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Identification and analysis of pressures on the secondary school principal relative to job satisfaction

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Identification and analysis of pressures on the secondary
school principal relative to job satisfaction

by

Kenneth Otto Anton

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

In the last ten years, there has been a significant migration of secondary principals out of these specific administrative positions. In a study conducted by the Educational Testing Service in cooperation with the National Association of Secondary Principals (1965), the median number of years for a secondary school principal in one position is four to five. Thus, the principal's tenure in a particular school would not be considered long lived. The problems and resultant pressures faced by these individuals are many and diffuse. Some authors indicate that the pressures faced by the principal relate to his wife and family. The influence of the wife affects many decisions made in the school organizational structure. In essence, the man brings to work with him his family's mores and attitudes which thus have an effect on his many interpersonal reactions within the school. The principal is no longer expected to concern himself only with the internal operations of his school; rather, he is expected to utilize his job, his social life and his family to promote not only the high school but his profession and the community as well.

Other problems concerning secondary principals include lack of clerical help, understaffing which may require that the principal teach as well as administrate, and increasing central office demands from immediate superiors. With the lack

of money and the stress on accountability in many school districts, these pressures are accelerating.

In an article recently published by Erickson in the American School Board Journal (1966), decision-making was found to have an association with negative job attitudes for principals. Decisions which must be made with incomplete data are often frustrating. A strong feeling of "going out on the limb" is quite common in decision-making of this nature which increases stress on the principal.

A problem faced by many principals is finding time to keep up to date with research related to current administrative practices and modern teaching techniques. Coping with the monumental tasks of everyday administrative work, a principal has a difficult time doing the professional reading necessary to be at the forefront of his vocation.

An additional problem which has been cited is the role conflict involved in the satisfaction of both superordinates and subordinates, viz., fulfilling the role expectations of both individuals above and below the principal on the organizational status scale. This is a difficult task which few administrators ever really accomplish. Neal Gross (1965) in his "National Principalship Study" states that the more times a principal is exposed to role conflict of this nature i.e., individuals communicating to the principal what they feel he should be doing, the more his job satisfaction will

drop. Sources of potential role conflict shown by Gross and Napior (1967) are administrative superiors, parents, teachers, parent groups, principals' administrative staffs (large high schools) and businessmen's groups.

Additional problems which deserve discussion include trying to distribute time among administrative routine and supervisory responsibilities, establishing and maintaining good public relations, and having sufficient knowledge of secondary education. Moody (1968) suggests that delegation of many of the principal's powers to curriculum specialists and specific supervisory teachers has eroded the principal's authority and security in dismissals, transfers, the selection of teachers, and the selection of text books.

Thus, there are many problems which have been identified, but not many which have been precisely defined or specifically related to pressures by a rigorous research study. It is the task of this study to develop an empirical test of what educators have been saying are the problems faced by principals and to further relate the resulting pressures to the job satisfaction of the secondary principal.

A factor important to the background and setting of this research is that few studies have been made which involve supervisory personnel in the school social arena. Delineation of specific problem-pressure-causing elements in the high school principal's environment is a secondary objective

of this work, and understanding how these elements relate to the principal's job satisfaction is also considered important.

The Problem, Conceptual Model, Assumptions and Hypotheses

The problem of this study is to identify the personal and job pressures of secondary school principals as perceived by the principal himself, his superintendent, his wife, teachers, and the community and to examine any associations between these perceived pressures and principal job satisfaction. Knowledge of these associations will be valuable for a better understanding of the personal interactions within the school vis-à-vis the various pressures viewed by many individuals within the school's organizational structure. Not only will this knowledge serve the need for improving secondary administrative practices, but it should also increase the possibility of successfully matching individuals to specific jobs. If an individual reacts negatively to specific pressures, he certainly will not fit into a type of organizational climate heavily laden with these pressures.

The theoretical structure of this investigation is based on the motivational model of Vroom (1964) and the job attitude factors of Herzberg (1968).

