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Factors affecting job satisfaction and turnover among public school superintendents in Iowa and Minnesota

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**FACTORS AFFECTING JOB SATISFACTION AND TURNOVER AMONG
PUBLIC SCHOOL SUPERINTENDENTS IN IOWA AND MINNESOTA**

Iowa State University

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Factors affecting job satisfaction and turnover among public
school superintendents in Iowa and Minnesota

by

Michael W. Graham

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
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CHAPTER I. INTRODUCTION

Three to five thousand school superintendents in the United States leave their positions for reasons other than retirement each year. Why? In a report by the Educational Policies Commission in 1965, it was stated that the superintendency of schools is one of the most crucial and perhaps most difficult public positions in American life today. The superintendent is teacher, politician, philosopher, student of life, public relations counselor, and businessman. Because of the many recent changes and technological advances, the superintendent's problems are more complex than at any time in the past.

Part of the headaches and rewards of being a superintendent of schools is that the superintendent is in a rather insecure position. The continuance of employment depends on a relatively small number of citizens, usually from five to nine members of the local school board. Even if the board is satisfied with the superintendent's performance, the members often yield to a minority of discontented people who "howl like banshees" until they dismiss their chief executive (Burbank, 1968).

Knezevich (1971), while Associate Executive Secretary of the American Association of School Administrators (AASA), explained why superintendents leave the profession. The most common reason for leaving the superintendency, he reported, was the attacks, both personal and professional, which superintendents receive in the course of their work.

The most recent summary report by the AASA (1982) lists those issues that would drive superintendents out of their positions. The top three

issues were cited as (1) issues such as negotiations, strikes and other forms of teacher militancy, (2) caliber of persons assigned to or removed from local boards of education, and (3) administrator/board relations. In the fourth position was increasing attacks upon the superintendent.

Some of the pressures on the superintendent are elaborated by Travers (1978). (1) Too many board members want to run the show, ignoring the superintendent's competence in handling administrative tasks; (2) Budget cuts are increasing with alarming frequency and are being accompanied by shrinking tax revenues; (3) It's becoming more hectic to coordinate information in order to complete reports on deadline; (4) Dissension among school board members gobbles time and causes serious, sometimes lasting rifts; (5) Declining enrollments are matched inversely with increasing expenditures; (6) Taxpayers are starting to sour on teachers, due to strike patterns and salary demands; (7) Union tactics are growing stronger and more refined; (8) Special interest groups are gaining substantial headway; (9) Students have changed in their philosophies and actions, placing particular strains on families and schools; (10) The news media want headlines and often convey erroneous information about the schools; (11) The processing of local, state, and federal regulations creates carloads of paperwork and weekends of overtime.

In view of all of this, is it any wonder that there may be a problem with superintendent turnover? Davis (1950) has found that rapid turnover makes difficult, if not impossible, (1) long-time ambitious school undertakings, (2) community acquaintance among citizens and superintendents

necessary for school progress, and (3) continuity in the basic philosophy of any given school system.

In addition, turnover may lead to a feeling of insecurity and instability among students, members of the community, and school staff members. The EPC (1965) stated that the occupant of the superintendency, more than any other single person in the community, influences the shape of public education. He has a basic role in determining what will become of the young people of his community, and through them what his community and nation will become.¹

Other harmful effects of turnover may be: (1) school board policies are not kept current; (2) inconsistency of treatment of students and staff members, due to different approaches by different superintendents; (3) emphasis on curriculum may change; (4) important school programs may not receive the same attention and consideration; (5) lack of experience in handling unique situations may result in problems; (6) needs of community may not be met by constant change; and (7) process of evaluating teachers, staff members, and programs will more than likely be different.

AASA Report

The summary report by the American Association of School Administrators (AASA) (1982) indicates a slightly higher turnover rate and a

¹The writer fully recognizes that an increasing number of women hold the superintendency. For matters of writing simplicity, the impersonal pronouns 'he', 'him', and 'his' will be used for both male and female superintendents.

reduced total length of service in the position of superintendent, in comparison to the 1971 survey. The 1982 average length of service is estimated at 5.6 years. Ten years before, the average was between six and six and one-half years of service.

Nearly half of the superintendents responding to the 1982 AASA survey gave as their reason for leaving their last position a higher salary or a promotion. Slightly more than fifteen percent, however, listed conflict with the board, the possibility of being fired, or being fired as their reason for leaving the position.

The degree of stress in the superintendency was another question in the 1982 survey by AASA. Nearly eighty-five percent of the respondents indicated having "some" to "considerable" stress, thus suggesting that the superintendency is a stressful position.

Superintendent Profile

What is a "typical" superintendent? Based on the results of three national surveys and one state survey, it may be concluded that a profile of the superintendent consists of the following facts: (1) He is between the ages of forty-five and forty-nine years; (2) he is married; (3) he works between fifty-five and sixty hours per week, including evenings, Saturdays, and Sundays; (4) his worries center on financial matters; (6) he usually works in a K-12 rural school district with an enrollment of less than 2,500 students; (7) he entered the superintendency between the ages of thirty-four and thirty-six; and (8) the foregoing items all start with "he", because the superintendency is ninety-nine percent male. This profile has remained approximately the same for the last several

years, according to Gregg (1971), AASA (1982), Chand (1982), and Engler (1983).

Job Satisfaction

Despite the facts that the superintendency is stressful, demanding, requiring long hours, and hard work, there are high levels of satisfaction and fulfillment. More than ninety-five percent of those surveyed by AASA (1982) said that the superintendency is "moderate" to "considerable" fulfilling. Additionally, more than half the superintendents indicated that they would choose the profession again.

Chand (1982) found slightly more than ninety-four percent of those surveyed reporting "medium" to "high" levels of overall satisfaction. More than seventy-three percent said they would select the school superintendency again if they were to choose a career now.

Purposes of Study

The purposes of this study are to: (1) examine the factors of turnover among superintendents in Iowa and Minnesota; (2) examine the factors of job satisfaction among superintendents in Iowa and Minnesota; (3) determine a relationship between job satisfaction and turnover among superintendents in Iowa and Minnesota.

The Problem

The problem in this study is to identify the pressures of superintendents as perceived by the superintendent, to examine any associations of these perceived pressures and job satisfaction of the superintendent, and to examine any relationships between job satisfaction

and turnover among superintendents.

The results of this study will be beneficial to the superintendents, boards of education, colleges and universities, and state departments of education for the following reasons:

- (1) Superintendents will become aware of those factors that contribute to turnover and satisfaction and can make changes in their approaches, if necessary.
- (2) Superintendents can enhance their success and tenure by tactfully helping school board members in understanding their own duties, as well as those of the superintendents.
- (3) School boards will be able to examine their own practices and policies and make necessary changes to help their superintendent be successful in their community.
- (4) Colleges and universities with graduate programs in educational administration may become more aware of those factors and personal attributes which might help assure success for potential superintendents.
- (5) State Departments of Education may sponsor and promote workshops and in-service programs in regard to superintendent-school board relationships.
- (6) The selection process may be made easier and more successful for school boards when they are searching for a superintendent if they are aware of the findings.

Definitions

- A. Superintendent - The administrative head of a school district where the enrollment consists of students in grades kindergarten through twelfth grade or in pre-school through twelfth grade.
- B. Turnover - When the position of superintendent is vacated due to voluntary or involuntary causes. Examples may include retirement, death, termination, a professional advancement, forced early retirement, taking a job outside the school superintendency, or return to school.
- C. Pressures - The condition of stress or anxiety felt by superintendents.
 - 1. Positive pressure - the mental effort or anxiety felt by a superintendent to accomplish a feeling of achievement, recognition, advancement, based on his/her individual developmental stage and his/her needs. Basically this pressure is the desire to self-actualize and to maximize efforts, thus providing job satisfaction for the superintendent.
 - 2. Negative pressure - the condition of distress or affliction faced by superintendents and caused by organizational problems both human and material within the school environment. This pressure tends to create job dissatisfaction for the superintendent.
- D. Job Satisfaction - The good feeling a person receives from doing work he/she enjoys and considers important and from knowing what he/she does is appreciated by individuals within the school and

elsewhere.

- E. Achievement - The successful accomplishment of the varied tasks associated with the job of superintendent.
- F. Recognition - The acknowledgment, approval, and gratitude given to an individual by persons in his/her social arena for his/her efforts in accomplishing a particular task or objective.
- G. Work Itself - Basic elements of the superintendent's job, including all assigned duties and tasks, which may be varied or routine, challenging or boring, or too easy or too difficult.
- H. Responsibility - Being accountable for duties prescribed.
- I. Advancement - The process of moving forward in the job, gaining more responsibility, salary, and knowledge.
- J. Growth - The continued training, development, and enrichment on the job to improve the superintendent in his/her work.
- K. District Policy and Administration - The methods and approaches utilized by the district to realize its goals and objectives.
- L. Supervision - The direction, management, and consultative efforts put forth by superiors to help the superintendent accomplish school district objectives. A superintendent's supervisors are usually the school board members.
- M. Relationship with Supervisors - The working and personal relationships between the superintendent and his/her immediate superiors, or the school board members.
- N. Working Conditions - Aspects of work in the immediate school environment such as school facilities and amount of work for the

superintendent.

- O. Salary - The monetary remuneration for superintendent's services rendered to the school district in the capacity of administrative head of the school district.
- P. Relationship with Peers - The working and personal relationship between the superintendent and other superintendents in surrounding school districts.
- Q. Personal Life - The state of distress or contentment placed on the superintendent due to his/her family's reactions to elements of his/her vocation. These elements of reaction might include late hours away from home and responsibilities put on the superintendent by the school and community taking time away from family activities and home life. Social and civic responsibilities of the family commensurate to the superintendent's social status are another source of pressure.
- R. Relationship with Subordinates - The working and personal relationships between the superintendent and lower status personnel in the school district.
- S. Status - The conditions or position with regard to rank in the school district.
- T. Security - The level of assurance of remaining in the position of superintendent in a particular school district.

Hypotheses

- 1. Job satisfaction of a superintendent is a function of: positive pressures and the perceived relationship between the positive

pressures and job satisfaction.

- a. There is a relationship between the superintendent's job satisfaction and achievement.
- b. There is a relationship between the superintendent's job satisfaction and recognition.
- c. There is a relationship between the superintendent's job satisfaction and the work itself.
- d. There is a relationship between the superintendent's job satisfaction and responsibility.
- e. There is a relationship between the superintendent's job satisfaction and advancement.
- f. There is a relationship between the superintendent's job satisfaction and growth.

2. Job dissatisfaction of the superintendent is a function of: negative pressures and the perceived relationship between the negative pressures and job dissatisfaction.

- a. There is a relationship between the superintendent's job dissatisfaction and company policy and administration.
- b. There is a relationship between the superintendent's job dissatisfaction and supervision.
- c. There is a relationship between the superintendent's job dissatisfaction and his/her relationship with supervisors.
- d. There is a relationship between the superintendent's job dissatisfaction and salary.
- e. There is a relationship between the superintendent's job

- dissatisfaction and his/her relationship with peers.
- f. There is a relationship between the superintendent's job dissatisfaction and his/her relationship with subordinates.
 - g. There is a relationship between the superintendent's job dissatisfaction and his/her status.
 - h. There is a relationship between the superintendent's job dissatisfaction and job security.
3. There is a relationship between the superintendent's job satisfaction and length of service.
- a. Those superintendents who have served their present school district as superintendents for fifteen years or more will have high levels of job satisfaction.
 - b. Those superintendents who have served their school district as superintendents for three years or less will have low levels of job satisfaction.
4. There is a relationship between the superintendent's job satisfaction and turnover.
- a. Those superintendents with lower levels of job satisfaction will tend to have a higher turnover rate than those superintendents with higher levels of job satisfaction.

Assumptions

- 1. Respondents to the questionnaire will reply honestly.
- 2. Superintendents who respond will be qualified to give complete and accurate answers to the questions.

3. Previous studies on the subjects of job satisfaction and turnover are reliable.
4. Pilot test of the instrument used to measure job satisfaction is reliable and valid.
5. Previous studies will suggest directional relationships to tests in this investigation.
6. The school years studied for this project are typical of turnover and job satisfaction.
7. The superintendent is subject to pressures, both positive and negative, that have an effect on his/her job satisfaction.
8. An individual in the position of superintendent of schools strives for autonomy and self-actualization.
9. The variances in Chand's national study and this study are the same.

CHAPTER II. REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature concerning the areas of rate of superintendent turnover, causes of superintendent turnover, job satisfaction in industry, job satisfaction in education, and the relationship between job turnover and job satisfaction. Findings in each of the areas will be summarized at the end of each section.

