobs?

       a) Achievement

       b) Recognition

       c) Work itself

       d) Responsibility

e) Advancement

f) Possibility of growth

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

a) Supervision

b) Company policy and administration

c) Working conditions

d) Interpersonal relations

e) Status

f) Job security

g) Salary

h) Personal life

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Presentation of the Data

The purpose of the study, as previously noted in chapter I, was to examine the factors perceived as contributing to the overall job satisfaction level and intrinsic and extrinsic satisfaction levels of Regional Occupational Center and Program Administrators in seventy-three ROCPs in California. There were no vacancies for a total population of seventy-three incumbent administrators. This

chapter presents the results of the statistical analysis of the data collected for this study. The chapter commences with a display of the summary and distribution of ROCP responses by ROCP type. This is followed by the analysis of each research question.

Due to the limited number of ROCP organizations as illustrated in table 1, all subsequent tabulations, descriptions, analysis, conclusions, and discussions will be are based on aggregations of data for all organizational types. This approach provides the largest sample possible, and therefore the best opportunity to identify any meaningful data relationships. Further, by treating the ROCP data in such an undifferentiated manner, it avoids possible small groupings of individuals and consequently helps shield the identity and confidentiality of the respondents as promised in the cover letter to the questionnaire instruments.

<u>Study Participation Rate (Response Rate)</u>

All seventy-three incumbent ROCP administrators were provided with an opportunity to be surveyed, with the exception of two who were on an expert panel whose members were asked to provide feedback regarding the length of interviews, content of questions, and the clarity of the interview questions. From the remaining seventy-one ROCP administrators, forty-six who had at least one year of experience as ROCP superintendents were actually interviewed for this study, for a net response rate of 65 percent. This response rate provided a

representative number of ROCP organizations by organizational type, as

depicted in table 1.

Table 1. Summary and Distribution of ROCP Organizational Types and Study
Participation Rates by ROCP Organizational Type

ROCP Organizational Type	Number/Percentage of ROCP Types		Number/Percentage of Study Participation Rates by ROCP Types	
	N	%	N	%
Single district	6	8.2	2	4.4
County superintendent	41	56.2	26	56.5
Joint powers agreement	26	35.6	18	39.1
Total	73	100.0	46	100.0

Analysis by Research Question

1. To What degree were ROCP administrators satisfied in their jobs?

The data from interviews were analyzed to determine the score for job

satisfaction of ROCP administrators. The ROCP administrators responded to a

five-point scale indicating that a score of 1 meant very dissatisfied, 2 meant

dissatisfied, 3 meant neutral, 4 meant satisfied, and 5 meant very satisfied. The

frequency distribution (table 2) shows that the scores ranged from 4 to 5. The

mean for satisfaction with intrinsic job factors was 4.67 with a standard deviation

of .47, and the median was 5.

These results reflect that the scores of the participants were at the highest

end of the range, and show a positive view of the level of satisfaction with their

positions. The mean score result of 4.67 was more than halfway between satisfied and very satisfied, and the median score of 5 was very satisfied. As a result of these findings, it was concluded that the job satisfaction of ROCP administrators was very positive.

Table 2. Frequency Distribution of Responses to Job Satisfaction Scores

Score	Description	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
1	Very dissatisfied	0	0.0	0.0
2	Dissatisfied	0	0.0	0.0
3	Neutral	0	0.0	0.0
4	Satisfied	15	32.6	32.6
5	Very satisfied	31	67.4	100.0
Total		46	100.0	

2. To What degree were ROCP administrators dissatisfied in their jobs?

The data from interviews were analyzed to determine the score for job dissatisfaction of ROCP administrators. To have a consistent rating protocol with satisfaction measures, the responses for dissatisfaction were coded to show satisfaction level with the hygiene, or extrinsic job factors (which are also known as dissatisfiers in Herzberg's two-factor theory). The ROCP administrators responded to a five-point scale indicating that a score of 1 meant very dissatisfied, 2 meant dissatisfied, 3 meant neutral, 4 meant satisfied, and 5 meant very satisfied. The frequency distribution (table 3) shows that the scores

ranged from 3 to 5. The mean for satisfaction with extrinsic job factors was 4.61 with a standard deviation of .61, and the median was 5.

These results reflected that the scores of the participants were at the highest end of the range, and show a positive view of the level of hygiene or extrinsic factors of their positions. The mean score result of 4.61 was more than half way between satisfied and very satisfied, and the median score of 5 was very satisfied. As a result of these findings, it was concluded that the extrinsic job satisfaction of ROCP administrators was very positive.

Table 3. Frequency Distribution of Responses to Job Satisfaction Scores

Score	Description	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
1	Very dissatisfied	0	0.0	0.0
2	Dissatisfied	0	0.0	0.0
3	Neutral	3	6.5	6.5
4	Satisfied	12	26.1	32.6
5	Very satisfied	30	67.4	100.0
Total		46	100.0	

Note: N = 46.

3. What critical incidents caused these administrators to be satisfied in their jobs?

Research question 3 was designed to explore job factors that contributed to satisfaction. Respondents were asked to think of a time when they felt extremely satisfied with their job as the ROCP administrator and to describe the incident. A total of forty-six responses were reported, and each respondent had at least one incident to describe. The responses were coded using the

categories from Herzberg, Mausner, and Snyderman's (1959) two-factor

theory as a construct.

The data revealed that the job factors of achievement (56.5 percent)

(intrinsic), interpersonal relations (23.9 percent) (extrinsic), company policy and

administration (10.9 percent) (extrinsic), and work itself (8.7 percent) (intrinsic),

accounted for all forty-six incidents. It was noted that there were no incidents

that described intrinsic job factors recognition, responsibility, advancement, and

possibility of growth as contributing to satisfaction. Table 4 displays the

frequency and percentage of satisfying incidents per job factor.

The following is an in-depth discussion of the four job factors identified by

the respondents. The job factors to be discussed are achievement, interpersonal

relations, company policy and administration, and work itself.

Achievement

Incidents that described successful completion of a job or task were

included in this category. Incidents that described positive outcomes for

students; program facilitation; doing a quality job; recognition of programs by

students and staff; seeing results and positive programs; changing lives in

positive ways; working with board members to secure pay, benefits and working

conditions for support staff; success in testing results; and believing in what the

respondent is doing (refer to table 4).

Interpersonal Relations

Incidents that described actual verbalization about interaction
characteristics between the respondent and another individual were coded in this
category. Incidents included working with people; networking with community
and interacting with people; support from superintendents and teachers; working
with business members on advisory committees; attending professional
conferences; working as a team with other administrators; collaborative
partnerships with support staff, managers, and teachers; meeting with
colleagues; and working with wonderful people (refer to table 4).