The Vroom model states three postulates which, when combined, will predict the job performance of a worker. The

first postulate indicates that performance is a function of motivation and ability [$P=F(MA)$]. The force of motivation (M) which causes a worker to choose a certain performance level, such as high productivity or low productivity, is a function of the productivity level (V_1) multiplied by expectancy, thus forming the second proposition $M=(V_1 \cdot E)$. Expectancy (E) refers to the perceived relationship between the choice and the realization of high or low productivity. Finally, the third postulate states that the valence (V_1) of this first level outcome vis-à-vis high productivity or low productivity is a function of all of the second level factors related to the first level outcome. For example, a high productivity worker may assume that with high productivity more money, promotions, and better superordinate relationships will exist. Thus, these second level factors bear a strong relationship to the choice of high productivity. The third postulate mathematically stated is: High productivity (V_1) is a function of the sum of higher pay, promotion and better relationships with superordinates (V_2) times instrumentality (I); summarized, $V_1 = F(\Sigma V_2 \cdot I)$. Instrumentality (I) refers to the perceived relationship between V_1 and V_2 . For example, if a worker understands that he will get more money for working harder, more money will be instrumental to his working at a higher pace. In addition to this basic postulate on level of productivity, Vroom conceived that ego

involvement must be considered in determining the choice of high or low productivity. He believed that the amount of time a person spent thinking about his job would affect the choice he might make relative to high or low productivity. This phenomenon is independent of externally derived rewards such as more money, respect, etc. Thus, it is considered additively to the formula: $V_1 = F(V_2 \cdot I + \text{ego involvement})$. Combined, the three propositions become $P = F(\text{ego} + \cdot V_2 \cdot I \cdot E \cdot A)$. Thus, according to Vroom, all of the factors mentioned above affect performance prediction.

Because the present investigation is concerned with job satisfaction, this researcher wishes to use proposition three, $V_1 = F(V_2 \cdot I + \text{ego involvement})$, to indicate relationships to job satisfaction. Job satisfaction as treated in the literature of industrial psychology is the conceptual equivalent of the valence of the job or work role to the person performing it. The structure would resemble the following schematic diagram:

Principal Ego Involvement	Choice I	<u>Satisfiers</u>	
	Satisfied with job	Achievement Recognition Work Itself Responsibility Advancement Growth	Positive Pressures
	(V ₁)	<u>Dissatisfiers</u>	(V ₂)
	Choice II	School Policy and Administration Supervision Relationship with Supervisor Work Conditions Salary Relationship with Peers Personal Life Relationship with Subordinates Status Security	Negative Pressures
	Dissatisfied with job		
	From Vroom	From Herzberg	Original Conceptualization

The first six concepts from Herzberg will be used to measure satisfaction with the job. The second ten concepts from Herzberg will be used to measure dissatisfaction with the job. All of these concepts are utilized as the secondary outcomes of Vroom's proposition three as they are related to satisfaction or dissatisfaction with the job.

The ego involvement which is an essential concept of Vroom's proposition three will be measured by frequency of thought about the job situation.

The terms positive and negative pressures will be opera-

tionally defined as those aspects of the job or work role which cause satisfaction or dissatisfaction.

The positive and negative pressures are taken from Frederick Herzberg's satisfiers and dissatisfiers (from his theory of motivation) which he explained at length in an employee motivation article written in 1968 for the Harvard Business Review. Herzberg's major research, involving a wide variety of populations in twelve studies, was summarized and indicated that factors producing job satisfaction and motivation are distinct from the factors which lead to job dissatisfaction. Herzberg concluded that the growth or motivation factors that are basic to the job are achievement, recognition for achievement, the work itself, responsibility, growth, and advancement and that dissatisfiers or "hygiene" factors which are extrinsic to the job are company policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security, etc.

As an additional way to look at pressures, a standardized instrument called the Leadership Opinion Questionnaire may be used to measure a principal's need for structure and consideration. An administrator's preferences for structure and consideration may be thought of as a measure of internal pressure from the subject's value system and work habits.