Rate of Superintendent Turnover

This study is primarily concerned with superintendent turnover in the states of Iowa and Minnesota, in comparison with findings at the national level. An early study by Davis (1950) centered around the annual turnover rate of Iowa school superintendents during the years 1905-1950. He found that the average rate of turnover during this time was thirty-two percent. It ranged from a high in 1918 of fifty-two percent to a low of seventeen percent in 1933. The rate of turnover appeared to be smaller during periods of economic depression and larger during periods of war, especially World War I.

Later studies, however, show a much lower rate of turnover. This is due in part to the vastly decreased number of school districts, which, in turn, results in a much lower number of job opportunities for superintendents and perhaps made the existing jobs more desirable and stable. For example, there were 5,298 school districts in Minnesota in 1953. This compares to 434 school districts in 1983. The rate of turnover decreased as the number of job opportunities decreased.

During the eleven year period from the 1972-1973 school year through

the 1982-1983 school year, informal studies were conducted in both Iowa and Minnesota to determine the rate of turnover. According to Evelyn Nielsen from the Iowa Department of Public Instruction, the average rate of turnover for Iowa superintendents was slightly more than ten percent. The high occurred in 1978-1979 with a rate of almost fifteen percent, and the low was slightly less than seven and one-half percent in 1976-1977. In Minnesota, Carol Hokenson from the Minnesota State Department of Education found a high rate of slightly more than sixteen percent during 1981-1982 and a low of ten percent in 1974-1975.

Norman Maguire, Executive Director of the Minnesota Association of School Administrators (MASA), reported a turnover rate of slightly less than fourteen percent for 1982-1983. From July 1, 1983, through December 31, 1983, the rate of turnover among Minnesota superintendents was slightly more than ten and one-half percent.

At least once during each decade, beginning in 1923, the American Association of School Administrators (AASA) has conducted a major, nation-wide study to analyze the status and characteristics of the superintendency. The most recent study indicates a slightly higher turnover rate and a reduced total length of service in the position since 1971. Ten years ago, the average length of service was between six and six and one-half years, compared to slightly more than five and one-half years in 1982.

Summary

During the 1970s and 1980s, the turnover rate among superintendents was significantly lower than the rate during the first half of the

twentieth century. This is primarily due to the comparable number of available school districts and superintendents. Iowa and Minnesota appear to be following the national trend of slightly higher turnover rates during the 1980s, compared to the 1970s. The turnover among Minnesota superintendents reached a high during the 1981-1982 school year. This may be attributed to the enactment of the law allowing teachers the right to strike by the 1980 Minnesota Legislature. Negotiations for the 1981-1983 teacher contracts would have been the first period that teachers were allowed to strike, resulting in work stoppages in thirty-five Minnesota school districts. The threat of a strike proved to be a valuable tool in obtaining higher settlements for teachers in Minnesota. A pattern seems to be developing that includes impasse over salary items in negotiations, a strike and subsequently the dismissal of the superintendent.

Causes of Superintendent Turnover

Causes of superintendent turnover revolve around three major themes. Research in this area indicates that the major causes of superintendent turnover are superintendent/community relations, superintendent/school board relations, and professional advancement.

Superintendent/community relations

Findings by Leipold (1947), Smith (1951), Moffitt (1958), Seeley (1964), McCarty (1964), and Trausch (1968) indicate that the superintendent must be adept at public relations in order to remain as the school district's chief administrator. Many times, community

organizations such as the "Sons of Beech Tree Preservation, the Society of Mrs. Bustys and the Retired Taxpayers Association are influential in getting the superintendent fired" (Moffitt, 1958). The superintendent must, therefore, be able to "sell" the schools to the various groups in the community and be able to relate to these special interests. Furthermore, the superintendent needs to become aware of the differing personalities of the members of the community in order to strike an accord with the power structure. Informing the public through the use of newsletters, newspaper articles, and public appearances may help the superintendent in solidifying his relationships with the community.

If, however, the superintendent follows this advice and still gets fired, "it may be due to his peculiar physical appearance and/or the unfortunate juxtaposition of the stars on no particular date or for no foreseeable reason" (Moffitt, 1958).

Superintendent/school board relations

Another major cause of turnover is the relationship that the superintendent has established with his school board. Failure to establish a positive working relationship with school board members will more than likely result in the superintendent being fired, or the threat of being fired. At other times, the school board can exert more subtle pressures in order to hurry their superintendent's departure. Research by Engel (1952), Mosier and Baker (1952), Seeley (1964), and Fultz (1976) indicate that a primary cause for superintendent turnover is the relationship between the superintendent and the school board.

The American School Board Journal in 1972 reported that the relationships between school boards and superintendents are at the heart of most superintendent firings. The biggest complaint from boards is that the superintendent does not keep them informed. Furthermore, the relationship must not be plagued by suspicion or duplicity.

The superintendent must be careful, however, not to ignore the public interests of the community while establishing a good relationship with the school board. Lutz (1962) found that incumbent school board member defeat in school elections was related to involuntary superintendent turnover at the .001 level of significance.

Professional advancement

At times, especially in the smaller school districts, the superintendent may find it necessary to move to a larger school district. He may need a change of location, a higher salary, better fringe benefits, or a different type of school district to meet his professional needs. He may also be seeking a more suitable environment for his family.

Mowry (1967) and Trausch (1968) both found that a major factor of turnover was professional advancement. Mowry's study was based on a survey of school board presidents, while Trausch surveyed those superintendents who were leaving their positions. Professional advancement as a cause of superintendent turnover is verified by the most recent study by the AASA (1982). Nearly one-half of these superintendents who have held more than one superintendency cited "promotion and money" as their reason for leaving their last position. Another twenty-five

percent listed "change of location, type of district, position" as their main reason for leaving.

Other causes

Most of the researchers attributed turnover to secondary, as well as primary, causes. Some deal with the actual preparation for the job and continuing education opportunities for superintendents. Among those studies, such areas as leadership, staff relations, communications, and management skills were cited as contributors to superintendent failure. In addition, Trausch (1968) found that problems not in the actual school operation account for a relatively high percentage of the reasons leading to superintendent turnover.

It has also been determined that hiring practices often dictate firing practices and how long the superintendent will remain in that position. Hiring a superintendent has often been cited as the most important task a school board will do. In that respect, school boards should be methodical and very careful when hiring a new superintendent. State school board associations are often in a position to offer advice on how to proceed in this venture. It is usually recommended that school boards conduct nation-wide searches, or at least seek applicants from a wide geographical area. The use of printed materials and determining in advance the personal qualities they want in a superintendent will be helpful in landing a satisfactory candidate. School boards should also emphasize a detailed interview format in the selection process. Studies by Fowler (1973) and Fultz (1976) indicate that the process used in hiring a superintendent is related to the tenure of the superintendent.

Better hiring techniques are associated with longer tenure.

Summary

Causes of superintendent turnover are many and varied; however, three categories seem to emerge as the main reason: Superintendent/community relations, superintendent/school board relations, and professional advancement. The recent study by AASA revealed that nearly seventy-five percent of those surveyed stated promotion and money or desire for change of location as their primary reason for leaving their last position. Another eleven percent cited conflict with the board as their major motivator for leaving.

The problem may best be summarized by Heller in a 1978 article entitled, "Ten Sure-fire Ways to Kill a Superintendent," which addresses the importance of a good superintendent/school board relationship, as well as a good relationship with the community. Heller's tongue-in-cheek advice to board members to assure rapid superintendent turnover includes the following: (1) Consider it your sacred obligation to challenge the superintendent's every proposal; (2) Put embarrassing questions to your superintendent in public; (3) Agree with the shrieking critics who pounce on your superintendent with both feet; (4) Ignore the distinction between policy making and management; (5) Gossip about your superintendent's faults; and (6) Evaluate superintendent compensation by comparing school administration with your occupation. If your superintendent wants to see what real problems are, take him down to work at your job.

Job Satisfaction

Research in industry

The major portion of research on job satisfaction has been in the industrial setting. Since the beginning of the twentieth century, many theories have been advanced to determine what constitutes job satisfaction. Among the theories are four psychological approaches: (1) the fulfillment theory, which describes job satisfaction simply as a function of the degree to which a job provides the worker with positively valued outcomes; (2) the discrepancy theory differentiates between the actual rewards of work and the rewards that workers feel should be present; (3) the equity theory was used by Adams in his work, whereby job satisfaction exists when the individual perceives equity in the ratio of what the worker puts into a job and what the worker receives from the job; and (4) research since 1959 has centered around Herzberg's two factor theory, where intrinsic factors contribute to positive feelings about the job and extrinsic factors contribute to negative feelings about the job.

The Motivation-Hygiene Theory developed by Herzberg (1959) identifies those elements which lead to job satisfaction. The "motivators" in Herzberg's theory have been identified as achievement, recognition, the work itself, responsibility, and advancement. These factors are effective in motivating the worker to superior performance and effort and are descriptions of job content, or what the worker actually does.

"Hygiene" factors, on the other hand, describe the worker's relationship to the working environment or context. They are so named

because of the analogy to the medical use of the term meaning preventative and environmental. Company policy and administration, supervision, salary, interpersonal relations, and working conditions have been categorized as hygiene factors. Hygiene factors lead to job dissatisfaction because of the need to avoid unpleasantness.

The work of Maslow (1964) and McGregor (1960) are connected to the factors of motivation in Herzberg's theory. Maslow's Hierarchy states that lower order needs must be met before one can advance to the higher levels. On the lowest level are the physiological needs, such as food, clothing, and shelter, those items that a job can provide. The next level consists of social needs which allow one to be accepted by others and acquire a sense of identity. The ego level is the need for self-confidence, respect, and recognition from others. All of these items can be met through the motivators that Herzberg describes. The ultimate goal is that of self-actualization, where one reaches his/her full potential. It is the need for growth and development that builds on needs for achievement, competence, and independence. Self-actualization is never fulfilled by most people.

Self-actualization

Ego

Social

Safety

Physiological

McGregor compares the attitudes of the Theory X and Theory Y managers. The Theory X manager operates under the assumption that people

dislike work, are uncooperative, unwilling and unable to make decisions, and can be trusted only so far. A Theory Y manager believes that people will seek responsibility, be self-directed and creative, and will pursue goals that they believe in, play a part in setting, and are rewarded for reaching. Working for a Theory X manager would lead to a great deal of worker job dissatisfaction. The Theory Y manager, on the other hand, intends to allow most of his/her workers to approach Maslow's self-actualization stage and to enjoy immense job satisfaction.

Herzberg's Motivation-Hygiene Theory has been put to the test on numerous occasions. While some have argued that it is much too simplistic, most of the studies verified his findings. Time after time it has been found that intrinsic factors, or those related to job content, lead to job satisfaction. Furthermore, intrinsic rewards satisfy the higher order needs in Maslow's Hierarchy and lead to the potential attainment of self-actualization. These results have been verified in studies of managers. Lawler and Porter (1967) and Slocum (1970), as well as workers, Sheppard and Herrick (1972), Srivastva (1975), and Prandy (1982).

Theoretically, a satisfied worker should be a more productive worker than one who is dissatisfied with the job. Early research in this area by the Michigan studies (1947), Brayfield and Crockett (1955), Herzberg (1959), and Dunn and Stephens (1972) showed no significant relationship between satisfaction and productivity. However, since that time, it has been established that a significant relationship exists between satisfaction and productivity, Likert (1961), Vroom (1964), and Glaser (1976).

The Gallup Poll of April, 1973, found that one-half of wage earners said they could accomplish more each day if they tried. Sixty percent of those surveyed said that they could increase their output by twenty percent or more. The most likely workers to indicate that they could increase their productivity were young adults, between the ages of eighteen and twenty-nine. This group of workers also reported high levels of job dissatisfaction. Blacks also report high levels of job dissatisfaction and are twice as likely to be dissatisfied with their work as Whites. The results have been confirmed by Sheppard and Herrick (1972), Quinn et al. (1974), Glaser (1976), and Andrisani (1978). It is reasonable to conclude, therefore, that increased job satisfaction leads to increased productivity. It follows, then, that satisfaction improves performance and reduces absenteeism. If an individual is satisfied with the job, he/she will perform at a higher level and will enjoy going to work.

Herzberg's Motivation-Hygiene Theory would be classified by Hudgins et al. (1983) as a needs theory. Here, the concept of need is used by theorists to explain behavior that is directed toward goals to satisfy individual needs. Two other motivation theories have been identified: (1) the achievement theory compares the need for success and the desire to avoid failure, and (2) the attribution theory, which is concerned with identifying and classifying specific thoughts related to the approach and avoidance of achievement situations.