Organizational (Company) Policy

Incidents that referred to the institution or management in positive ways
were coded under this category. Also, incidents related to organization of work,
personnel policies and institutional goals were coded in this section. Examples
included: support of local districts and administration; support from the governing
board by providing adequate funding and funding formulas; not being locked into
any politics at any school district; and support from supervisors and
administrators working as a team (refer to table 4).

Work Itself

When respondents described starting work or being able to be creative on
the job, this category was used. Examples in this section included being able to

start new programs; having a diversity of work; having variety and challenge;

and being allowed to be creative with lots of different responsibilities (table 4).

Table 4. Frequency Distribution of Responses to Critical
Incidents Causing Job Satisfaction

Description of Job Factor (Intrinsic/Extrinsic)	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
Achievement (intrinsic)	26	56.5	56.5
Interpersonal relations (extrinsic)	11	23.9	80.4
Company policy and admin. (extrinsic)	5	10.9	91.3
Work itself (intrinsic)	4	8.7	100.0
Total	46	100.0	

4. Which of the following factors contributed to the satisfaction of

administrators in their jobs?

    a) Achievement

    b) Recognition

    c) Work itself

    d) Responsibility

    e) Advancement

    f) Possibility of growth

Research question 4 was designed to explore job factors that contributed

to satisfaction. Respondents were asked to indicate whether or not any of six

specified intrinsic factors contributed to the satisfaction of administrators. A total of 150 incidents were reported, an average of 3.3 per ROCP administrator. The intrinsic job factors that formed the basis of research question 4 were based on the Herzberg, Mausner, and Snyderman's (1959) two-factor theory as a construct.

Data revealed that the job factors of work itself (24.7 percent), responsibility (20.7 percent), achievement (21.3 percent), possibility of growth (14.0 percent), and recognition (14.0 percent) accounted for 94.7 percent of the total number of responses, with advancement (5.3 percent) accounting for the remaining responses. Table 5 displays the frequency and percentage of responses by factors contributing to job satisfaction. Additional statistical analysis is provided in connection with table 6 concerning the responses to research question 4.

Pearson correlation coefficients were computed to examine the relationship between the job satisfaction factors of achievement, recognition, work itself, responsibility, advancement, and possibility of growth. These results, presented in table 6, indicate there was a significant relationship at the .05 level between the job satisfaction factors of recognition and achievement (r = .606, p = .000). As a result of these findings, we can conclude that the job satisfaction factor of recognition was significantly related to achievement.

Table 5. Frequency Distribution of Responses for Factors Contributing to the Job Satisfaction of ROCP Administrators

Description of Job Factor	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
a) Achievement	32	21.3	21.3
b) Recognition	21	14.0	35.3
c) Work itself	37	24.7	60.0
d) Responsibility	31	20.7	80.7
e) Advancement	8	5.3	86.0
f) Poss. of growth	21	14.0	100.0
Total	150	100.0	

Note: N = 46.

Additionally, the results in table 6 indicate there is a significant relationship at the .05 level between responsibility and achievement ($r = .245$, $p = .100$), and recognition ($r = .358$, $p = .015$). As a result of these findings, we can conclude that the job satisfaction factor of responsibility was significantly related to achievement and recognition.

Also, the results in table 6 show that there was a significant relationship at the .05 level between advancement and achievement ($r = 303$, $p = .040$), recognition ($r = .501$, $p = .000$), and responsibility ($r = .197$, $p = .190$). As a result of these findings, it was concluded that the job satisfaction factor of advancement was significantly related to achievement, recognition, and responsibility.

Further, the results of table 6 show that there is a significant relationship at the .05 level between possibility of growth and achievement ($r = .227$, $p = .130$),

recognition (r = .387, p = .008), work itself (r = .342, p = .020), responsibility

(r = .451, p = .002), and advancement (r = .385, p = .008). As a result of these

findings, it can be concluded that the job satisfaction factor of possibility of

growth was significantly related to achievement, recognition, work itself,

responsibility, and advancement. The findings in table 6 indicate that there were

no other significant relationships between the other job factors concerning

satisfaction.

Table 6. Pearson Correlation Coefficients between the Job Satisfaction Factors of Achievement, Recognition, Work Itself, Responsibility, Advancement, and Possibility of Growth

Factors	Achiev-ment	Recog-nition	Work Itself	Respon-sibility.	Advance-ment	Poss. of Growth
Achievement	- -					
Recognition	.606	- -				
Work itself	.031	.122	- -			
Responsibility	.245*	.358*	.008	--		
Advancement	.303*	.501*	.082	.197*	- -	
Poss. of growth	.227*	.387*	.342*	.451*	.385*	- -

Note: N = 46; * = significant at the .05 level.

5. What critical incidents caused these administrators to be dissatisfied in

their jobs?

Research question 5 was designed to explore those job factors

identified as dissatisfiers by the ROCP administrators. Respondents were asked

to think of a time when they felt exceptionally dissatisfied with their job and to

describe the incident. A total of forty-six responses were reported, and each

respondent had at least one incident to describe. The responses were coded

using the categories from Herzberg, Mausner, and Snyderman's (1959) two-

factor theory as a construct.

Data revealed that the job factors of company policy and administration

(30.4 percent) (extrinsic), interpersonal relations (28.3 percent) (extrinsic), work

itself (21.7 percent) (intrinsic), and achievement (2.2 percent) (intrinsic)

accounted for thirty-eight incidents or 82.6 percent of the interview responses.

There were eight (17.4 percent) administrators who did not provide a response

for this research question. It is noted that there were no incidents that described

extrinsic job factors: supervision, working conditions, status, job security, salary,

and personal life, as contributing to dissatisfaction. Table 7 displays the

frequency and percentage of dissatisfying incidents per job factor.

The following is an in-depth discussion of the four job factors identified by

the respondents. The job factors to be discussed are company policy and

administration, interpersonal relations, work itself, and achievement.

Company Policy and Administration

Incidents that described the inadequacies of the institution or management

were coded in this category. Incidents that described ineffective organization of

work, personnel policies, or disagreements with organizational goals were coded in this section. There were fourteen incidents reported or 30.4 percent of the total number of dissatisfying incidents.

Examples of incidents coded in this category included funding issues from the state; politics; lack of understanding or support from superiors; micromanaging by supervisors; union support of mediocrity; frustration with insecurity of state budget and state bureaucracy; district's marginal understanding for the importance of career training; and lack of authority over teachers who work for their own districts.

Interpersonal Relations

Incidents in this category included personnel issues; working with board members who do not have adequate experience; dealing with misinformed board members with hidden agendas; working with difficult people; incompetent staff and people unwilling to solve problems; people not being professional while in professional positions; and county superintendent politics. There were thirteen incidents or 28.3 percent of the incidents in this category.