After examining the works of Vroom and Herzberg and the evolving theory in the literature, the following conceptual

postulates appear to be warranted:

1. The principal works with organized groups and individuals.
2. Schools are characterized by internal diversities among the various principles on which they are organized. These diversities or contradictions are a source of internal conflicts built into the school itself; thus, pressures arise for principals.
3. Pressures are the result of a combination of psychological, physiological and environmental circumstances with which the individual is faced in his interactions with individuals in the school.
4. The basic foundations of our society stress equality among all people, yet supervision from above may indicate to the principal that he holds an inferior organizational status. Perhaps this implies a basic distrust on the part of the superordinate in relation to the subordinate and is a potential pressure. In turn the principal in his faculty leadership role may create the same interaction with teachers.
5. An individual aspiring to the principalship desires autonomy and self-actualization.
6. Human nature strives for a state of inner peace and self-contentment.

7. Human beings strive to fulfill the role expectations of others with whom they have personal contact.

From the preceding theoretical and conceptual framework the following operational and empirical hypotheses were formulated.

1. A principal's job satisfaction is a function of three things: positive pressures, the perceived relationship between the positive pressures and job satisfaction, and his ego involvement.
 - a. There is an association between the principal's job satisfaction and achievement.
 - b. There is an association between the principal's job satisfaction and recognition.
 - c. There is an association between the principal's job satisfaction and the work itself.
 - d. There is an association between the principal's job satisfaction and responsibility.
 - e. There is an association between the principal's job satisfaction and advancement.
 - f. There is an association between the principal's job satisfaction and growth.
2. A principal's job dissatisfaction is a function of three things: negative pressures, the perceived relationship between the negative pressures and job dissatisfaction, and the principal's ego involvement.

- a. There is an association between the principal's job dissatisfaction and company policy and administration.
- b. There is an association between the principal's job dissatisfaction and supervision.
- c. There is an association between the principal's job dissatisfaction and his relationship with supervisors.
- d. There is an association between the principal's job dissatisfaction and working conditions.
- e. There is an association between the principal's job dissatisfaction and salary.
- f. There is an association between the principal's job dissatisfaction and his relationship with peers.
- g. There is an association between the principal's job dissatisfaction and his personal life.
- h. There is an association between the principal's job dissatisfaction and his relationship with subordinates.
- i. There is an association between the principal's job dissatisfaction and his status.
- j. There is an association between the principal's job dissatisfaction and his job security.

3. A principal's job satisfaction is also a function of administrative style, his age, years of experience as a principal, school size and ego involvement.
 - a. There is an association between the principal's job satisfaction and his administrative style.
 - b. There is an association between the principal's job satisfaction and his age.
 - c. There is an association between the principal's job satisfaction and years of experience.
 - d. There is an association between the principal's job satisfaction and school size.
 - e. There is an association between the principal's job satisfaction and his ego involvement.

Purpose of the Study

The purpose of this study is to improve the theory and practice of secondary school administration by defining the major negative and positive pressures on principals and the effect of these pressures on job satisfaction. The major pressures have been established from questionnaires indicating perceived pressures reported by secondary principals. These questionnaires were sent to the principal, his superintendent, and the principal's wife, as well as to the presidents of the local teachers association, the board of education and the student body.

A classification system has been established which shows the major pressures and their perceived contributions to principal job satisfaction. This type of classification may make better accuracy in matching the man to the specific job possible for those charged with the responsibility of preparing and employing secondary principals.

Terminology

- A. Secondary Principal - The administrative head of a secondary public institution being incumbent in such position for a duration of at least one year.
- B. Pressures - The condition of stress or anxiety felt by secondary principals.
 - 1. Positive pressure - The mental effort or anxiety felt by a principal to accomplish a feeling of achievement, recognition, advancement, based on his individual developmental stage and his needs, etc. Basically this pressure is the desire to self-actualize and to maximize efforts, thus providing job satisfaction for the principal.
 - 2. Negative pressure - The condition of distress or affliction faced by secondary principals and caused by organizational problems both human and material within the high school environment. This

pressure tends to create job dissatisfaction for the secondary principal.