In 1953, McClelland studied the relationship between the motive or need for success, M_s , and the motive or desire to avoid failure, M_{af} .

He found that if the motive to succeed is stronger than the motive to avoid failure, a person will attempt the task.

Building upon McClelland's research, Mandler and Sarason (1952) found that individuals with high achievement needs, $M_s > M_{af}$, prefer tasks of moderate difficulty. Furthermore, those with low achievement needs, $M_{af} > M_s$, tend to avoid achievement situations. Low achievers work harder when the task is either very easy or very difficult, and they become frustrated with tasks of moderate difficulty.

The attribution theory assumes that people differ in how they think about success and failure. Weiner (1979) has found that how a person thinks about success or failure affects the motivation to achieve. Those high in achievement motivation are proud of their accomplishments and believe that they are successful due to internal factors. That is, they attribute their success to their own ability or to the fact that they tried very hard. Those who are low in achievement motivation think that success is due to external factors such as luck or that the attempted task was easy.

Similarly, high achievers attribute their failure to their own lack of effort, where low achievers see failure as a lack of ability. Therefore, high achievers are more likely to initiate achievement activities than are low achievers. Moreover, high achievers will be more persistent in accomplishing tasks and like to be rewarded when successful.

Research in education

Educational research in job satisfaction has been directed at four different groups: teachers, principals, supervisors, and superintendents. The results of the various studies are similar to the research completed in the industrial setting. Generally speaking, the same theories were tested and the same instruments were used to obtain the results.

An overwhelming number of teachers indicated that they are highly satisfied with their jobs. The vast majority report that they usually or always like their work and consider it interesting, as reported by Hoppock (1935) and the American Academy of Family Physicians (AAFP) (1979). Even though they consider their jobs stressful, only ten percent said they would consider changing jobs. Lack of appreciation was the main source of unhappiness on the job for teachers.

The Motivation-Hygiene Theory developed by Herzberg was the focus of three studies on job satisfaction of school principals. The purpose of each study was to determine if the intrinsic factors indeed contribute to job satisfaction. All three studies confirmed Herzberg's findings in that achievement, recognition, advancement, need for autonomy, and self-actualization were the major factors in motivating principals to perform at their maximum levels, thus leading to high levels of job satisfaction. Significant job dissatisfiers were found to be personal life, supervision, relationships with superiors, relationships with subordinates, and relationships with peers. These studies were conducted by Gross and Napier (1967), Anton (1974), and

Schmidt (1976).

Autonomy was the subject of a study conducted by the Executive Educator (1979). While both the elementary school principals and the secondary school principals felt relatively secure in their jobs, they differed on the question of autonomy. The "typical" elementary principal felt he had enough authority to deal with his responsibilities and that he had some influence on the decisions that are made about elementary education in his school district. On the other hand, the "typical" secondary principal believed he had only moderate autonomy of action and thought relating to school matters.

What causes principals to leave their jobs? Factors most frequently cited for leaving the principalship by DeLeonibus and Thomson (1980) were related to job conditions more than personal or community circumstances. The top ten reasons were listed as excessive time demands, stress, heavy work load, desire for change, fatigue, lack of support from superiors, constraints caused by legislation/courts, lack of teacher professionalism, student discipline, and student apathy. It should be noted at this time that all of the above reasons would be classified by Herzberg as "hygiene" factors.

Also listed in the study were five changes that would make the principalship more effective: (1) provide more autonomy; (2) clarify the principal's role and expectations; (3) reduce the volume of paperwork and number of meetings; (4) include the principal's viewpoint in policy; and (5) provide inservice education on modern management, staff evaluation, program evaluation, and current trends and issues. Are

these not "motivator" factors?

Central office supervisors were asked to list two experiences--one that led to extremely good feelings about the job and another that led to extremely bad feelings. These were classified into dissatisfiers ("the winter") and satisfiers ("the warm") by Crews (1979). The two main sources of job dissatisfaction were interpersonal relations and school policy and administration. The top two job satisfiers were achievement and recognition. Once again, these findings were consistent with those of Herzberg.

Very few investigations of superintendent job satisfaction have been conducted, and these are usually done on a state level. The results, however, confirm the findings of research in industry, as well as studies of other educators. That is, Manning (1977) identified policy and administration and interpersonal relations as dissatisfiers among Virginia superintendents. Satisfiers were identified as achievement and recognition. Kline (1977) found that five factors influenced the satisfaction of Indiana and Illinois superintendents: spirit, relations with the school board, liaison, chain of command, and professional gratification.

The only national study of job satisfaction of school superintendents has been conducted by Chand (1982). A random sample of 1,531 superintendents representing small, medium, and large school districts in urban, suburban, and rural settings was surveyed. The results revealed a positive correlation between job satisfaction and (1) feelings concerning the superintendents' status in the community at a .001 level of

significance, (2) sense of achievement in their profession at a .001 level of significance, and (3) the prospects of renewal of their employment contract at a .02 level of significance.

Additionally, nearly eighty-three percent of the respondents reported high overall job satisfaction and seventy-three percent said they would choose the superintendency again if they were to choose a career now.

The most recent survey by the American Association of School Administrators (AASA) (1982) indicates that almost ninety-five percent of the superintendents reported high overall satisfaction. Conversely, only fifty-five percent would choose the superintendency again.

Summary

Job satisfaction is caused by intrinsic factors such as achievement, recognition, the work itself, responsibility, and advancement. Dissatisfaction is caused by extrinsic factors of company policy and administration, supervision, salary, interpersonal relations, and working conditions. Furthermore, job satisfaction results in higher productivity, better performance, and decreased absenteeism. The conclusions are the same, whether the worker is in the industrial setting as a secretary, laborer, or manager, or in the field of education as a teacher, principal, supervisor, or superintendent.

Job Satisfaction and Turnover

What causes a person to quit a job? Is it because of the pay? working conditions? the people at work? the company's rules? It could

be one, or a combination of all of the above. Simply put, people quit their jobs because they are not satisfied with their work. That is, the lack of job satisfaction causes job turnover.

Put another way, people who are satisfied with their jobs will not quit. The intrinsic aspects of their jobs outweigh the negative feelings they have about their work, causing them to remain at the job. When the extrinsic factors of a job become too great, people will quit their jobs.

For example, when workers are pressured to produce at a higher rate, the rate of turnover increases. This is due to a change in working conditions, company policy, and supervisors' attitudes, what Herzberg would classify as "hygiene" factors, or job dissatisfiers. Likert (1961) found that increased turnover had an adverse effect on productivity over a long period of time.

Company policy and practices affect turnover to a large extent. Research in this area has revealed that if a worker is not being treated fairly by the company through its various rules and/or pay practices, the worker will seek employment elsewhere. Further, if the worker perceives that there is little room for advancement, promotion, or greater responsibility, he/she will have the tendency to quit. Studies by Hulin (1966), Wild and Hill (1970), and Peskin (1973) confirm these findings.

Hulin reported the most dramatic improvement in turnover. A restructuring of the company's policies regarding pay and promotion lowered the turnover rate from thirty percent per year to twelve percent per year. The drastic reduction in turnover was attributed to

increased job satisfaction through the restructure by Hulin (1968).

Length of service is significantly related to job satisfaction. The longer a person works at a job, the more satisfied that person becomes, thus decreasing the chances of quitting. A person is more likely to quit during the first two years on a job than a person who has been working for more than two years on a job. In a study of the electronics industry (Wild and Hill, 1970), it was found that women who worked for the company for more than two years tended to express more satisfaction than those who had worked for the company for less than two years. Additionally, Georgia superintendents stated that length of service on the job was the most critical factor in their job satisfaction (Brown, 1978).

It may be concluded, then, that the intrinsic nature of work is negatively related to turnover. Conversely, the extrinsic nature of work is positively related to turnover. That is, when a person is satisfied with his/her job, the result is to stay in that job. When the worker becomes dissatisfied, he/she will leave that job. Further studies that verify these findings have been done by Herzberg (1959), Sheppard and Herrick (1972), Wanous and Lawler (1972), Peskin (1973), and Srivastva (1975).

Peskin lists eight reasons for turnover: (1) pay practices; (2) causes directly associated with the job, such as poor working conditions, long hours, and excessive travel; (3) causes associated with supervision; (4) lack of promotion opportunities and chances for advancement; (5) personnel policy and practices and work rules;

(6) interpersonal conflicts with co-workers; (7) personal reasons, such as the return to school or child care; and (8) involuntary causes, such as discharge, reduction in force, or forced retirement.

What happens to those people who quit a job because of lack of satisfaction? They certainly place a greater burden upon themselves, especially in monetary items. Andrisani found that quitting results in the imposition of considerable costs in terms of increased unemployment, decreased labor force participation, and decreased growth in annual earnings and occupational attainment.

Summary

Job satisfaction and turnover have a negative relationship. That is, turnover is caused by a lack of job satisfaction, due to the extrinsic nature of work. When the worker is receiving intrinsic rewards, he/she will not quit. However, when extrinsic factors such as company policy and administration, supervision, salary, interpersonal relations, and working conditions begin to outweigh the positive feelings the individual has about a job, the result is turnover. Peskin's eight reasons for turnover all have to deal with the "hygiene" factors or job dissatisfiers.

Further, the longer a person spends on a job, the more likely it becomes that he/she will stay on that job. Why spend time at a job that you don't like, nor derive any satisfaction from doing? That is not to say, however, that a long-time employee does not quit a job after having served the company for a number of years. More than likely, though, there has been some kind of change in company policy, practice,

or working conditions, that causes the employee to quit.

Peskin's descriptors of a "doomsday job" are all concerned with the work environment, and not job content. Rather than be faced with the daily drudgery of the "doomsday job," we tend to quit. The primary reason is our need for job satisfaction is not being met.

CHAPTER III. METHODOLOGY

The problem involved in this study is to determine levels of job satisfaction among superintendents and the relationship between job satisfaction and turnover. It is the thesis of this research that a superintendent will remain in a school district for a longer period of time if that superintendent is satisfied with the working conditions. Conversely, if the superintendent has a low level of job satisfaction, he/she will leave that particular school district after a short period of time.

Population and Selection of Sample

Because of the writer's familiarity with, and administrative experience in, Iowa and Minnesota, superintendents in those two states made up the population. The sample was selected on the basis of length of service in the current school district. Superintendents who had served in their current school district for more than fifteen years or less than three years were surveyed. This information was gathered by using the educational directories published by the education departments in the states of Iowa and Minnesota. The sample consisted of one hundred and twenty-nine superintendents in Iowa and one hundred and twenty-nine superintendents in Minnesota. One hundred and forty-four superintendents had served their current districts for less than three years, and one hundred and fourteen had served for more than fifteen years, for a total of two hundred and fifty-eight superintendents.

Instrument Development

The questionnaire consisted of three parts: (1) Personal-Experiential Variables, (2) Task Variables, and (3) Job Descriptive Index. It is a replication of the instrument used by Chand (1982) in his national study of job satisfaction of school superintendents.

Personal-experiential variables

The variables used were standard in nature and provide information common to research studies. The selected variables were grade span, enrollment, type of school district, size of staff, education, certification, experience, age, race, marital status, sex, spouse employment, and extra-curricular activities involving working with youth.

Task variables

Task variables were selected as having been identified as major duties of the superintendent. These variables also reflected the job satisfiers and dissatisfiers utilized by Herzberg (1959).

Job Descriptive Index

To measure levels of job satisfaction, the Job Descriptive Index (JDI) was used. The JDI was developed by Smith, Kendall, and Hulin and is considered a standard instrument for measuring job satisfaction.

The JDI consists of adjectives and phrases describing five areas of a job: the type of work, the pay, the opportunities for promotion, the supervision, and the co-workers on the job. The respondent is asked to write "Y" for yes if the word or phrase applies to his job,

"N" for no if it does not apply, or "?" if the respondent cannot decide.

The JDI consists of seventy-two items, thirty-seven of which are worded positively, and thirty-five items are worded negatively. The scoring of the JDI is as follows:

<u>Responses</u>	<u>Weight</u>
Yes to a positive item	3
No to a negative item	3
? to any item	1
Yes to a negative item	0
No to a positive item	0

General Procedure

Each selected superintendent was sent a cover letter and a questionnaire (see Appendix). The cover letter explained the purpose of the study, method of sample selection, and assurance of confidentiality of the response. The questionnaire included the personal-experiential variables, task variables, and Job Descriptive Index. Each individual was asked to respond as soon as possible. Responses to the questionnaire were accepted through the end of the third week of the mailing date. No follow-up was needed, as the number of responses received was sufficient for statistical analysis.