Work Itself

When respondents described dissatisfying incidents related to doing the job or the opportunity to complete all phases of their job, this category was used. There were ten incidents or 21.7 percent of the dissatisfying incidents in this category. The events coded in this section included not enough time or money

resources to provide necessary support; stress of having to supervise eighty

staff members; lack of support from districts; inadequate networking

opportunities; being a "step child" to K-12 education; amount of paperwork;

responsibility without authority; and excessive work hours.

Achievement

Only one item was coded here, and it was the limited ability to understand

and help high school students. This one incident accounted for 2.2 percent of

the incidents in the dissatisfaction research question.

Table 7. Frequency Distribution of Responses to Critical Incidents Causing Job
Dissatisfaction

Description of Job Factor (Intrinsic/Extrinsic)	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
Company policy and admin. (extrinsic)	14	30.4	30.4
Interpersonal relations (extrinsic)	13	28.3	58.7
Work itself (intrinsic)	10	21.7	80.4
Achievement (intrinsic)	1	2.2	82.6
No response	8	17.4	100.0
Total	46	100.0	

6. Which of the following factors contributed to the dissatisfaction of

administrators in their jobs?

a) Supervision

b) Company policy and administration

c) Working conditions

d) Interpersonal relations

e) Status

f) Job security

g) Salary

h) Personal life

Research question 6 was designed to explore job factors that contributed

to dissatisfaction. These factors are categorized as extrinsic in nature.

Respondents were asked to indicate whether or not any of six specified extrinsic

factors contributed to the dissatisfaction of administrators. Thirty-three of the

respondents, or an average of 1.3 per responding ROCP administrator, reported

a total of forty-two incidents. There were thirteen participants who had no

response for this research question. The extrinsic job factors that formed the

basis of research question 4 were based on the Herzberg, Mausner, and

Snyderman's (1959) two-factor theory as a construct.

Data revealed that the job factors of interpersonal relations (21.4 percent),

company policy and administration (19.1 percent), supervision (16.7 percent),

personal life (14.3 percent), and salary (11.9 percent) account for 83.4 of the total

number of responses. The job factors of job security (7.2 percent), working

conditions (4.7 percent), and status (4.7 percent) accounted for the rest of the

responses.

Table 8 displays the frequency and percentage of responses by factors

contributing to job dissatisfaction. Additional statistical analysis is provided in

connection with table 9 concerning the responses to research question 6.

Table 8. Frequency Distribution of Responses for Factors Contributing to the Job Dissatisfaction of ROCP Administrators

Description of Job	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
a) Supervision	7	16.7	16.7
b) Company policy and administration	8	19.1	35.8
c) Working conditions	2	4.7	40.5
d) Interpersonal relations	9	21.4	61.9
e) Status	2	4.7	66.6
f) Job security	3	7.2	73.8
g) Salary	5	11.9	85.7
h) Personal life	6	14.3	100.0
Total	42	100.0	

Note: N = 46 respondents; 13 respondents had no specific suggestions, and 7 respondents had multiple suggestions.

Pearson correlation coefficients were computed to examine the

relationship between the extrinsic job dissatisfaction factors of supervision,

company policy and administration, working conditions, interpersonal relations,

status, job security, salary, and personal life. These results, presented in table 9, indicate that there was a significant relationship at the .05 level between the extrinsic job dissatisfaction factor of company policy and administration and supervision (r = .285, p = .055). As a result of these findings, it was concluded that the extrinsic job dissatisfaction factor of company policy and administration was significantly related to supervision.

Additionally, the results in table 9 indicate that there was a significant relationship at the .05 level between salary and supervision (r = .241, p = .107), and company policy and administration (r = .208, p = .165). As a result of these findings, was concluded that the extrinsic job dissatisfaction factor of salary was significantly related to supervision, and company policy and administration.

The findings in table 9 indicate that there were no other significant relationships between the other extrinsic job factors concerning dissatisfaction.

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

The suggestions made by ROCP administrators that would significantly improve the conditions of their jobs were elicited by research question 7. The respondents were generally asked what could be done to increase opportunities for satisfying experiences, and what could be done to mitigate dissatisfying experiences as they related to the incidents they had described in earlier interview questions.

Table 9. Pearson Correlation Coefficients between the Job Dissatisfaction Factors of Supervision, Company Policy and Administration, Working Conditions, Interpersonal Relations, Status, Job Security, Salary, and Personal Life

Factor	a) Sup.	b) CPA	c) W C	d) I R	e) Stat.	f) J S	g) Sal.	h) P L
a) Sup.	--							
b) CPA	.285*	--						
c) W C	-.090	-.098	--					
d) I R	.096	.063	-.105	--				
e) Stat.	-.090	.183	-.045	.164	--			
f) J S	-.112	.111	-.056	-.130	-.056	--		
g) Sal.	.241*	.208*	-.074	.004	-.074	-.092	--	
h) P L	.016	-.178	-.083	-.028	-.083	-.102	.072	--

Note: * = Significant at the .05 level; N = 46.

The responses of the ROCP administrators were not limited to specific categories, and therefore various suggestions were provided. The suggestions were then coded using Herzberg, Mausner, and Snyderman's (1959) two-factor theory as a construct. Of the respondents providing suggestions, company policy and administration (56.5 percent) (extrinsic), work itself (19.6 percent) (intrinsic), and interpersonal relations (4.3 percent) (extrinsic) accounted for 80.4 percent of the participants, with nine ROCP administrators providing no response to this research question. No other intrinsic or extrinsic job factors were suggested by the responders (see table 10).

Using the frequency rates, the three major factors that generated the most suggestions were selected for further discussion. These job factors are

noteworthy because they account for thirty-seven out of thirty-seven total

number of recommendations. These factors included:

- Company policy and administration,

- Work itself

- Interpersonal relations

Table 10. Frequency Distribution of Responses for Suggestions That Would Significantly Improve Conditions of Jobs

Description of Job Factor (Intrinsic/Extrinsic)	Number of Responses	Percentage of Responses	Cumulative Percentage of Responses
Interpersonal relations (extrinsic)	2	4.3	4.3
Work itself (intrinsic)	9	19.6	23.9
Company policy and admin. (extrinsic)	26	56.5	80.4
No response	9	19.6	100.0
Total	46	100.0	

Company Policy and Administration

ROCP administrators provided twenty-six suggestions to increase job

satisfaction within the job factor of company policy and administration.