- C. Job Satisfaction - The good feeling a person receives from doing work he enjoys and considers important and from knowing what he does is appreciated by individuals within the school and elsewhere.
- D. Achievement - The successful accomplishment of the varied tasks associated with the job of the secondary principal.
- E. Recognition - The acknowledgment, approval and gratitude given to an individual by persons in his social arena for his efforts in accomplishing a particular task or objective.
- F. Work Itself - Basic elements of the principal's job; these include all his assigned duties and tasks, which may be varied or routine, challenging or boring or too easy or too difficult.
- G. Responsibility - Being accountable for duties prescribed.
- H. Advancement - The process of moving forward in the job, gaining more responsibility, salary, and knowledge.
- I. Growth - The continued training, development and enrichment on the job to improve the principal in his work.

- J. District Policy and Administration - The methods and approaches utilized by the district to realize its goals and objectives.
- K. Supervision - Direction, management and consultative efforts put forth by superiors to help the secondary principal accomplish school district objectives.
- L. Relationship with Supervisors - The working and personal relationship between the principal and his immediate superiors.
- M. Working Conditions - Aspects of work in the immediate secondary school environment such as school facilities and amount of work for the secondary principal.
- N. Salary - The monetary remuneration for principal's services rendered to the school district in the capacity of administrative head of the secondary school.
- O. Relationship with Peers - The working and personal relationship between the secondary principal and other principals in the system.
- P. Personal Life - The state of distress or contentment placed on the secondary principal due to his family's reactions to elements of his vocation. These elements of reaction might include late hours away from home and responsibilities put on the principal by the school and community taking time away from family

activities and home life. Social and civic responsibilities of the family commensurate to the principal's social status are another source of pressure.

- Q. Relationship with Subordinates - The working and personal relationship between the secondary principal and lower status personnel in his school.
- R. Status - The condition or position with regard to rank in the school district.
- S. Security - The level of assurance of remaining in the position of secondary principal in a particular school district.
- T. Ego Involvement - The amount of time a person thinks about himself in his job or profession.
- U. Administrative Style - The method which the principal deems most promising for efficiently and effectively satisfying institutional goals. Structure - A dimension which characterizes individuals who play a more active role in directing, communicating information, scheduling and criticizing.

Consideration - An indication of the level to which an individual supervisor is likely to have respect for a subordinate's ideas and consideration for his feelings and the extent to which a warmth and trust between superordinate and subordinate has developed.

Delimitations

The scope of this study was delimited to job pressures of secondary principals in the state of Iowa. Only secondary principals were chosen due to the fact that the problem-pressure situations are different from those of elementary principals, in many instances. The problem pressure situations are dissimilar because various student age groups pose problems of varying complexities for school administrators. Superintendents were excluded so that at least one level of paid management existed above the target population, to provide a certain respondent group for pressure perceptions. The state of Iowa was chosen in order to limit the study to a specific area under one set of state laws.

The individuals contingent to the success of this study were the principal, the local education association president, the student body president, the superintendent, the school board president and the principal's wife. These individuals were chosen because it was thought that more objectivity would be realized by culminating views from different perspectives in the principal's social arena.

REVIEW OF LITERATURE

The preceding chapter indicates a need for a study of pressures on secondary principals because these pressures are a possible cause of migration out of principalships, in addition to basic job dissatisfaction.

This review presents an eclectic summation of the basic knowledge and research in the area of principal problems and pressures pertaining to the school organizational structure. It was deemed essential to study not only the secondary principal's problems but also related areas such as industrial executive situations and the elementary principal's problems. It was thought that the similarity of these organizational climates might prove important for gaining insight into the secondary principal's situation.

Not a great deal of research has been done relative to principal job satisfaction but the following studies definitely highlight the field. The main emphasis of this review is on a description of the main problems of secondary and elementary principals with some related studies on business executives and industrial research.

Problems

Moody (1968) discussed the plight of the principal in the decade of the 60's. He stated that the principal is in a no-man's land isolated from administrative superiors by the basic autonomy of his school and from teachers by the superordinate-subordinate relationship. By virtue of this position in the school district hierarchy, a segregated feeling is perpetuated. In many school districts, the powers of the principal are being delegated away to supervising teachers, curriculum specialists and department heads. Many principals do not have a voice in selecting teachers, in dismissals or in transfers. Other problems cited by Moody are teacher unrest, student unrest, lack of coordination of staff and facilities in large schools, infringement by outside groups on the integrity of the school, and a great deal of permissiveness relative to discipline. Thus, many problems are imminent for the principal on both the secondary and elementary levels. It seems that there are problems stated by Moody that are often a product of the individual principal himself. That is, the principal may perceive a problem that may not be a problem for another individual at all.