Treatment of Data

Using the weights given above, raw scores of satisfaction were hand scored on the five scales of the JDI. Group t tests were used to

determine the relationships between task variables, personal-experiential variables, and job satisfaction (overall satisfaction and the raw scores of each sub-scale of the JDI). Multiple regression/correlation (MRC) analysis was used to determine if job satisfaction can predict turnover among superintendents.

CHAPTER IV. FINDINGS

Of the two hundred and fifty-eight surveys sent to superintendents in Iowa and Minnesota, a total of one hundred and eighty-one were completed correctly, for a return of slightly more than seventy percent. Because the sample population was selected on the basis of number of years of superintendent experience in the current district, a profile of the "typical" superintendent in Iowa and Minnesota is not possible. However, for purposes of this study, the following profile does emerge.

Profile of the Respondent

The early sections of this chapter are devoted to reporting frequency distributions and percentages of the personal-experiential profile of the one hundred and eighty-one respondents. These data were obtained from the information gathered from the first page of the questionnaire (see Appendix). The superintendents were asked to respond to questions regarding three principal areas: 1) School District, 2) Educational Experience, and 3) Personal Information.

The respondents are then divided into two groups, according to the tenure as superintendent in the current school district. Those with experience of three years or less are separated from the superintendents who have spent fifteen years or more in their current districts. A profile for each group will be established, and their responses will be compared in relation to significant differences.

School district

In an effort to establish a typical working environment of the respondents, five items in the survey dealt with their school district. The superintendents were asked to list the following information about their districts: 1) grade span, 2) enrollment, 3) type of district location, 4) type of district funding, and 5) total number of staff members.

Among the traditional values held by residents of Iowa and Minnesota are 1) Bigger is not always better; 2) Change does not always result in good benefits; 3) Local control best suits our way of life; and 4) Simplicity is a virtue. In view of these attitudes, the results of this portion of the questionnaire were not alarming.

The vast majority (87.8%) of the respondents work in a K-12 school district, which appears to be typical for the Midwest. A small portion (11.6%) of the districts include a preschool in their grade organization.

The large number of school districts in each state and the desire to remain independent may account for the many small schools. The largest single response group (33.1%) was the 300-599 student population category. This was followed by the next group of 600-999 students (21.5%). Approximately three-fourths (74.5%) of the superintendents work in districts with student populations of 300 to 2,499.

Since both states are identified with agriculture, it is not surprising to find that nearly ninety percent (89.5%) of the respondents work in a rural school district. By the same token, most district revenues are generated by property taxes assessed to agricultural land.

In addition, more than three-fifths (60.8%) of the superintendents have classified their district as fiscally independent, relying mostly on local revenues.

To complete the profile of the typical school district, the respondents were asked to list the number of instructional, non-instructional, and administrative staff members employed by their school districts. More than one-third (38.1%) employ 26-50 instructional staff members. Additionally, approximately one-fourth (23.2%) of the districts employ 51-100 members of the instructional staff. Therefore, more than three-fourths (78.4%) of the respondents work in a school district with one hundred or less instructional staff members.

More than one-half (51.4%) of the districts have twenty-five or less non-instructional employees. Approximately one-fourth (22.1%) of the districts employ twenty-six to fifty people in this classification. Therefore, approximately three-fourths (73.5%) of the respondents have fifty or fewer noninstructional employees in their districts.

Five or fewer administrators typify the majority of the school districts. More than three-fourths (75.2%) of the superintendents work in a school district that employs five or fewer administrators. The number given most often was three administrators, which most likely results in an administrative structure of superintendent, secondary principal, and elementary principal.

To summarize, the typical respondent in this study works in a K-12, fiscally independent, rural school district with an enrollment of less than 2,500 students. The district is staffed by one hundred or less

members of the instructional staff, fifty or less noninstructional staff members, and five or fewer administrators. These data are illustrated in Table 1.

Educational experience

In this section of the questionnaire, the superintendents were asked to respond to questions regarding their undergraduate and graduate degrees, areas of teaching and administrative certification, years of experience as a teacher and administrator, number of districts served as superintendent, and work experience other than education. A large number of the superintendents did not respond to the last item, resulting in inconclusive data. Therefore, the study does not include any data in this category.

The respondents were directed to answer either "yes" or "no" to the question: Do you have? Bachelor's degree, Master's degree, Sixth year certificate, and Doctorate. There appeared to be some confusion regarding this question as many of the respondents marked only their highest educational level attained. This is evidenced by the fact that almost thirteen percent (12.7%) did not credit themselves with a Bachelor's degree. Further, more than ten percent (10.4%) did not hold a Master's degree. Since both Iowa and Minnesota require either a Sixth year certificate or a specialist degree to be endorsed as a superintendent, it is unlikely that these results are accurate.

Almost three-fourths (74%) of the superintendents are licensed as secondary teachers, and nearly one-half (45.3%) hold certificates as

Table 1. Summary profile of the school districts

Category	Number	Percent
Grade span		
K-12	159	87.8
PreK-12	21	11.6
Other	1	0.6
Total	181	100.0
Enrollment		
Less than 300	27	14.9
300-599	60	33.1
600-999	39	21.5
1,000-2,499	36	19.9
2,500-10,000	17	9.4
More than 10,000	2	1.1
Total	181	100.0
Type of district location		
Urban	1	0.6
Suburban	17	9.4
Rural	162	89.5
No response	1	0.6
Total	181	100.0
Type of district funding		
Fiscally dependent	52	28.7
Fiscally independent	110	60.8
No response	19	10.5
Total	181	100.0
Total staff		
Instructional		
0-25	31	17.1
26-50	69	38.1
51-100	42	23.2
More than 100	31	17.1
No response	8	4.4
Total	181	100.0
Noninstructional		
0-25	93	51.4
26-50	40	22.1
51-100	18	9.9
More than 100	14	7.7
No response	16	8.8
Total	181	100.0

Table 1. Continued

Category	Number	Percent
Administrators		
0-5	136	75.2
6-10	21	11.6
More than 10	18	9.9
No response	6	3.3
Total	181	100.0

secondary school administrators. Less than eight percent (7.7%) are licensed as both elementary and secondary teachers. However, more than one-third (36.5%) of the respondents are certified as both elementary and secondary administrators. This may be due to differing state standards in the licensing of administrators. That is, Minnesota requires a Specialist degree or a Sixth year certificate to be licensed as a principal, whereas Iowa grants licensure for a principal with a Master's degree in school administration. Further, a superintendent in Iowa may gain certification as an elementary principal by completing specified graduate courses. Minnesota requires either student teaching or actual teaching experience in the elementary grades to be endorsed as an elementary principal.

Further analysis of the data reveals that the respondents most often have between five and nine years of teaching experience. Almost three-fourths (72.9%) have taught nine years or less. The mean response for this question is slightly less than eight years (7.8). Total number of years as an administrator, however, is much higher. Almost

one-half (41.4%) of the superintendents have been an administrator for more than twenty years. Further, approximately three-fourths (72.9%) have ten years or more of administrative experience. It may be concluded, then, that the typical respondent in this study has spent less than eight years in the classroom, then is spending the remainder of his educational career in the central office as an administrator.

It is of particular interest to note that almost one-half (47.5%) of the subjects have worked as a superintendent in only one school district. Furthermore, more than three-fourths (77.3%) of the respondents have served as superintendents in either one or two districts. The average length of service in their current district is just under nine years.

A later section of this chapter is devoted to comparing the two groups of superintendents involved in this study (see Tables 4, 5, and 6).

Personal information

The subjects were asked to respond to items regarding personal information including age, race, marital status, sex, work status of spouse, and their involvement with youth in extra-curricular activities. It should be noted at this time that the respondents were almost equally divided between the states of Minnesota (52.5%) and Iowa (47.5%).

The mean age of all respondents in this study was almost forty-eight years old (47.8 years). The largest number (34.2%) fell into the 50-59 years old bracket. This was followed closely by the 40-49 years old category (31.5%). Therefore, almost two-thirds (65.7%) of the

Table 2. Summary of educational experience

Category	Number	Percent
Education		
Bachelor's degree		
Yes	158	87.3
No	0	0.0
No response	23	12.7
Total	181	100.0
Master's degree		
Yes	161	89.0
No	1	0.6
No response	19	10.4
Total	181	100.0
Sixth year certificate		
Yes	108	59.7
No	31	17.7
No response	42	23.2
Total	181	100.0
Doctorate		
Yes	33	18.2
No	64	35.4
No response	84	46.4
Total	181	100.0
Certification		
Teaching		
Elementary	22	12.2
Secondary	134	74.0
Both	14	7.7
No response	11	6.1
Total	181	100.0
Administrative		
Elementary	18	9.9
Secondary	82	45.3
Both	66	36.5
No response	15	8.3
Total	181	100.0
Experience		
Teaching		
0-4 years	47	26.0
5-9 years	85	46.9
10 years and more	42	23.2
No response	7	3.9
Total	181	100.0

Table 2. Continued

Category	Number	Percent
Administrative		
0-4 years	11	6.1
5-9 years	32	17.7
10-14 years	34	18.8
15-19 years	23	12.7
20 years and more	75	41.4
Total	181	100.0
Number of districts served as superintendent		
One	86	47.5
Two	54	29.8
Three	21	11.6
Four	15	8.3
Five	4	2.2
Eight	1	0.6
Total	181	100.0

superintendents fell into the twenty-year age span of 40-59 years old.

All of the superintendents in this study are white. While there are some black superintendents in the state of Minnesota, it is apparent that either they did not return the questionnaire, or they failed to complete it properly. In any event, all of the respondents are white.

An overwhelming majority of the respondents are males (97.8%) who are married (97.2%). More than three-fourths (76.8%) of the superintendents have a spouse who does not have a full-time job outside the home. Some of the respondents noted on their returned questionnaire that their spouses worked on a part-time basis.

Despite the monumental tasks involved in being a superintendent,

more than four-fifths (81.2%) of the respondents found time to become involved with young people on a voluntary basis. These activities might include, but are not limited to, working with youth through the church, community, social, and other civic organizations. Almost three-fourths (70.7%) were working with young people in job-related extra-curricular activities.

Summary Profile

The superintendent in this study works in a K-12, fiscally independent, rural school district with an enrollment of less than 2,500 students. The staff working in the typical district includes one hundred or less instructional staff members, fifty or less non-instructional personnel, and five or less administrators.

A former secondary teacher with approximately eight years of teaching experience characterizes the respondent in this study. Additionally, the subject has more than ten years of administrative experience at the secondary level and has served as superintendent in either one or two school districts. The average tenure as superintendent in the current school district is nine years.

The superintendent is a white, forty-eight year-old, married male with a spouse who does not have a full-time job outside the home. He is actively involved with young people through both job-related and voluntary activities.

Table 3. Summary profile of personal information

Category	Number	Percent
Age		
30-39	44	24.3
40-49	57	31.5
50-59	62	34.2
60-65	17	9.4
No response	1	0.6
Total	181	100.0
Race		
White	181	100.0
Marital status		
Single	3	1.7
Married	176	97.2
Divorced	1	0.6
Widowed	1	0.6
Total	181	100.0
Sex		
Male	177	97.8
Female	4	2.2
Total	181	100.0
Full-time work status of spouse		
Yes	39	21.5
No	139	76.8
No response	3	1.7
Total	181	100.0
Active with youth		
Voluntary		
Yes	147	81.2
No	23	12.7
No response	11	6.1
Total	181	100.0
Job-related		
Yes	128	70.7
No	32	17.7
No response	21	11.6
Total	181	100.0

Comparison of the Groups

The data in this study were obtained by surveying two different groups of superintendents in Iowa and Minnesota. The criterion used to distinguish between the groups was number of years experience as superintendent in their current school district. Those superintendents with three years or less experience in their current district were categorized as Group 1. Group 2 was comprised of superintendents with fifteen or more years experience in their current district. The following sections make comparisons between the school district, educational experience, and personal information of the two groups.

School district

Analysis of these data reveals that there are no significant differences between the school districts in which superintendents from Group 1 and Group 2 work. In fact, both groups fall into the same categories in each separate item. While the mean responses may differ slightly, the same overall description fits the superintendents, despite their number of years of experience.