Suggestions included:

- Having less red tape to implement changes

- Having the state have an adequate process for funding

- Providing compensation equal with responsibility

- Providing job security and support from the board

- Providing more discretion to administrators to run more training

programs to meet the needs of the community

- Better support by education policymakers and the federal government

- Unions being more realistic

- More professional training for ROCP administrators

- Having more professional support staff

- Lifting the funding cap based on Average Daily Attendance by students

in order to provide bigger and better programs

- Longer probationary periods for employees

Work Itself

ROCP administrators provided nine suggestions to increase job

satisfaction within the job factor of work itself. Suggestions included:

- Getting more administrative help

- Having enough resources to fully staff programs

- Having less work

- Being viewed as an equal by K-12 counterparts

- Having time to inform supervisors about programs

- Having clear administrative processes

- Upgrading technology facilities

Interpersonal Relations

There were two suggestions to increase job satisfaction within the job factor of interpersonal relations.

- Having staff take more initiative

- Having the staff work as a team

Summary Statement of Findings

Summary of Findings for Research Question 1

1. To what degree were ROCP administrators satisfied in their jobs?

The mean score result of 4.67 was more than halfway between satisfied and very satisfied, and the median score of 5 was very satisfied. As a result of these findings, it was concluded that the job satisfaction of ROCP administrators was very positive.

Summary of Findings for Research Question 2

2. To what degree were ROCP administrators dissatisfied in their jobs?

The mean score result of 4.61 was more than halfway between satisfied and very satisfied, and the median score of 5 was very satisfied. As a result of these findings, it was concluded that the extrinsic job satisfaction of ROCP administrators was very positive.

Summary of Findings for Research Question 3

3. What critical incidents caused these administrators to be satisfied in their jobs?

Research question 3 was designed to explore job factors that contributed to job satisfaction. The data identified the four major job factors as: achievement, interpersonal relations, company policy and administration, and work itself.

1. Achievement (26 out of 46 incidents, or 56.5 percent). Incidents that described successful completion of a job or task were included in this category: Incidents that described positive outcomes for students; program facilitation; doing a quality job; recognition of programs by students and staff; seeing results and positive programs; changing lives in positive ways; working with board members to secure pay, benefits and working conditions for support staff; success in testing results; and believing in what the respondent is doing.

2. Interpersonal relations (11 out of 46 incidents, or 23.9 percent). Incidents that described actual verbalization about interaction characteristics between the respondent and another individual were coded in this category, incidents included: Working with people; networking with community and interacting with people; support from superintendents and teachers; working with business members on advisory committees; attending professional conferences; working as a team with other administrators; collaborative partnerships with support staff, managers, and teachers; meeting with colleagues; and working with wonderful people.

3. Company policy and administration (5 out of 46 incidents, or 10.9

percent). Incidents that referred to the institution or management in positive

ways were coded under this category. Also, incidents related to organization of

work, personnel policies, and institutional goals were coded in this section.

Examples included: support of local districts and administration; support from

board by providing adequate funding; funding formulas; not being locked into any

politics at any school district; and support from supervisors and administrators

working as a team.

4. Work itself (4 out of 46 incidents or 8.7 percent). When

respondents described starting work or being able to be creative on the job, this

category was used. Examples in this section included: being able to start new

programs; having a diversity of work; having variety and challenge; and being

allowed to be creative with a lot of different responsibilities.

Summary of Findings for Research Question 4

4. Which of the following factors contributed to the satisfaction of

administrators in their jobs?

The data revealed that the job factors of work itself (24.7), responsibility

(20.7 percent), achievement (21.3 percent), possibility of growth (14.0 percent),

and recognition (14.0 percent) accounted for 94.7 percent of the total number of

responses, with advancement (5.3 percent) accounting for the remaining

responses. Table 5 displays the frequency and percentage of responses by

factors contributing to job satisfaction.

The statistical results indicate that there is a significant relationship at the .05 level between the job satisfaction factors of recognition and achievement (r = .606, p = .000). As a result of these findings, it can be concluded that the job satisfaction factor of recognition was significantly related to achievement.

Additionally, the results indicate that there was a significant relationship at the .05 level between responsibility and achievement (r = .245, p = .100), and recognition (r = .358, p = .015). As a result of these findings, it can be concluded that the job satisfaction factor of responsibility was significantly related to achievement and recognition.

Also, the results show that there was a significant relationship at the .05 level between advancement and achievement (r = 303, p = .040), recognition (r = .501, p = .000), and responsibility (r = .197, p = .190). As a result of these findings, it was concluded that the job satisfaction factor of advancement was significantly related to achievement, recognition, and responsibility.

Further, the results show that there was a significant relationship at the .05 level between possibility of growth and achievement (r = 227, p = .130), recognition (r = .387, p = .008), work itself (r = .342, p = .020), responsibility(r = .451, p = .002), and advancement (r = .385, p = .008). As a result of these findings, we can conclude that the job satisfaction factor of possibility of growth was significantly related to achievement, recognition, work itself, responsibility, and advancement. The findings indicate that there were no other significant relationships between the other job factors concerning job satisfaction.

Summary of Findings for Research Question 5

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

The data revealed that the job factors of company policy and administration (30.4 percent) (extrinsic), interpersonal relations (28.3 percent) (extrinsic), work itself (21.7 percent) (intrinsic), and achievement (2.2 percent) (intrinsic) accounted for thirty-eight incidents or 82.6 percent of the interview responses. There were eight (17.4 percent) administrators who did not provide a response for this research question. It is noted that there were no incidents that described extrinsic job factors supervision, working conditions, status, job security, salary, and personal life as contributing to dissatisfaction.

The following is an in-depth discussion of the four job factors identified by the respondents. The job factors to be discussed are company policy and administration, interpersonal relations, work itself, and achievement.

1. Company policy and administration: Incidents that described the inadequacies of the institution or management were coded in this category. Incidents that described ineffective organization of work, personnel policies, or disagreements with organizational goals were coded in this section. There were 14 incidents reported or 30.4 percent of the total number of dissatisfying incidents.

Examples of incidents coded in this category included funding issues from the state; politics; lack of understanding or support from superiors;

micromanaging by supervisors; union support of mediocrity; frustration with insecurity if state budget and state bureaucracy; district's marginal understanding for the importance of career training; and lack of authority over teachers who work for their own districts.

2. Interpersonal relations: Incidents in this category included personnel issues; working with board members who do not have adequate experience; dealing with misinformed board members with hidden agendas; working with difficult people; incompetent staff and people unwilling to solve problems; people not being professional while in professional positions; and county superintendent politics. There were thirteen incidents, or 28.3 percent of the incidents in this category.