Gross (1965), in a study of role conflicts of school principals, found that these conflicts do cause problems for principals. Gross defined role conflict as the discrepancy

between the role as it is in reality and the expectations for that role held by various individuals in the social arena. For example, it was found that "the principal facing a role conflict between a teacher and parent" was the most common problem, followed by the teacher-teacher conflict, and, finally, the teacher-administrator conflict. The strength of the reaction of the principal to these situations was in the same order.

It was found that male principals were exposed to role conflict more frequently than female principals. Some indications were made that women were not as worried about their positions as sole breadwinners as were men. The men would thus react differently to conflicts due to the fact that they might have more to lose.

Another hypothesis was tested which involved a comparison of the frequency of role conflicts for elementary principals to that for secondary principals. It was found that more role conflict occurs for secondary principals than for elementary principals. Gross thought the result was probably due to the more intricate problems related to the older students.

Another of Gross' hypotheses that has merit for this study is that the more frequently a principal is exposed to role conflict the less satisfaction he will derive from his position as principal. This hypothesis was true for teacher-versus-teacher role conflict and teacher-versus-administrator

role conflicts. This was not true, however, for teacher-versus-parent role conflicts. The reasoning used to explain these results was that the exposure of the principal to teacher-versus-teacher role conflict and teacher-versus-administrator conflict affects the principal more because these interpersonal relationships are within the bounds of the school social system. Teacher-parent conflicts occur because the parents do not belong to the school social system. They do not affect the principal's job satisfaction because they are within the main social system arena. Teacher-parent conflicts take place over a system boundary and therefore present less of a threat or an irritation to the principal.

Cross and Bennett (1969) compared problems in low socioeconomic schools and high socioeconomic schools. In low socioeconomic schools, more problems of an appellate nature occur, that is, various subordinates trying to get answers and commitments from the principal for the staff. These appeals concern teacher-student problems and teacher-parent problems. Human relations problems, therefore, tend to dominate in this type of environment.

Management problems in the high socioeconomic schools tend to be of a more technical type: innovative programs and different approaches to explaining the school and its goals to the community.

The main conclusion of this study was that principals

in low socioeconomic schools do not have enough time for the improvement of the basic education program due to a large number of staff and community appellate demands and to personal relations problems. If low socioeconomic school systems hold an administrator in high esteem for educational leadership and appellate decisions, then his staff must be supplemented to do justice to the technical-innovative type problems which can improve the system. Specific college programs for potential principals in each of these socioeconomic areas were also recommended.

Cross and Bennett did a fine job of validating the premise that administrative behavior varies with the pressures generated by the character of the institution as well as with the socioeconomic character of the community.

Rollins (1960) and Wilklow and Markarian (1965) ranked educational personnel problems at the top of their problem hierarchy. Both considered the coordination and maintenance of a good teaching staff the crucial factor which establishes good principal morale. Motivating students and maintaining discipline seem to be secondary on their hierarchy of problems. In terms of soundness, each of these reports lacks statistical validation.

Hain and Smith (1966) studied 336 randomly sampled elementary principals in New York State. The purpose of this study was to investigate how principals evaluated teachers in

these schools. A serious problem confronting these principals was the span of control difficulties due to large school size. Many individuals responded with the fact that they had no help in evaluating teachers in their attendance centers. Two-thirds of the school districts sampled provided principals with rating forms. The forms had one-word descriptions of various teacher traits which principals felt were inadequate for a thorough evaluation of teachers.

The recommendations developed from this study follows: The ratio of supervisors to teachers should be reduced; this would remedy the school size problem of inadequate supervision per teacher. A written report to the teacher should be used instead of the trivial one-word-description type form most commonly utilized. The teacher should have an opportunity to react to the evaluation. Standards of supervision should be developed jointly between the teacher and the principal to alleviate interpersonal problems.