Therefore, the superintendents from both groups work in a K-12, fiscally independent rural school district with less than 2,500 student populations. The districts are staffed by less than one hundred instructional members, less than fifty noninstructional employed, and less than five administrators. These data are summarized in Table 4.

Table 4. Comparison of the school districts in this study

Category	Inexperienced	Experienced
Grade span	K-12	K-12
Enrollment	Less than 2,500	Less than 2,500
Type of location	Rural	Rural
Type of funding	Fiscally independent	Fiscally independent
Size of staff		
Instructional	Less than 100	Less than 100
Noninstructional	Less than 50	Less than 50
Administrative	Less than 5	Less than 5

Educational experience

Due to the fact that many of the superintendents failed to answer this section of the survey accurately, the results may be inconclusive. However, for purposes of discussion, it may be assumed that all of the respondents have completed the requirements for both a bachelor's degree and a master's degree, in order to be certificated as a superintendent. Additionally, if the respondents marked the highest educational level they had attained, the data concerning the doctorate degree are accurate. That is, those superintendents with a doctorate responded with a "yes" to this question.

Based on these assumptions, the data reveal that more superintendents in Group 1 hold a doctorate than the superintendents in Group 2. Almost one-fourth (23.1%) of those in Group 1 hold a doctorate. This compares to less than eight percent (7.4%) of the superintendents in Group 2. Therefore, those superintendents with lesser amounts of superintendent experience have more education than their more seasoned colleagues.

Preparation for becoming a superintendent is apparently the same for both groups. That is, both spent approximately eight years in the secondary classroom before becoming an administrator. A very small portion of the respondents in either group (10.6% and 2.9%) are licensed as both elementary and secondary teachers. As administrators, however, certification between the two groups is significantly different. Almost one-half (44.1%) of the superintendents in Group 2 are licensed as both elementary and secondary administrators. This compares to less than one-third (30.8%) of those in Group 1.

While the number of years of experience as teachers is approximately the same, experience as administrators is significantly different between the groups. The lesser experienced group has accumulated slightly more than eleven years (11.2 years) as administrators. Group 2, however, has spent an average of more than a quarter of a century (27.4 years) in the field of school administration. This difference is significant at the .01 level.

Since inclusion in this study was based on number of years as superintendent in the current district, it is not surprising to find a significant difference between the two groups in this category. The lesser experienced superintendents have spent less than two years (1.8 years) in their current district, while those with more experience have served almost twenty years (19.3 years) in their current district. This difference is significant at the .01 level.

It is interesting to note the difference in the number of school districts the respondents have been employed as superintendents. One

might assume that the superintendents with three years or less in their current districts are serving in their first superintendency. However, more than forty-five percent (45.2%) in this group have been chief administrators in two or more districts. Moreover, an average of more than three years (3.2 years) has been spent as superintendent in school districts other than their current one.

Because of the vast difference in years of experience between the groups, it could be further assumed that the experienced superintendents would have served many more school districts. Such is not the case. More than seventy percent (70.6%) of the veteran administrators have been superintendents in either one or two school districts. While this may suggest a higher level of job satisfaction among the veteran superintendents, there are other factors to consider. A lengthy tenure as superintendent may be due to other reasons, such as community acceptance, family preferences, or the desire to find a "home". In short, these superintendents may be "locked in" to a particular school district for reasons other than job satisfaction.

Personal information

The only difference found between the two groups in the personal information section of the questionnaire was in the age category. The inexperienced superintendents had a mean age of forty-two years, while those with more experience were fifty-seven years old on the average. This difference was expected, due to the criteria for inclusion in the study.

Table 5. Comparison of educational experience in this study

Category	Inexperienced	Experienced
Education		
Bachelor's degree	Yes	Yes
Master's degree	Yes	Yes
Sixth year certificate	Yes	Yes
Doctorate	No	No
Certification		
Teacher	Secondary	Secondary
Administrator	Secondary	Both**
Experience		
Teaching	7.9 years	7.7 years
Administrative	11.2 years	27.4 years**
Number of school districts served as superintendent		
	One	One or two**
Years in current district as superintendent		
	1.8 years	19.3 years**

**p < .01.

Comparing the range of ages, however, resulted in unexpected information. The respondents in the lesser experienced group ranged in age from thirty to sixty-four years old, with more than one-half over the age of forty. The other group's range was from forty-four to sixty-five years of age. Approximately one-half were between the ages of forty-four and fifty-six years old. This writer expected the members of the inexperienced group to be much younger than the mean age of forty-two, and the more experienced superintendents to be clustered in the sixty to sixty-five years old range.

The remainder of the data in the personal information category is

the same for both groups. That is to say, the respondents are white, married males, whose spouses do not have a full-time job outside the home. In addition, the superintendents are actively involved with young people in both volunteer and job-related activities.

Table 6. Comparison of personal information in this study

Category	Inexperienced	Experienced
Age	42 years	57 years**
Race	White	White
Marital status	Married	Married
Sex	Male	Male
Spouse's full-time work status	No	No
Active with youth	Yes	Yes

**p < .01.

Summary of Comparisons

Subjects in this study were questioned about their school district, educational experience, and personal information. Analysis of the data revealed no significant differences between the groups concerning the school districts in which they work.

Four areas of the educational experience category were found to be significantly different when comparing the groups. One item, number of school districts served as superintendent, differed at the .05 level of significance. At the .01 level, three areas, certification as an administrator, years of administrative experience, and years in current

district as superintendent, were found to be significantly different.

The only part of the personal information section of the questionnaire that revealed a significant difference was in the age of the respondents. This occurred at the .01 level, as was expected.

Factors in job satisfaction

On a scale of one to five, the subjects ranked eleven items regarding job satisfaction. Among the items are "job satisfiers" identified by Herzberg (1959), such as status, achievement, recognition, and personal growth. Also included are the "hygiene factors" leading to job dissatisfaction, such as hours per week, paper work, evaluation, and contract renewal.

Significant differences between the two groups appeared in four areas, three at the .05 level of significance and one at the .01 level. It is apparent that the more experienced superintendents have significantly more positive attitudes about their number of hours at work than do their less experienced counterparts. That is not to say, however, that the veterans work more hours per week than do the inexperienced superintendents.

Other areas in which the veteran administrators outrank the younger ones are the community's attitude toward education, amount of paper work, and safety on the job. These are different at the .05 level of significance.

Table 7. Comparison of factors in job satisfaction according to group means

Factor	Range of possible scores	Inexperienced		Experienced	
		Mean	S.D.	Mean	S.D.
Status	1-5 ^a	4.42	0.71	4.38	0.65
Community attitude	1-5	3.99	0.74	4.21*	0.66
Parent attitude	1-5	4.07	0.70	4.19	0.63
Achievement	1-5	4.27	0.64	4.24	0.65
Recognition	1-5	3.87	0.81	4.03	0.67
Growth	1-5	4.14	0.82	4.04	0.59
Hours per week	1-5	3.57	1.04	3.97**	0.85
Paper work	1-5	2.74	1.11	3.13*	1.13
Evaluation	1-5	3.35	0.97	3.57	0.97
Contract renewal	1-5	4.20	0.88	4.35	0.84
Safety	1-5	4.38	0.84	4.65*	0.51

^a1 = negative, 5 = positive.

* $p < .05$.

** $p < .01$.

Task variables

Fourteen variables were identified as important tasks that superintendents perform on a regular basis. The subjects were instructed to rank the items on a scale of one to five as to their importance. They were then directed to indicate how much time was spent on each task, also on a five-point scale.

Each of these variables was identified as work tasks that superintendents perform regularly. Two of the items, however, may cause some doubt as to their actual classification. While there is no argument about employing and dismissing staff members being a function of the superintendent's job, there is some doubt regarding the "freedom to" do so being considered a work task. Having the freedom to employ or dismiss

staff seems to be a condition under which a task is completed, rather than an actual work task. Nevertheless, there did not appear to be any measure of confusion in regard to this issue when the subjects completed the questionnaire.

Both groups rated Finance as their most important task. Similarly, both identified Finance as the item requiring the most time. The Federal regulations item was denoted as the least important task, while the superintendent's Relationship with the State Department of Education was listed as taking the least time.

Differences between the responses of the groups in relation to importance appeared in only one area. While both groups felt Finance was their most important task, veteran superintendents ranked it considerably higher. The mean responses compared at 4.93 and 4.70, at the .01 level of significance.

Amount of time spent on the tasks revealed significant differences in seven areas, or one-half of the categories. Two items, Freedom to employ staff and Relationship with principals, were significantly different at the .05 level. The remaining areas revealed differences at the .01 level of significance. These five items were Finance, State regulations, Federal regulations, Freedom to dismiss staff, and Relationship with State Department of Education. Even though these items were found to be ranked in the same, or nearly the same, positions by both groups, the values given the items were significantly different. That is, Finance was listed in the number one position by both groups, but the mean response of the older superintendents was significantly higher than

that of the younger ones. By the same token, while both groups ranked Relationship with State Department of Education in last place, veteran administrators gave it a higher overall score.

It is interesting to note the rankings of task importance in comparison with the time devoted to the task. While both groups rated Curriculum relatively high (in the 3rd and 4th positions), the amount of time spent on Curriculum was ranked near the bottom of the list (in 10th and 12th positions). The same can be said about Collective negotiations. Both groups listed this item near the bottom, in 11th place, in relation to its importance. However, Collective negotiations was ranked in 6th place in time spent. These two observations indicate that the importance of the task is not necessarily consistent with the amount of time spent on the task. If a great deal of time is being spent on a number of tasks with little importance, it may be conjectured that job satisfaction will suffer. Consequently, an individual in this position may struggle to approach self-actualization through work.

Overall satisfaction and career choice

The remaining questions on the task variables instrument dealt with overall satisfaction as a superintendent and choice of career. That is to say, the respondents were asked to rate their overall satisfaction on a scale of one to five. The mean response for the inexperienced group was 4.21, while the veterans' scores resulted in a mean of 4.33, an insignificant difference.

When asked if they would choose the superintendency as a career

Table 8. Summary of importance of task variables

Task	Inexperienced			Experienced		
	Rank ^a	Mean ^b	S.D.	Rank ^a	Mean ^b	S.D.
Curriculum	3	4.66	0.55	4	4.66	0.64
Finance	1	4.70	0.50	1	4.93**	0.26
State regulations	12	3.60	1.00	12	3.78	0.75
Federal regulations	14	3.08	1.06	14	3.28	0.77
Freedom to employ staff	5	4.63	0.56	4	4.66	0.59
Freedom to dismiss staff	10	4.07	1.04	10	4.16	0.99
Collective negotiations	11	3.66	1.22	11	3.80	1.08
Relationship with:						
Board members	3	4.66	0.57	7	4.57	0.63
Assistants	6	4.59	0.58	3	4.68	0.54
Principals	2	4.69	0.54	2	4.75	0.47
Teachers	8	4.39	0.67	8	4.48	0.66
Community	7	4.54	0.59	6	4.60	0.58
Non-certified staff	9	4.38	0.68	9	4.46	0.66
State Department	13	3.46	0.01	13	3.62	0.92

^a1 = most important, 14 = least important.

^b1 = little importance, 5 = very important.

**p < .01.

Table 9. Summary of time spent on task variables

Task	Inexperienced			Experienced		
	Rank ^a	Mean ^b	S.D.	Rank ^a	Mean ^b	S.D.
Curriculum	10	3.30	0.77	12	3.31	0.90
Finance	1	4.21	0.82	1	4.68**	0.56
State regulations	11	3.21	0.92	10	3.59**	0.90
Federal regulations	13	2.66	1.02	13	3.04**	0.86
Freedom to employ staff	9	3.63	0.99	4	3.94*	0.97
Freedom to dismiss staff	12	2.74	1.14	11	3.39**	1.15
Collective negotiations	6	3.84	1.05	6	3.91	1.11
Relationship with:						
Board members	4	3.91	0.76	5	3.93	0.97
Assistants	3	3.95	0.87	3	4.05	0.76
Principals	2	4.10	0.84	2	4.34*	0.66
Teachers	5	3.87	0.80	7	3.89	0.80
Community	7	3.76	0.88	8	3.87	0.83
Non-certified staff	9	3.68	0.87	8	3.84	0.88
State Department	14	2.55	0.98	14	3.04**	0.95

^a1 = most time spent, 14 = least time spent.

^b1 = little amount of time, 5 = great deal amount of time.

*p < .05.