3. Work itself: When respondents described dissatisfying incidents related to doing the job or the opportunity to complete all phases of their job, this category was used. There were ten incidents or 21.7 percent of the dissatisfying incidents in this category: The events coded in this section included not enough time or money resources to provide necessary support; stress of having to supervise eighty staff members; lack of support from districts; inadequate networking opportunities; being a "step child" to K-12 education; amount of paperwork; responsibility without authority; and excessive work hours.

4. Achievement: Only one item was coded here, and it was the limited ability to understand and help high school students. This one incident accounted for 2.2 percent of the incidents in the dissatisfaction research question.

Summary of Findings for Research Question 6

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

The data revealed that the job factors of interpersonal relations (21.4 percent), company policy and administration (19.1 percent), supervision (16.7 percent), personal life (14.3 percent), and salary (11.9 percent) account for 83.4 of the total number of responses. The job factors of job security (7.2 percent), working conditions (4.7 percent), and status (4.7 percent) accounted for the rest of the responses.

These results, presented in table 9, indicate that there was a significant relationship at the .05 level between the extrinsic job dissatisfaction factor of company policy and administration and supervision (r = .285, p = .055). As a result of these findings, it can be concluded that the extrinsic job dissatisfaction factor of company policy and administration was significantly related to supervision.

Additionally, the results indicate that there was a significant relationship at the .05 level between salary and supervision (r = .241, p = .107), and company policy and administration (r = .208, p = .165). As a result of these findings, it can be concluded that the extrinsic job dissatisfaction factor of salary was significantly related to supervision, and company policy and administration. The findings indicate that there were no other significant relationships between the other extrinsic job factors concerning dissatisfaction.

Summary of Findings for Research Question 7

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Using the frequency rates, the three major factors that generated the most suggestions were selected for further discussion. These job factors are noteworthy because they account for thirty-seven out of thirty-seven total number of recommendations. These factors included company policy and administration, work itself, and interpersonal relations.

1. Company policy and administration: ROCP administrators provided twenty-six suggestions to increase job satisfaction within the job factor of company policy and administration.

Suggestions included having less red tape to implement changes; having the state have an adequate process for funding, and providing compensation equal with responsibility; providing job security and support from the board; providing more discretion to administrators to run additional training programs to meet the needs of the community; better support by education policymakers and the federal government; unions being more realistic; more professional training for ROCP administrators; having more professional support staff; lifting the funding cap based on Average Daily Attendance by students in order to provide bigger and better programs; and longer probationary periods for employees.

2. Work itself: ROCP administrators provided nine suggestions to increase job satisfaction within the job factor of work itself. Suggestions included

getting more administrative help; having enough resources to fully staff

programs; having less work; being viewed as an equal by K-12 counterparts;

having time to inform supervisors about programs; having clear administrative

processes; and upgrading facilities technology.

3. Interpersonal relations: There were two suggestions to increase job

satisfaction within the job factor of interpersonal relations: having staff take more

initiative, and having the staff work as a team.

Summary

Chapter IV presented the research findings. Data were generated from

semistructured interviews with forty-six ROCP administrators. The data were

then analyzed and coded using Herzberg, Mausner, and Snyderman's (1959)

two-factor theory as a construct. This research was generally designed to

identify job satisfaction and dissatisfaction among ROCP administrators and how

these factors can be enhanced or mitigated to increase job satisfaction.

Findings for each research question, a discussion of major findings, and

summaries were presented. Job factors that accounted for the highest

percentage of incidents were identified and discussed in detail. It was

determined that the intrinsic and extrinsic job satisfaction scores of ROCP

administrators were very positive.

Employing Herzberg, Mausner, and Snyderman's (1959) two-factor theory,

it was discovered that the incidents that caused administrators to be most

satisfied were the job factors of achievement, interpersonal relations, company

policy and administration, and work itself. Statistical analysis revealed that the job factor of recognition was significantly related to achievement; that the job satisfaction factor of responsibility was significantly related to achievement and recognition; that the job satisfaction factor of advancement was significantly related to achievement, recognition, and responsibility; that the job satisfaction factor of possibility of growth was significantly related to achievement, recognition, work itself, responsibility, and achievement; and that there were no other significant relationships between the other job factors concerning satisfaction.

Also, employing Herzberg, Mausner, and Snyderman's (1959) two-factor theory, it was discovered that the incidents that caused administrators to be most dissatisfied were the job factors of company policy and administration, interpersonal relations, work itself, and achievement. Further, it was discovered that the incidents that contributed to the dissatisfaction of administrators were the major job factors of interpersonal relations, company policy and administration, supervision, personal life, and salary.

Suggestions by ROCP administrators that would significantly improve the conditions of their jobs included the job factors of company policy and administration, the work itself, and interpersonal relations. Continued discussion of key findings, conclusions, and recommendations for further study are presented in chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reviews the study, which contains the purpose of the study, research questions, a summary of the study, methodology, and a presentation of the key findings. Also provided are conclusions for each research question and recommendations for future research and action.

Purpose of the Study

The purpose of the study was to examine the factors perceived as contributing to the job satisfaction and dissatisfaction among ROCP administrators (i.e., directors, chief executive officers, assistant superintendents, and superintendents) using the Herzberg, Mausner, and Snyderman (1959) two-factor theory of motivation as an analytical model.

Research Questions

1. To what degree were ROCP administrators satisfied in their jobs?

2. To what degree were ROCP administrators dissatisfied in their jobs?

3. What critical incidents caused these administrators to be satisfied in their job?

4. Which of the following factors contributed to the satisfaction of

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administrators in their jobs?

       a) Achievement

       b) Recognition

       c) Work Itself

       d) Responsibility

       e) Advancement

       f) Possibility of growth

5. What critical incidents caused these administrators to be dissatisfied in their jobs?

6. Which of the following factors contributed to the dissatisfaction of administrators in their jobs?

       a) Supervision

       b) Company policy and administration

       c) Working conditions

       d) Interpersonal relations

       e) Status

       f) Job security

       g) Salary

       h) Personal life

7. What suggestions did ROCP administrators submit that would significantly improve the conditions of their jobs?

Summary of the Study

The literature suggests that information regarding job satisfaction may be a source of great interest to organizations and individuals in the job environment as it indicates what people want from their jobs and what motivates them to work. A review of the literature revealed that several studies have shown that there is a correlation between job satisfaction and behaviors such as compliance, citizenship, pursuit of excellence, and loyalty (Fisher and Locke 1992). Also it has been posited that, among managers, job satisfaction is considered an important influence on employee behavior and organizational effectiveness (Spector 1997). Additionally, it has been found that the academic success of a school is directly related to the job satisfaction of a school's principal (Avant and Miller 1992).

Moreover, while there is a considerable body of literature that examines the job satisfaction of teachers and principals, no studies have been found on the job satisfaction of ROCP administrators. The performance of ROCP administrators, just as is the case with other managers and academic leaders, has a tremendous effect on the organization, and the performance of the administrator will depend to some extent on his or her job satisfaction.