B. H. Horton (1959), in the article "School Principals look at their Problems," stated that the one major problem faced by the principal was trying to distribute time among administrative routine and supervisory responsibilities. The mounting paper work that principals must do relative to federal programs in education, evaluation of curricular material, and maintenance of competency in elementary education takes time away from working with teachers. Areas

slighted included helping teachers individualize instruction, maintaining discipline and providing the encouragement which many teachers need to do an adequate job, especially the new ones.

Such a position has merit; the problem is a reality in most schools; however, an empirical and statistical foundation would increase the argument's potency.

In a survey conducted by Kellams at the University of Nebraska (1972), it was found that the major problem of the Iowa secondary principal was the inability to provide time for helping teachers improve professionally. A problem second in rank was the inability to obtain funds for experimental activities, and the next problem was that the superintendent in the district had not measured up to the principal's standards of leadership. Variation in the abilities and sincerity of the staff was also a major problem to a significant number of Iowa principals. Another problem was inadequate physical facilities. Defective communication and lack of competent office help were problems reported by a few principals.

Pressures

C. F. Wilson (1962) in a study of tension among high school principals and business executives attempted to distinguish high tension principals from low tension principals. He further tried to compare tensions of principals to tensions of businessmen. The approach to these comparisons was a questionnaire sent by the Life Extension Foundation to 245 randomly selected principals and businessmen in New Jersey. The findings indicated that 13.3 percent of the businessmen felt they were under high tension while only 6.6 percent of the principals felt this tension. Businessmen did less homework than principals while principals drank and smoked less.

Job requirements for the high-tension businessmen and principals were similar to low-tension businessmen and principals. High-tension principals worked for fewer hours on homework than did the other principals. Most of the high-tension businessmen and principals felt that they were working too hard and under constant pressure. Basic dissatisfaction with their jobs was much greater among these perceived high-tension businessmen and principals as compared to the others surveyed. High-tension businessmen and principals found that they had more personality conflicts in their work.

The results of this study seem to indicate that tension

is associated with the personality of the individual executive and not with his living or working environment. In the case of high-tension principals, the situation seems to be almost identical to that of high-tension businessmen.

Wilhelms (1968) and Jacobson (1968) in their articles concerning principals under pressure found that more pressures develop in urban settings, including the fear of physical danger in and around the school and the great stress created by teachers striving for professional negotiations. Teacher militancy was said to be more prevalent in urban situations due to more complex problems involving student unrest and lack of adequate facilities.

Related Studies

Gross and Napior (1967) were concerned with the causes of intrinsic job satisfaction and career satisfaction of male school principals. Gross defined intrinsic job satisfaction as the gratification a principal derives from functioning as a supervisor. The authors surveyed 382 principals in U.S. cities of 50,000 and larger by a questionnaire method. Specific hypotheses relating intrinsic job satisfaction and career satisfaction to administrative superiors, communication with superiors, professional stimulation from superiors, and administrative support were proposed. The empirical findings supported the hypothesis that managerial job satisfaction

is related to the need for autonomy and self-actualization. Intrinsic job satisfaction has a relation to the level to which managers are able to satisfy their needs through their job. Job satisfaction is thus related to individuality of action, creativity, accomplishment of goals, and consistency from both superordinates and subordinates.

Gross tried to differentiate intrinsic job satisfaction; that is, satisfaction with work from career satisfaction, which is having chosen the principalship as a career. The present researcher believes that you cannot separate the two into distinct entities. The series of hypotheses was tested first with intrinsic job satisfaction and then with career satisfaction and almost identical positive relationships were found. Gross does admit, however, that the intrinsic job satisfaction may play a part in accounting for the relations between the preceding independent variables and career satisfaction.