**p < .01.

again, a higher percentage of the younger superintendents responded affirmatively than those with more experience. Even though the more experienced superintendents showed a slightly higher level of overall satisfaction, more than one-fourth (26.5%) said they would not choose the superintendency again. These results seem to be contradictory. However, when one considers the numerous changes in education during their careers, it may be expected that a veteran superintendent may change his mind about a career. Additionally, the talents involved in the superintendency are applicable to many executive positions in the private sector without being subjected to public criticism.

Table 10. Summary of overall satisfaction and choice

Variable	Inexperienced		Experienced	
	Mean ^a	S.D.	Mean ^a	S.D.
Overall satisfaction	4.21	0.89	4.33	0.64
Choice				
Yes	78.8%		69.1%	
No	19.3%		26.5%	
No response	1.9%		4.4%	
Total	100.0%		100.0%	

^a1 = low satisfaction, 5 = high satisfaction.

Overall Satisfaction

Overall satisfaction with the superintendency was also correlated with other variables, in order to determine any relationships. The responses of all of the subjects were measured in relation to the variables of the school district, educational experience, personal

information, and factors of satisfaction categories.

Overall satisfaction and the school district

Pearson correlation coefficients were obtained to measure the relationships between overall satisfaction and grade span, enrollment, type of district location, type of district funding, and number of staff members. Only two areas, number of instructional staff and number of noninstructional staff, were positively related at the .05 level of significance. However, the coefficient obtained from this procedure is too small to indicate any meaningful relationship between staff size and overall satisfaction. The only conclusion to be drawn is that the relationship is significantly different from no relationship at all.

Table 11. Correlations between school district variables and overall satisfaction

Variable	r
Grade span	-.1644
Enrollment	.1147
Type of district location	-.0466
Type of district funding	.0214
Total staff:	
Instructional	.1302*
Noninstructional	.1567*
Administrators	.0668

*p < .05.

Overall satisfaction and educational experience

Components comprising the educational variable were educational experience, certification, years of experience, number of districts

served as superintendent, and experience outside of education. Only one area showed a significant positive relationship. Teacher certification and overall satisfaction were positively related at the .05 level of significance.

Again, no meaningful conclusions can be drawn from this relationship, since the coefficient is too small. In addition, almost three-fourths (74%) of the subjects in this study were licensed as secondary teachers. Only a small portion (12.2%) of the respondents were licensed elementary teachers. While a significant positive relationship does exist, it is too small to have meaning.

Table 12. Correlations between educational experience variables and overall satisfaction

Variable	r
Bachelor's degree	-- ^a
Master's degree	.0730
Sixth year certificate	.0991
Doctorate	.0554
Teaching certification	.1488*
Administrative certification	.0362
Teaching experience	-.0397
Administrative experience	.0392
Years in current district	.0663
Number of districts served	-.0418
Managerial experience	.0047
Non-managerial experience	.0000

^aCoefficient could not be computed.

* $p < .05$.

Overall satisfaction and personal information

Overall satisfaction with the superintendency was correlated with the personal information items. In this category were age, race,

marital status, sex, spouse's employment, and participation in extra-curricular activities. None of these components was positively related at a significant level.

Table 13. Correlations between personal information variables and overall satisfaction

Variable	r
Age	.0394
Race	-- ^a
Marital status	.0021
Sex	-.0021
Spouse's employment	-.0671
Voluntary activities	.0907
Job-related activities	-.1477

^aCoefficient could not be computed.

Overall satisfaction and its factors

In order to determine the relationship between overall satisfaction and its separate factors, Pearson correlation coefficients were obtained. The subjects were asked to rank eleven variables on a scale of one to five as to their attitudes toward each factor. These scores were then correlated with their responses regarding their overall satisfaction as a superintendent, also on a scale from one to five. The eleven variables that were correlated with overall satisfaction were status, attitude of community towards education, attitude of parents toward education, achievement, recognition, growth, number of hours at work, amount of paper work, evaluation, contract renewal, and safety.

Unlike the results of Chand's study (1982), all eleven items were

positively related to the measure of overall satisfaction at the .001 level of significance. Chand found only three variables, status, achievement, and contract renewal, were positively related to overall satisfaction at significant levels.

It stands to reason that all eleven variables will be correlated to overall satisfaction at significant levels, since the variables are factors which theory suggests are important in determining overall satisfaction. That is, these variables make up the level of job satisfaction.

Additionally, the correlations between the factors of satisfaction and overall satisfaction are more meaningful than the coefficients obtained from the other two sections of the questionnaire. That is, the significant values between overall satisfaction and number of instructional staff, number of noninstructional staff, and teaching certification, do not hold much meaning, because of their effect on a small portion of the respondents. However, the coefficients of correlation between overall satisfaction and its factors affect a larger percentage of the respondents in this study. Therefore, the correlations are not only significant, but meaningful as well.

Job Descriptive Index

A common measure of job satisfaction, the Job Descriptive Index (JDI), was administered to all respondents. The JDI is divided into five areas, Work, Co-workers, Supervision, Pay, and Promotion. The first three categories contained eighteen descriptive items each, while

Table 14. Correlations between factors of job satisfaction and overall satisfaction

Variable	r
Status	.6432**
Attitude of community	.3633**
Attitude of parents	.3682**
Achievement	.4985**
Recognition	.5481**
Growth	.4720**
Number of work hours per week	.4624**
Paper work	.3199**
Evaluation	.4650**
Contract renewal	.5038**
Safety	.3939**

**p < .01.

the latter two consisted of eight items each. A total score of 216 was possible.

Mean responses of each group resulted in significant differences in three areas, all at the .05 level. The more experienced superintendents expressed higher degrees of satisfaction with co-workers and with their pay. Potential for promotion was the only category in which the younger superintendents outscored the veterans.

Table 15. Summary of means obtained on JDI

Variable	Range of possible scores	Inexperienced		Experienced	
		Mean	S.D.	Mean	S.D.
Work	00-54	38.81	8.16	40.69	7.28
Co-workers	00-54	43.34	9.68	46.26*	8.95
Supervision	00-54	44.00	10.53	45.81	7.55
Pay	00-27	15.52	5.74	17.25*	5.70
Promotion	00-27	15.22*	8.69	12.85	6.99
Total score	00-216	156.84	32.35	162.93	26.44

*p < .01.

Comparison with National Study

Scores obtained on the JDI from both groups were compared to those scores listed by Chand (1982) in his national study of job satisfaction among superintendents. The results of the comparisons between inexperienced superintendents in Iowa and Minnesota and superintendents in Chand's study are illustrated in Table 16, while Table 17 summarizes scores of the experienced superintendents with Chand's. Since the standard deviations were not listed by Chand, it was assumed that the variances were the same in both studies, because of the many similarities between the two.

Inexperienced superintendents and Chand

Analysis of the data in Table 16 reveals that inexperienced superintendents in Iowa and Minnesota and Chand's subjects are significantly different in three areas. Those areas showing significant differences at the .05 level were Supervision and Pay. At the .01 level of

Table 16. Comparison of scores on the JDI obtained from inexperienced superintendents in Iowa and Minnesota and the Chand Report

Variable	Range of possible scores	Inexperienced		Chand Mean	S.D. ^a
		Mean	S.D.		
Work	00-54	38.81	8.16	38.55	8.16
Co-workers	00-54	43.34	9.68	42.91	9.68
Supervision	00-54	44.00*	10.53	41.22	10.53
Pay	00-27	15.52*	5.74	14.22	5.74
Promotion	00-27	15.22**	8.69	11.65	8.69

^aStandard deviations are assumed to be the same, since Chand's variances were not available.

* $p < .05$.

** $p < .01$.

significance, the differences appeared in the Promotion variable. The latter difference is apparently due to the large variation in number of years of superintendent experience between the groups. Chand's subjects were spread throughout the United States and varied in superintendent experience to a much greater degree. The inexperienced superintendents, however, were limited in their years of experience in their current school districts to three years or less. Since many of these administrators were serving in their first superintendency, their views on promotion are understandable. It may be concluded that they see their first superintendency as a "stepping-stone" to success in school administration.

Experienced superintendents and Chand

When compared with the rest of the nation, experienced chief administrators in Iowa and Minnesota enjoy higher levels of job satisfaction. This is illustrated by the scores obtained on the JDI. Comparing test results between the two groups resulted in significantly higher mean responses in four areas of the Index.

Satisfaction with work revealed differences between the groups at the .05 level of significance. Three other areas, Co-workers, Supervision, and Pay, showed significant differences at the .01 level. These results indicate that veteran superintendents in Iowa and Minnesota are considerably more satisfied with their jobs than superintendents in the rest of the United States.

Because Chand's sample consisted of administrators with varying

years of experience, it was expected that views on Promotion would be similar. That is, many of those involved in Chand's study would have had a similar number of years of superintendent experience. Many of those in these studies apparently feel that there is little or no room for promotion in their present positions, whereas the younger superintendents in Iowa and Minnesota may be of the opinion that a superintendency in a larger school district constitutes a promotion. This probably accounts for the different responses among the groups.

Table 17. Comparison of scores on the JDI obtained from experienced superintendents in Iowa and Minnesota and the Chand Report

Variable	Range of possible scores	Experienced		Chand Mean	S.D. ^a
		Mean	S.D.		
Work	00-54	40.69*	7.28	38.55	7.28
Co-workers	00-54	46.26**	8.95	42.91	8.95
Supervision	00-54	45.81**	7.55	41.22	7.55
Pay	00-27	17.25**	5.70	14.22	5.70
Promotion	00-27	12.85	6.99	11.65	6.99

^aStandard deviations are assumed to be the same, since Chand's variances were not available.

* $p < .05$.

** $p < .01$.

Job satisfaction and turnover

The process of multiple regression was utilized to determine which measures of job satisfaction, if any, had the capability of predicting rate of turnover among superintendents. It is the thesis of this research that lack of job satisfaction results in turnover. That is, the lower the level of satisfaction, the more likely the superintendent is to leave that district.

Most accurately measuring the degree of job satisfaction is the JDI, which was used in this study. The separate scores on each scale of the JDI, Work, Co-workers, Supervision, Pay, and Promotion, were compared to the measure of turnover. In this case, turnover was represented by the number of districts in which the respondent had served as superintendent. None of the five components of the JDI could accurately predict the turnover rate of the superintendents in this study.

The only variable in the survey instrument with a significant relationship to turnover was superintendent experience in the current district. Veteran administrators had served more school districts as superintendent than their lesser experienced colleagues. The turnover rate of superintendents who had spent fifteen years or more in their current district was higher than those superintendents who had spent three years or less in their current district. Therefore, the thesis advanced by this research could not be supported by the results.

Table 18. Summary of relationship between job satisfaction and turnover

Variable	R	Significance
Superintendent experience in current district	.150*	.0444
Work	-.113	.0626
Co-workers	.034	.8957
Supervision	-.004	.7813
Pay	.081	.4435
Promotion	-.077	.4751

* $p < .05$.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study dealt with the concept of job satisfaction in the world of the school superintendent. Job satisfaction was defined as the good feeling a person receives from doing work he/she enjoys and considers important and from knowing what he/she does is appreciated by individuals within the school and elsewhere. The relationships between job satisfaction and length of service and rate of turnover were established. In addition, the capability of job satisfaction for predicting turnover was explored.

Summary

Components identified by Herzberg (1959) leading to job satisfaction are achievement, recognition, the work itself, responsibility, advancement, and growth. On the other hand, factors such as district policy and administration, supervision, relationship with supervisors, working conditions, salary, and relationships with peers often diminish the level of job satisfaction. Herzberg's model was used as a starting point for this investigation.

A three-page questionnaire was sent to two hundred fifty-eight selected superintendents in Iowa and Minnesota during the summer of 1984. Inclusion in the study was based on number of years as superintendent in the current district. Results from one hundred eighty-one completed survey instruments are reported in this study, a return of more than seventy percent. Levels of job satisfaction among the subjects were measured in three different ways, as described below. These

results were then compared to the findings of Chand's national study of 1982.

Items in the task variables segment of the questionnaire included Herzberg's "motivators" and "hygiene" factors. Among these variables were status, community and parental attitudes, achievement, recognition, personal growth, work hours per week, amount of paper work, evaluation, contract renewal, and safety. The superintendents rated each item on a scale of one to five in relation to their negative or positive feelings.

In addition, the respondents were asked to describe their overall satisfaction as a superintendent on a scale of one to five, or low satisfaction to high satisfaction. Then, they were asked if they would choose the superintendency as a career again.

The Job Descriptive Index (JDI) was also administered to all of the subjects in this study in order to measure job satisfaction. Five areas, work, co-workers, supervision, pay, and promotion, comprise the JDI, which has been accepted as a valid gauge of job satisfaction.