Additionally, there is a looming administrator shortage in schools (Tallerico 2000). Contributing to the shortage is the turnover rate, and various authors have reported that job dissatisfaction is positively correlated with administrator turnover in education establishments (Murray and Murray 1998). Further, career

and technical education teachers are almost universally in short supply (Ruhland 2001; Gray and Walter 2001). This study may shed light on ways to cope with career and technical education administrator shortages and identify ways to enhance the job satisfaction variables in order to attract candidates and retain current school managers and leaders. Additionally, this study was conducted to fill a gap in the literature concerning ROCP administrators.

Methodology

There are seventy-three ROCP organizations and administrators in California. Each of the administrators was provided with an opportunity to be surveyed, with the exception of two who were on an expert panel whose members provided feedback regarding interview content of interview questions and interview approaches. From the remaining seventy-one ROCP administrators, forty-six were interviewed for a net response rate of 65 percent.

The study was descriptive. The type of data was qualitative. Data were obtained through telephone interviews. The data for each of the research questions were analyzed based on Herzberg, Mausner, and Snydermann's (1959) two-factor theory. Job satisfaction factors of an intrinsic nature included (a) achievement, (b) recognition, (c) work itself, (d) responsibility, (e) advancement , and (f) possibility of growth. Job dissatisfaction factors of an extrinsic nature included (a) supervision, (b) company policy and administration, (c) working conditions, (d) interpersonal relations, (e) status, (f) job security, (g) salary, and (h) personal life. Interview responses were recorded and coded

by three individuals, the researcher, and two independent coders. The qualitative analysis of the data, supplemented by statistical analysis, revealed a number of key findings and conclusions that are presented later in this chapter.

Key Findings

Results from the ROCP administrator interviews were presented in chapter IV. The key findings to the research questions regarding the job factors in the study were as follows:

Key Findings for Research Question 1

To what degree were ROCP administrators satisfied in their jobs?
The mean score result of 4.67 was more than halfway between satisfied and very satisfied, and the median score of 5 was very satisfied. As a result of these findings, it is concluded that the job satisfaction of ROCP administrators was very positive.

Key Findings for Research Question 2

To what degree were ROCP administrators dissatisfied in their jobs?
The mean score result of 4.61 was more than halfway between satisfied and very satisfied, and the median score result of 5 was very satisfied. As a result of these findings, it was concluded that the extrinsic job satisfaction of ROCP administrators was very positive.

Key Findings for Research Question 3

What critical incidents caused these administrators to be satisfied in their jobs? Research question 3 was designed to explore job factors that contributed to job satisfaction. The data identified four major job factors as achievement, interpersonal relations, company policy and administration, and work itself:

- Achievement (26 out of 46 incidents or 56.5 percent): Incidents that described successful completion of a job or task were included in this category. Incidents that described positive outcomes for students; program facilitation; doing a quality job; recognition of programs by students and staff; seeing results and positive programs; changing lives in positive ways; working with board members to secure pay, benefits and working conditions for support staff; success in testing results; and believing in what the respondent is doing.

- Interpersonal relations (11 out of 46 incidents or 23.9 percent): Incidents that described actual verbalization about interaction characteristics between the respondent and another individual were coded in this category. Incidents included working with people; networking with community and interacting with people; support from superintendents and teachers; working with business members on advisory committees; attending professional conferences; working as a team with other administrators; collaborative partnerships with support staff, managers, and teachers; meeting with colleagues; and working with wonderful people.

- Company policy and administration (5 out of 46 incidents or 10.9

percent). Incidents that referred to the institution or management in positive

ways were coded under this category. Also, incidents related to organization of

work, personnel policies and institutional goals were coded in this section.

Examples included support of local districts and administration; support from

board by providing adequate funding; funding formulas; not being locked into any

politics at any school district; and support from supervisors and administrators

working as a team.

- Work itself (4 out of 46 incidents or 8.7 percent): When respondents

described starting work or being able to be creative on the job, this category was

used. Examples in this section included being able to start new programs;

having a diversity of work; having variety and challenge; and being allowed to be

creative with lots of different responsibilities.

Key Findings for Research Question 4

Which of the following factors contributed to the satisfaction of

administrators in their jobs? The data revealed that the job factors of work

itself (23.8), responsibility (21.0 percent), achievement (21.2 percent), possibility

of growth (14.6 percent), and recognition (13.9 percent) accounted for 95.4

percent of the total number of responses, with advancement (4.6 percent)

accounting for the remaining responses. The statistical results indicate that there

is a significant relationship at the .05 level between the job satisfaction factors of

recognition and achievement ($r = .606$, $p = .000$). As a result of these findings, it

can be concluded that the job satisfaction factor of recognition was significantly related to achievement.

Additionally, the results indicate that there was a significant relationship at the .05 level between responsibility and achievement (r = .245, p = .100), and recognition (r = .358, p = .015). As a result of these findings, we can conclude that the job satisfaction factor of responsibility was significantly related to achievement and recognition. Also, the results show that there was a significant relationship at the .05 level between advancement and achievement (r = 303, p = .040), recognition (r = .501, p = .000), and responsibility (r = .197, p = .190). As a result of these findings, it is concluded that the job satisfaction factor of advancement was significantly related to achievement, recognition, and responsibility.

Further, the results show that there was a significant relationship at the .05 level between possibility of growth and achievement (r = 227, p = .130), recognition (r = .387, p = .008), work itself (r = .342, p = .020), responsibility (r = .451, p = .002), and advancement (r = .385, p = .008). As a result of these findings it can be concluded that the job satisfaction factor of possibility of growth was significantly related to achievement, recognition, work itself, responsibility, and advancement. The findings indicate that there were no other significant relationships between the other job factors concerning job satisfaction.

Key Findings for Research Question 5

What critical incidents caused these administrators to be dissatisfied

in their jobs? The data revealed that the job factors of company policy and

administration (30.4 percent) (extrinsic), interpersonal relations (28.3 percent)

(extrinsic), work itself (21.7 percent) (intrinsic), and achievement (2.2 percent)

(intrinsic) accounted for 38 incidents or 82.6 percent of the interview responses.

There were 8 (17.4 percent) administrators who did not provide a response for

this research question. It was noted that there were no incidents that described

extrinsic job factors supervision, working conditions, status, job security, salary,

and personal life as contributing to dissatisfaction.

The following is an in-depth discussion of the four job factors identified by

the respondents. The job factors to be discussed are company policy and

administration, interpersonal relations, work itself, and achievement:

• Company policy and administration: Incidents that described the

inadequacies of the institution or management were coded in this category.

Incidents that described ineffective organization of work, personnel policies, or

disagreements with organizational goals were coded in this section. There were

fourteen incidents reported or 30.4 percent of the total number of dissatisfying

incidents. Examples of incidents coded in this category included funding issues

from the state; politics; lack of understanding or support from superiors;

micromanaging by supervisors; union support of mediocrity; frustration with lack

of security regarding state budget and state bureaucracy; districts' marginal

understanding for the importance of career training; and lack of authority over teachers who work for their own districts.

- Interpersonal relations: Incidents in this category included personnel issues; working with board members who do not have adequate experience; dealing with misinformed board members with hidden agendas; working with difficult people; incompetent staff and people unwilling to solve problems; people not being professional while in professional positions; and county superintendent politics. There were thirteen incidents, or 28.3 percent of the incidents in this category.

- Work itself: When respondents described dissatisfying incidents related to doing their job, or the opportunity to complete all phases of their job, this category was used. There were ten incidents, or 21.7 percent of the dissatisfying incidents in this category. The events coded in this section included not enough time or money resources to provide necessary support; stress of having to supervise eighty staff members; lack of support from districts; inadequate networking opportunities; being a "step child" to K-12 education; amount of paperwork; responsibility without authority; and excessive work hours.

- Achievement: Only one item was coded here and it was the limited ability to understand and help high school students. This one incident accounted for 2.2 percent of the incidents in the dissatisfaction research question.

Key Findings for Research Question 6

Which of the following factors contributed to the dissatisfaction of

administrators in their jobs? The data revealed that the job factors of

interpersonal relations (21.4 percent), company policy and administration (19.1

percent), supervision (16.7 percent), personal life (14.3 percent), and salary (11.9

percent) account for 83.4 of the total number of responses. The job factors of job

security (7.2 percent), working conditions (4.7 percent), and status (4.7 percent)

accounted for the rest of the responses. These results, presented in table 9,

indicate that there was a significant relationship at the .05 level between the

extrinsic job dissatisfaction factor of company policy and administration and

supervision ($r = .285$, $p = .055$). As a result of these findings, it can be concluded

that the extrinsic job dissatisfaction factor of company policy and administration

was significantly related to supervision.

Additionally, the results indicate that there was a significant relationship at

the .05 level between salary and supervision ($r = .241$, $p = .107$), and company

policy and administration ($r = .208$, $p = .165$). As a result of these findings, it can

be concluded that the extrinsic job dissatisfaction factor of salary was

significantly related to supervision, and company policy and administration. The

findings indicate there were no other significant relationships between the other

extrinsic job factors concerning dissatisfaction.

Key Findings for Research Question 7

What suggestions did ROCP administrators submit that would

significantly improve the conditions of their jobs? Using the frequency rates,

the three major factors that generated the most suggestions were selected for

further discussion. These job factors are noteworthy because they account for

thirty-seven out of thirty-seven total number of recommendations. These factors

included company policy and administration, work itself, and interpersonal

relations.

- Company policy and administration: ROCP administrators provided

twenty-six suggestions to increase job satisfaction within the job factor of

company policy and administration. Suggestions included having less red tape

to implement changes; having the state develop an adequate process for

funding, and providing compensation equal with responsibility; providing job

security and support from the board; providing more discretion to administrators

to run more training programs to meet the needs of the community; better

support by education policymakers and the federal government; unions being

more realistic; more professional training for ROCP administrators; having more

professional support staff; lifting the funding cap based on Average Daily

Attendance by students in order to provide bigger and better programs; and

longer probationary periods for employees.

- Work itself: ROCP administrators provided nine suggestions to

Increase job satisfaction within the job factor of work itself. Suggestions included

getting more administrative help; having enough resources to fully staff

programs; having less work; being viewed as an equal by K-12 counterparts;

having time to inform supervisors about programs; having clear administrative

processes; and upgrading facilities technology.

- Interpersonal relations: There were two suggestions to increase job

satisfaction within the job factor of interpersonal relations. Having staff take more

initiative and having the staff work as a team were the suggestions.

Conclusions

The key findings support conclusions as follows:

1. Administrators of ROCPs are very satisfied with the intrinsic aspects of

their jobs based on job satisfaction scores. ROCP administrators enjoy doing

quality work, seeing results of positive programs, working with board members to

achieve compensation results for support staff, and being allowed to be creative

with a lot of different responsibilities.

The data generated by the findings from this study supported the previous

conclusions in that the job factors of achievement and work itself are two factors

contributing to satisfying experiences. Such job factors, according to the

Herzberg, Mausner, and Snyderman (1959) two-factor theory, if enhanced, could

motivate school managers and leaders. Herzberg (1987) has noted that

motivation is a function of growth as a result of getting intrinsic rewards from

interesting and challenging work. This conclusion is consistent with other studies

by Chieffo (1991), Truell, Price, and Joyner (1998), and Rodda (2000) that

suggest enhancing job satisfaction variables could contribute to attracting candidates and retaining current school managers and leaders.

2. The ROCP administrators expressed some dissatisfaction with extrinsic aspects of their work when provided opportunities to comment in an unstructured way. They perceived excessive red tape, funding problems, lack of job security and support from the board, the need for more discretion to run training programs to meet the needs of the community, and the need for professional training opportunities. The expressions of dissatisfaction are supported by other findings that identified two job factors as dissatisfiers, which included company policy and administration as well as interpersonal relations. According to the Herzberg, Mausner, and Snyderman (1959) two-factor theory, such job factors are called "hygienes" that are extrinsic because they are not related to the content of the job itself. If such factors were eliminated, job satisfaction would not be produced; eliminating hygiene factors only results in "no dissatisfaction."

These research results are supported in findings from a similar study by Coll and Rice (1990) that found the job factors of supervision and interpersonal relations contributed to job dissatisfaction in a community college setting. Additionally, Murray and Murray (1998) found in their study of division chairs in community colleges that when dissatisfied with institutional policy and administration, the chairs had a greater propensity to leave the institution.

3. The ROCP administrators identified the job factor, work itself, as both a

satisfier and dissatisfier. However, according to the Herzberg, Mausner, and Snyderman (1959) two-factor theory, the job factor, work itself, is an intrinsic or motivating factor. The intrinsic tasks that lead to satisfaction include being able to start new programs, having variety and change, and being allowed to be creative with a lot of different responsibilities. On the other hand, dissatisfying tasks were those related to not having enough resources to fully finance and staff programs, not having time to inform supervisors about programs, and not having clear administrative processes.

The previous observations suggest that the administrators perceive that it is satisfying to start new programs that facilitate variety and change; however, resources such as time, staff, and administrative procedures are also essential, and their absence may impede effectiveness.