Research from the industrial setting indicates that length of service is significantly related to job satisfaction. That is, the longer one works at a job, the more satisfied the worker becomes, thus decreasing the chances of quitting. The number of years served as superintendent in the current district was correlated with the level of overall satisfaction, in order to determine any relationships. Further, the respondents were divided into two groups based on their number of years of superintendent experience in their current district. Analysis

of the results using t-tests revealed significant differences between the groups.

Previous research has also established a significant relationship between satisfaction and turnover. The intrinsic nature of work is negatively related to turnover, while its extrinsic nature and turnover are positively related. That is, when a person is satisfied with his/her job, the result is to stay in that job. Conversely, when the worker becomes dissatisfied, he/she will leave that job.

In this study, rate of turnover was measured by the number of districts the respondents had served as superintendent. This number was correlated to the overall satisfaction as a superintendent, then tested for significant differences between the two groups. In order to discover its prediction capacity, multiple regression correlation (MRC) was used. This process was administered to determine a relationship between number of districts served as superintendent and all other variables. Of special interest was the relationship between turnover and overall satisfaction.

Generally speaking, this study resulted in the following findings:

1. Veteran superintendents ranked higher than their younger counterparts on four factors of job satisfaction, community attitude, work hours per week, amount of paper work, and safety;
2. There were no significant differences between the two groups in relation to their levels of overall satisfaction;
3. Three-fourths of the superintendents would choose the superintendency as a career again;

4. The more experienced administrators ranked higher in the areas of Co-workers and Pay on the Job Descriptive Index;
5. Inexperienced superintendents rated significantly higher in the area of Promotion on the JDI;
6. When compared to the respondents in Chand's study, the inexperienced superintendents in this study ranked significantly higher on Supervision, Pay, and Promotion areas of the JDI;
7. Experienced superintendents in Iowa and Minnesota rated significantly higher in the areas of Work, Co-workers, Supervision, and Pay when compared to chief executives in the national group; and
8. Job satisfaction and turnover were not significantly related.

Conclusions

Respondents in this study were divided into two groups, based on their number of years as superintendent in their current district. Those superintendents with three years or less in their current school are referred to as "inexperienced", while the "experienced" group consisted of superintendents with fifteen years or more in their current district. The responses of each group as measured by the Job Descriptive Index (JDI) were compared with results from Chand (1982).

The lesser experienced superintendents in Iowa and Minnesota scored significantly higher in three areas of the JDI when compared to the superintendents in Chand's study. The categories were supervision, pay, and promotion. Significant differences between the experienced superintendents in Iowa and Minnesota and the national group of superintendents

were revealed in four areas of the JDI. Three of these, co-workers, supervision, and pay, were significant at the .01 level, while work was significantly different at the .05 level.

Therefore, it appears that superintendents in Iowa and Minnesota enjoy higher levels of job satisfaction when compared to the rest of the nation's superintendents.

Three measures of job satisfaction were utilized to compare the two groups in this study, in order to determine the relationships between job satisfaction and turnover, as well as between job satisfaction and length of service. The answers obtained from the eleven factors in job satisfaction, level of overall satisfaction as a superintendent, and the JDI were compared by means of t-tests.

Regarding the eleven factors in job satisfaction, experienced superintendents outscored their younger counterparts in four areas. The veterans scored significantly higher in the category of number of work hours per week ($P < .01$). Community attitude, amount of paper work, and safety on the job were the three areas in which the experienced superintendents scored significantly higher at the .05 level of significance.

When asked to rate their overall satisfaction as a superintendent on a scale of one to five, there were no significant differences between the groups. Therefore, it appears that length of service as a superintendent has no significant bearing upon the overall level of job satisfaction.

There were significant differences between the groups on three of

the five scales of the JDI. Experienced administrators obtained higher mean responses in the categories of co-workers and pay, while the less-experienced superintendents scored higher on the scale of promotion.

The results of these measures indicate that length of service contributes significantly to higher levels of job satisfaction in the areas of number of work hours per week, community attitude, amount of paper work, safety, co-workers, and pay.

While satisfaction and rate of turnover have been significantly related in other research, this study did not find this to be true. Multiple regression correlation (MRC) determined that the only accurate predictor of turnover in this study was the length of superintendent's experience in the current school district. Therefore, the findings of Herzberg regarding the relationship between job satisfaction and turnover were not replicated in this study. The measures used by Herzberg to establish this relationship apparently do not apply to school superintendents.

Two of the original hypotheses in this study were omitted, due to the inability of the instrument to measure the relationships between job satisfaction and responsibility and job dissatisfaction and personal life. No questions in the survey referred to these items.

To summarize, the following conclusions may be drawn as a result of the findings of this study:

1. Superintendents in Iowa and Minnesota are more highly satisfied with their jobs than superintendents involved in the national study;
2. Length of service as a superintendent does not contribute to a

- higher level of overall job satisfaction as a superintendent;
3. Length of service as a superintendent does contribute to increased job satisfaction in the areas of work hours per week, community attitude, amount of paper work, safety, co-workers, and pay;
 4. Job satisfaction does not predict turnover; and
 5. Not all of Herzberg's findings apply to school superintendents.

Limitations

There are some areas in which this study of job satisfaction and turnover among superintendents may be limited. Most obvious is the selection of the subjects for the study. Only superintendents in Iowa and Minnesota who had a specific number of years of experience in their current district were included. That is, only chief administrators with three years or less and those with fifteen years or more experience as a superintendent in their current school district were chosen. The findings may not apply to other administrators in the Midwest. Nor may the results be applicable to superintendents who have served in their current districts for a period of between four and fourteen years.

Selected administrators for this study represent approximately thirty percent of the total number of superintendents in Iowa and Minnesota. There are approximately four hundred forty school districts in each state. Allowing for sharing of superintendents between some districts, an estimate of eight hundred fifty superintendents in Iowa and Minnesota is a fair estimate. Included in this study were two hundred fifty-eight chief administrators, or slightly more than thirty

percent. The actual number of respondents represents more than one-fifth (21.3%) of the total population.

As mentioned previously, a profile of the "typical" superintendent in Iowa and Minnesota is not possible. This is due to the limited criteria for inclusion in this study. Therefore, the information pertaining to the school district, educational experience, and personal history of the subjects is not conclusive for all superintendents in Iowa and Minnesota. Further, because of incomplete responses in the section of the questionnaire pertaining to educational degrees, the results may not be totally accurate.

When comparing this study with that of Chand's 1982 national study, some information is missing. Specifically, the variances in Chand's work were not available. Therefore, it was assumed that the variances were the same in both studies. The results of the comparisons, then, may not be conclusive.

Further, the scope of the task variables portion of Chand's instrument limited the responses to some questions. The area of Personnel was divided into several rubrics, while the areas of Curriculum and Finance were listed under general headings. Had the tasks involved in Personnel not been subdivided, the results of the survey would probably have been different.

In addition, there is some question regarding the appropriateness of the Job Descriptive Index in measuring job satisfaction of school executives. It may be necessary to develop another instrument for this use and model it after the JDI with some revisions.

Discussion

While some research has been conducted on the separate topics of turnover and job satisfaction in the educational setting, a study that combines these two subjects has not been undertaken. However, previous studies dealing with the rate and causes of superintendent turnover in the Midwest have greatly contributed to this study. By the same token, the research concerning job satisfaction among school administrators has been most beneficial.

During the first half of this century, the rate of turnover among superintendents was much higher than the rate for the last two decades. Much of this is attributable to the comparable number of school districts and available superintendencies.

When comparing the turnover rate of the 1970s with the 1980s, the latter years show a slightly higher rate of turnover. This is especially true in Minnesota, where the 1980 Legislature passed a law allowing teachers the unlimited right to strike. On many occasions, the strife-riddled negotiations process resulted not only in higher teacher monetary settlements, but also in the dismissal of the district's chief administrator.

Among the main causes for the superintendent leaving a school district are superintendent/community relations, superintendent relations with the school board, and professional advancement. A growing number of superintendents are reporting that conflict with the school board is their major motivator in leaving that school district. Therefore, this researcher theorized that there is a significant relationship between

turnover and job satisfaction. More specifically, rate of superintendent turnover was caused by lack of job satisfaction. This line of thought proved to be inaccurate in this study, however, since there was no significant relationship between overall satisfaction and turnover. The superintendents in this study appeared to be quite satisfied with their jobs, especially when they were compared to the subjects in the national study. Further, more than three-fourths of the superintendents in Iowa and Minnesota would choose the superintendency as a career, if they were given a choice.

While length of service as a superintendent does not significantly affect the overall level of job satisfaction, it does contribute to increased satisfaction where work hours per week, community attitude, amount of paper work, safety, co-workers, and pay are concerned. These differences can be explained upon closer examination.

A beginning superintendent may look at the number of work hours that are required to get the job done on a weekly basis and become overwhelmed at the thought of spending so much time at school. This may lead the superintendent, who is new to the district, to form some negative attitudes about the job. On the other hand, a veteran administrator becomes accustomed to the work load and is able to budget time more effectively, as well as to prioritize necessary tasks. The difference here may be explained by the process of getting used to the job of superintendent.

Usually speaking, the longer a superintendent spends in a community, the more comfortable he/she becomes with the prevailing ways of

life. That is, the administrator gets to know the people in the community, and they become familiar with his/her way of operating the school. Over a period of time, the superintendent is accepted in the community, and he/she becomes part of that community's life. It is not surprising, then, to discover that a veteran superintendent rates community attitude highly.

Being settled in a school district and its community will also lead to more positive feelings about paper work, safety, and co-workers. That is, the administrator learns to deal with the mounds of paper and to establish rapport with fellow workers in an effort to provide a suitable climate in which children may learn. After a period of time, the superintendent will begin to deal with the children of previous students in the school district. This is especially true in the smaller communities of Iowa and Minnesota. The veteran administrator may begin to consider the children of the district as his own, therefore placing safety high on the list of priorities.

While neither group was extremely satisfied with its pay, the veterans ranked it higher than did their inexperienced colleagues. Considering the salary of a business executive in the private sector, it is not surprising that superintendents would rank their pay in such a manner. Tradition in the world of education dictates that higher salaries are dependent upon years of experience. Therefore, the more experienced superintendents are making more money than are those with fewer years of experience and are apparently more satisfied with their pay.

Promotion is more appealing to the younger superintendents, since

they are more than likely considering their first superintendency as a means of opening the door to a bright future. The older administrators, on the other hand, may realize that retirement is soon upon them, and they have nowhere to go. Those superintendents who have spent less than three years in their current district are also aware that they need to work their way up to a larger district and must "pay their dues" on their way to a successful administrative career.

Recommendations for Further Research

Because the results of this study did not support its major thesis, there is a need for further research. In light of this, the following recommendations are made.

1. Those superintendents leaving a district after a short tenure need to be personally interviewed to determine the causes for the turnover. At the time of the interview, it would be expedient to administer the questionnaire that is part of this study.

2. In-depth interviews should be conducted with superintendents having a long tenure with a school district to determine why they have remained. Again, the questionnaire should be administered.

3. All superintendents in Iowa and Minnesota should be part of another study of job satisfaction and turnover. The results of a further study will be more conclusive. A profile of the "typical" superintendent in Iowa and Minnesota could then be compiled.

4. The dynamics of school districts where there is frequent superintendent turnover should be studied in order to determine any

commonalities.

5. A separate instrument that measures job satisfaction of executives needs to be developed. Perhaps the problem lies in Herzberg's theory not being applicable to the school executive.

Recommendations for Practice

As pointed out in the introduction to this study, this research will be of benefit to four basic groups. The uses for superintendents, boards of education, colleges and universities, and state departments of education are discussed in the following sections.

Uses for superintendents

A chief administrator may use the findings of this study in several different ways. First, he/she is able to self-administer the sections of the questionnaire pertaining to job satisfaction. That is, the superintendent is able to explore his/her own attitudes toward factors of job satisfaction and task importance in relation to time spent on those tasks. This self-appraisal allows the superintendent to determine the actual job of a chief administrator and to allocate time on task accordingly. Further, the appraisal provides an opportunity for the superintendent to prioritize the elements of the job.

Through a serious consideration of the numerous tasks involved in the superintendency, the executive is able to determine his/her own level of satisfaction. In addition, this analysis may be helpful in determining the course of one's future work. That is, if the superintendent finds that he/she is mired in a "doomsday job", it may be

appropriate for a career change. On the other hand, if levels of satisfaction are high, this will reinforce positive feelings toward the superintendent's work and all that work encompasses.