4. There was a moderate positive statistical relationship at the .05 level between the Herzberg, Mausner, and Snyderman's (1959) intrinsic or satisfaction job factors of recognition and advancement. These two job factors equate to Maslow's (1954) esteem and status needs. Further, there is also a moderate, positive statistical relationship at the .05 level between recognition and achievement which bridge Maslow's (1954) esteem and status needs with his self-actualization and fulfillment needs.

Moreover, there is a weak statistical relationship at the .05 level between the possibility of growth and the job factors of recognition, work itself, responsibility, and advancement. All of these are intrinsic factors in Herzberg's

model, and the factors equate to Maslow's (1954) self-realization and fulfillment needs. The previous observations are consistent with and lend support to ratings in the "very satisfied" range for intrinsic and extrinsic job factors provided by the ROCP Administrators.

5. The ROCP administrators offered recommendations to increase job satisfaction by commenting about motivating and hygiene factors. The data provided information about satisfiers and dissatisfiers through recommendations on how to increase job satisfaction. The motivating factor that provided the most suggestions was the job factor of work itself. The two hygiene factors that provided the most suggestions were company policy and administration as well as interpersonal relations.

According to Herzberg, Mausner, and Snyderman's (1959) two-factor theory, motivating and hygiene factors must both be addressed in the workplace. Motivating factors must be enhanced to produce satisfaction and hygienes must be neutralized or eliminated to result in "no dissatisfaction."

The ROCP administrators provided recommendations on how to enhance the job factor, work itself. Suggestions included getting more administrative help, having enough resources to fully staff programs, and having time to inform supervisors about programs.

The administrators also provided recommendations on how to mitigate or eliminate the dissatisfaction with the hygiene factors of company policy and administration as well as interpersonal relations. They recommended having

adequate processes for funding, better support by education policymakers and the federal government, having the staff take more initiative, and having the staff work as a team.

Recommendations for Future Research

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

1. Since the study was limited to Regional Occupational Centers and Program administrators in California, this same study could be done regarding for-profit career and technical training school administrators in California.

2. The same study could also be done for public and for-profit career and technical training administrators in other states.

3. The study could be replicated for career and technical training administrators in community colleges in California, and then in other states or regions.

4. The study could be replicated with the use of different instruments (e.g., questionnaires) to measure job satisfaction. This approach could allow for examination of the results using such alternative instrumentation.

5. The study could be replicated for various populations in five- or ten-year intervals to provide an opportunity to study results over time in a longitudinal study approach.

6. The study could be done using a focus group technique or an open-ended survey instrument to gather data. Such methodology could allow respondents to provide in-depth or unique responses that may relate to subtle

workplace demands.

     7. The study could be done of ROCP governing board members to evaluate what they perceive as leading to satisfaction in what are largely voluntary positions. Comparing and contrasting results to those of full-time professional staff, including ROCP administrators, may provide valuable insights into organizational dynamics and work rewards.

     8. The study could be replicated by using a case study on the effect of job satisfaction in successful organizations.

     9. The study could be done of ROCP administrators' job satisfaction and the level of difference between the single district, county superintendent of schools, and joint powers agreement districts.

APPENDICES

APPENDIX A

LETTER TO ROCP ADMINISTRATORS

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Kelly Koga
2045 Verburg Court
Torrance, CA 90504

April 19, 2005

Dear Superintendent/ Director:

As a Superintendent/ Director for Regional Occupational Centers and Programs (ROCPs), you have been selected to participate in a research project that is being conducted by a doctoral student at the University of La Verne, Organizational Leadership program.

Dr. Patricia Frank, Superintendent of North Orange County ROP, has reviewed the purpose and implications of this study and encourages your support.

The purpose of this study is to identify factors perceived as contributing to job satisfaction and job dissatisfaction among Superintendents/ Directors for Regional Occupational Centers and Programs in California. This study will investigate how these factors can be enhanced or mitigated to increase job satisfaction.
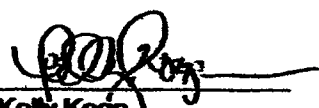
The data for this study will be collected through an interview process. I will contact you via telephone to confirm your participation. If you agree to participate in this study, a 20-minute telephone interview will be conducted prior to May 20, 2005.

Your participation will be confidential and the data collected will be reported without any reference to any individual or organization. A brief summary of the findings will be provided to you upon completion of the study.

Please do not hesitate to contact me if you have any questions or need additional information about the study.

Thank you in advance for your participation and assistance. Your contribution to this study will be greatly appreciated.

Sincerely,

Kelly Koga
Organizational Leadership
Doctoral Student
kkoga@lbusd.k12.ca.us
(310) 741-4455

Dr. Patricia Frank
Superintendent
North Orange County ROP

APPENDIX B

INTERVIEW GUIDE SCRIPT

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Interview Guide Script

Good morning/afternoon/evening Mr./Ms. _____. My name is Kelly Koga and I am a doctoral candidate at ULV. Thank you again for agreeing to participate in this study. As my letter indicated, I would like to gather information on your perceptions about factors regarding job satisfaction. I will then ask you what kinds of things you believe could be done to enhance job satisfaction or eliminate dissatisfaction.

The interview will take approximately twenty minutes. I will first gather general biographical information and then proceed to my interview questions. In essence, I will ask you to share your experiences about specific times you felt exceptionally satisfied and dissatisfied with your job as an ROC/ROCP superintendent. In addition, I will ask you follow-up questions to your responses.

I would like to assure you that confidentiality will be maintained. The data collected will be reported without reference to any individual or site. You also have the option of declining any of the questions or ending the interview early. Because your answers are important to this study and I want to make sure I accurately note your responses, may I have your permission to record this interview?

Do you have any questions before we begin?

APPENDIX C

INTERVIEW GUIDE

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Interview Guide

Name: _____ Location: _____ Date: _____

1. To what degree are you, as an ROCP administrator, satisfied in your job?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

2. To what degree are you, as an ROCP administrator, dissatisfied in your job?

Not Dissatisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1	2	3	4	5

3. What critical incidents caused you to be satisfied in your job?

4. Which of the following factors contribute to your satisfaction in your job?
   a) Achievement
   b) Recognition
   c) Work itself
   d) Responsibility
   e) Advancement
   f) Possibility of growth

5. What critical incidents caused you to be dissatisfied in your job?

6. Which of the following factors contribute to your dissatisfaction in your job?
   a) Supervision
   b) Company policy and administration
   c) Working conditions
   d) Interpersonal relations
   e) Status
   f) Job security
   g) Salary
   h) Personal life

7. What suggestions do you, as an ROCP administrator, feel would significantly improve the conditions of your job?

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