The results of this study will be helpful in establishing better relationships with the school board, the superintendent's co-workers, and his/her subordinates. Scores obtained on the Job Descriptive Index (JDI) will allow the superintendent to examine his/her feelings toward work, co-workers, supervisors, pay, and possibilities for promotion. If one or more of these areas reveals negative feelings, it will be a signal to the superintendent to make some adjustments in his/her approaches and methods.

Knowing what causes job satisfaction or lack of it will go a long way in helping the superintendent to create and maintain a pleasant work environment that encourages district employees to seek self-actualization through work. By becoming familiar with "satisfiers" and "dissatisfiers", the chief administrator is able to provide needed leadership to the board in the establishment of personnel policies. Further, this knowledge will be especially useful when negotiating master agreements with employee groups.

Uses for school boards

Local school boards will find this study useful in establishing and maintaining a positive relationship with their executive officer. It will be of special benefit to school boards in those districts where it seems a superintendent search is almost continual.

The Pearson correlation coefficients indicate that a superintendent's degree of overall satisfaction does not depend on the location of a school district, student enrollment, or size of staff. Rather, the three most important contributors to overall satisfaction are the status of the superintendent, the recognition he/she receives, and renewal of his/her employment contract. In short, how a school board treats its executive officer greatly affects the level of job satisfaction. These three items are within the scope of, and are almost exclusively controlled by, the local school board. Therefore, these findings are imperative to establish and maintain a working relationship between the superintendent and the school board.

Superintendent selection may be more rewarding if knowledge of job satisfiers is utilized in the search. While this is only a small part of the selection process, it is important to keep in mind, since this information may be useful not only in finding a superintendent but in retaining one as well.

Relations with other employee groups can be enhanced by becoming acquainted with the elements of job satisfaction. This is especially true in two important board functions, negotiations and school district policies. Recognizing the achievements of district employees may promote better relationships and result in a more effective school than a large pay raise. Involving employee groups in the development of personnel policies may make their implementation and administration easier.

At the state level, school board associations may sponsor workshops

to explore the necessities of a positive school board/superintendent relationship. In-services such as this may lessen the possibilities of the state associations needing to become involved in a local dispute between the board and the superintendent. Further, the effect may strengthen the bond between administrator groups and school board associations.

Uses for colleges and universities

Those departments in the post-secondary institutions responsible for training school administrators may find this study to be of practical use. It will be of particular interest to those professors teaching courses in supervision, finance, and personnel administration. Results of the task variables instrument may be misleading, however, especially in the interpretation of the ranking of superintendent tasks. That is, Finance was considered by the respondents as their most important task, as well as taking most of their time. The area of Personnel was divided into several rubrics, rather than under one separate heading. If Personnel had not been subdivided, it more than likely would have ranked as the most important superintendent task. The portions of these courses devoted to employee relations might contain a unit dealing with job satisfaction in industry, as well as education.

By the same token, principals considering the superintendency may find this information useful. That is, a principal might compare the tasks expected of a chief administrator to what he/she is presently doing as a principal. Additionally, the administration of the JDI will

determine satisfaction in the present capacity as an administrator. This knowledge may be essential in the decision to become a superintendent. It will persuade or dissuade those principals considering making the change to the superintendency.

Uses for State Departments of Education

In order to improve the educational climate of local school districts, State Departments of Education could sponsor workshops dealing with job satisfaction. These in-service activities could be part of a continuing series of promoting good relationships between superintendents and their school boards. Further, all employee groups may be included in an effort to improve their work environments.

These educational activities should result in increased production, according to the industrial research. That is to say, findings from research in industry indicate that high levels of job satisfaction increase production.

Therefore, the implementation of workshops such as this will benefit all people working in the field of education. When teachers improve, so do their students.

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Always first in my heart and mind are the loving members of my family. I owe a great deal to my wife Pam, without whose support and encouragement I could not have been successful in the completion of my degree. My daughters, Jennifer and Amanda, no longer have to wait to call me "Dr. Daddy".

Finally, I wish to dedicate this work to the memory of my mother, Wanda Graham. Her countless sacrifices made it possible for me to continue my education. Unfortunately, she did not live long enough to call her son "Dr. Graham", but I know she is proud of me.

APPENDIX

July 16, 1984

Dear Superintendent:

As chief administrator in your school district, you are aware of the vital role you play in the educational lives of our nation's young people. How you feel about your job impacts every aspect of your school district.

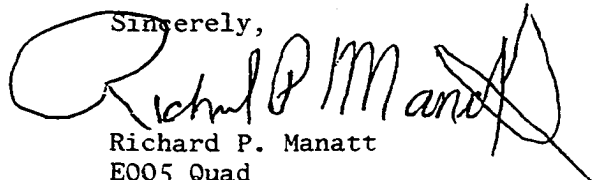
To our knowledge, there exists only one national study dealing with job satisfaction of school superintendents. This study is concerned with levels of job satisfaction and its relation to job turnover among superintendents in Iowa and Minnesota. Your response to this questionnaire will assist us in determining any relationship.

Your name was selected from your state directory because of your length of service in your current school district. Please take 15 or 20 minutes of your valuable time to complete the questionnaire.

The voluntary return of this questionnaire will constitute implied informed consent. We assure you that no respondent nor any school district will be identified. Please return the questionnaire in the enclosed envelope.

Thank you very much for your cooperation.

Sincerely,



Richard P. Manatt
E005 Quad
Iowa State University
Ames, Iowa 50010



Michael W. Graham
804 Second Street
Welcome, Minnesota 56181

Personal-Experiential Variables Instrument

Please provide the following information about:

YOUR SCHOOL DISTRICT

1. Grade span of your school district _____
2. Enrollment of your school district _____
3. Type of school district:
- a. Urban _____
- b. Suburban _____
- c. Rural _____
4. Type of school district:
- a. Fiscally dependent _____
- b. Fiscally independent _____
5. Total staff:
- a. Instructional _____
- b. Non Instructional _____
- c. Building and central office administrators _____

YOUR EDUCATIONAL EXPERIENCE

6. Do you have:
- a. Bachelors degree: Yes ___ No ___
Major: _____
- b. Masters degree: Yes ___ No ___
Major: _____
- c. 6th year certificate: Yes ___ No ___
Major: _____
- d. Doctorate: Yes ___ No ___
Major: _____
7. Your areas of certification:
- a. Teaching: _____
- b. Administration: _____
8. Experience you have as an educator
- a. Teacher: Total _____ years
Teacher in the current district: _____ years
Teacher in other districts: _____ years
Subjects taught: _____
- Grade levels taught: _____
- b. Administrator: Total _____ years
Building level _____ years
Central office _____ years
Superintendent in the current district: _____ years
Superintendent in other districts: _____ years

- c. In how many districts have you served as superintendent (count your current district)? _____

9. Experience other than educator:
- a. Managerial _____ years
- b. Non managerial _____ years

PERSONAL

10. Your age: _____ years
11. Your race/ethnic group:
- White _____
- Black _____
- Hispanic _____
- American Indian/
Alaskan Native _____
- Asian _____
- Other _____
12. Your marital status:
- Single _____
- Married _____
- Divorced _____
- Widowed _____
13. Your sex:
- Male _____
- Female _____
14. Does your spouse work full-time?
- Yes _____
- No _____
15. Had you taken an active part in extra curricular, community activities involving working with youth?
- Voluntary Yes ___ No ___
- Job related Yes ___ No ___

:Continued:

Task Variables Instrument

CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR FEELINGS ABOUT:

	Negative					Positive				
1. Your status as superintendent in the community	1	2	3	4	5	1	2	3	4	5
2. Attitude of community towards education	1	2	3	4	5	1	2	3	4	5
3. Attitude of parents towards education	1	2	3	4	5	1	2	3	4	5
4. Your sense of achievement in your profession	1	2	3	4	5	1	2	3	4	5
5. Recognition of your work by others	1	2	3	4	5	1	2	3	4	5
6. Your opportunity for personal growth	1	2	3	4	5	1	2	3	4	5
7. Number of hours put in at your work per week	1	2	3	4	5	1	2	3	4	5
8. Amount of paper work with which you deal	1	2	3	4	5	1	2	3	4	5
9. Methods used to evaluate your performance	1	2	3	4	5	1	2	3	4	5
10. Renewal of your employment contract	1	2	3	4	5	1	2	3	4	5
11. Your safety on job	1	2	3	4	5	1	2	3	4	5

	HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU:					HOW MUCH TIME DO YOU SPEND ON EACH:				
	Little Importance			Much Importance		Little		Great deal		
1. Curriculum	1	2	3	4	5	1	2	3	4	5
2. Finance	1	2	3	4	5	1	2	3	4	5
3. State regulations	1	2	3	4	5	1	2	3	4	5
4. Federal regulations	1	2	3	4	5	1	2	3	4	5
5. Your freedom to employ staff	1	2	3	4	5	1	2	3	4	5
6. Your freedom to dismiss staff	1	2	3	4	5	1	2	3	4	5
7. Collective negotiations	1	2	3	4	5	1	2	3	4	5
8. Relationship with Board-Members	1	2	3	4	5	1	2	3	4	5
9. Relationship with assistants	1	2	3	4	5	1	2	3	4	5
10. Relationship with principals	1	2	3	4	5	1	2	3	4	5
11. Relationship with teachers	1	2	3	4	5	1	2	3	4	5
12. Relationship with community	1	2	3	4	5	1	2	3	4	5
13. Relationship with non-certified staff	1	2	3	4	5	1	2	3	4	5
14. Relationship with State Department of education	1	2	3	4	5	1	2	3	4	5

	Low		High		
What is your Overall Satisfaction as Superintendent	1	2	3	4	5

If you were to choose a career again, would you choose the superintendency?

1. Yes 2. No

:Continued:

Job Descriptive Index

Please put Y next to each item if it describes the particular aspect of your job,
N if the item does not describe that aspect, or a
? if you cannot decide.

WORK	CO-WORKERS	* SUPERVISION
<input type="checkbox"/> Fascinating	<input type="checkbox"/> Stimulating	<input type="checkbox"/> Asks my advice
<input type="checkbox"/> Routine	<input type="checkbox"/> Boring	<input type="checkbox"/> Hard to please
<input type="checkbox"/> Satisfying	<input type="checkbox"/> Slow	<input type="checkbox"/> Impolite
<input type="checkbox"/> Boring	<input type="checkbox"/> Ambitious	<input type="checkbox"/> Praises good work
<input type="checkbox"/> Good	<input type="checkbox"/> Stupid	<input type="checkbox"/> Tactful
<input type="checkbox"/> Creative	<input type="checkbox"/> Responsible	<input type="checkbox"/> Influential
<input type="checkbox"/> Respected	<input type="checkbox"/> Fast	<input type="checkbox"/> Up-to-date
<input type="checkbox"/> Hot	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Doesn't supervise enough
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Easy to make enemies	<input type="checkbox"/> Quick tempered
<input type="checkbox"/> Useful	<input type="checkbox"/> Talk too much	<input type="checkbox"/> Tells me where I stand
<input type="checkbox"/> Tiresome	<input type="checkbox"/> Smart	<input type="checkbox"/> Annoying
<input type="checkbox"/> Healthful	<input type="checkbox"/> Lazy	<input type="checkbox"/> Stubborn
<input type="checkbox"/> Challenging	<input type="checkbox"/> Unpleasant	<input type="checkbox"/> Knows job well
<input type="checkbox"/> On your feet	<input type="checkbox"/> No privacy	<input type="checkbox"/> Bad
<input type="checkbox"/> Frustrating	<input type="checkbox"/> Active	<input type="checkbox"/> Intelligent
<input type="checkbox"/> Simple	<input type="checkbox"/> Narrow interests	<input type="checkbox"/> Leaves me on my own
<input type="checkbox"/> Endless	<input type="checkbox"/> Loyal	<input type="checkbox"/> Lazy
<input type="checkbox"/> Gives sense of accomplishment	<input type="checkbox"/> Hard to meet	<input type="checkbox"/> Around when needed

PAY

Income adequate for normal expenses

Satisfying profit sharing

Barely live on income

Bad

Income provides luxuries

Insecure

Less than I deserve

Highly paid

Underpaid

PROMOTIONS

Good opportunity for advancement

Opportunity somewhat limited

Promotion on ability

Dead-end job

Good chance for promotion

Unfair promotion policy

Infrequent promotions

Regular promotions

Fairly good chance for promotion

* Assume that your Board of Education is your supervisor.

Thank you very much for the valuable time you spent to fill in this questionnaire.
Please return the same as quickly as possible in the envelope enclosed.