An article by Blocker and Smolich (1964) advances the thesis that the school executive's wife is evolving as a crucial member of the administrative team. Many principals cannot separate their home life (wife and family) from their work day. Blocker and Smolich estimated that the wife contributes about 50 percent to the effectiveness of her husband's career. Many executives discuss problems with their wives and the wives offer encouragement and advice

in many instances. A wife can, however, be a hindrance to her husband's career by condemning his late hours and much time away from home, therefore posing a severe pressure on the man's immediate work and career. An article of this type has merit; however, specific data to determine how much effect the wife actually has on job satisfaction would be difficult to acquire. It would be worth the effort, however.

An article written by Phil A. Reilly (1961) notes some positive pressures which the wife can exert to enhance her husband's career. First, both partners must participate in long range planning. When one goal has been reached, the couple should set up another goal. Most people live in one dimension because they have no real life purpose, according to Reilly. He suggested that for self-actualization as a couple people must live in multiple dimensions and keep many goals and ideas fermenting. The wife must sell her husband the aspect of enthusiasm and she must be flexible enough for change when, for example, her husband's larger responsibility moves them to a new neighborhood or state.

Reilly offered six rules of success for wives:

1. Learn as much as you can about your husband's job and its relation to the company as a whole.
2. Set a goal and stick to it.

3. Give your husband and yourself a pep talk everyday.
4. Think in terms of service to others.
5. Associate with enthusiastic people.
6. Force yourself to act enthusiastically.

While one may argue that his rules are trite and unoriginal and perhaps demeaning to women, his main argument appears sound. The wife is very important in establishing a firm foundation for young business executives. The wife's role consists of being the administrative trouble shooter, consultant, personnel manager, and many more elements for the family, each of which can positively or negatively affect the man's job satisfaction and career.

In a survey study of the factors which influence the morale of elementary principals in central Illinois, Walters (1956) found that extracurricular activities were the most important in affecting morale. Apparently, the idea of always having to be at school even after a busy workday proved negative for many principals. Extracurricular activities were followed by personnel problems, public relations with the community, parent-teacher relations, superintendent-principal relationships and teacher-pupil interaction problems.

A dissertation completed by Tschirki in 1972 revealed that the five most pressing problems faced by the elementary

principal in the midwest are absence of a clearly defined role for the principal, lack of communication with various publics in and around the school, finance, facility problems, and staff attitudes. In this study, 178 principals from seven states, each principal's superintendent, one of his teachers, and a parent of one of the children from his building were surveyed. By surveying individuals in and around the school, better validity was realized in perceiving the actual problems.

Industrial Research

Herzberg (1966) in his studies of industrial job satisfaction identified two important, causal factors. These factors are hygienes and motivators. Hygiene factors involve lower motivational needs such as good working surroundings, pay incentives and pension plans, and job security. People who were merely satisfied by these elements derived little overall satisfaction from their work. These individuals tended to be extremely negative about their working conditions.

On the other hand, people who showed a genuine interest in their work derived a lesser portion of their satisfaction from hygiene factors. Rather, they associated their work with the self-actualizing elements of accomplishment, involvement of the basic goals of the company and psychological

growth for themselves. These people were thus concerned with the motivational factors of the vocation.

In past years it has been shown that this theory is a reality; increases in workers' salaries and fringe benefits have not helped the motivational and job satisfaction needs of people. Low morale still persists in many instances.

An article by Geoffrey Norman, "Blue Collar Saboteurs", (1972) clearly points out that monetary incentives did not maintain a high morale in the General Motors Corporation Vega Plant in Lordstown, Ohio. Workers objected to the monotony and regimentation of the assembly line. Recommendations were made that industry must put forth a means of production which challenge the worker, replace monotony with variety, and stress individual satisfaction rather than efficiency.

The simple-minded jobs workers were expected to do incited job dissatisfaction, causing workers to sabotage and strike for the sake of excitement rather than for true issues and problems.

Walker and Guest (1952) did a study in an automobile factory with a very modern assembly line. 180 workers were involved in the sample. Eighty-nine percent came from jobs which were not production paced (basic assembly line work). The study concluded that as the number of tasks increased, the workers found their jobs

more challenging and self-actualizing. The researchers concluded that those workers with fewer tasks to accomplish indicated a poor interest in their vocation. This was more characteristic of workers who worked on an assembly line doing one simple task all day.

Herzberg et al. (1957) studied data from fifteen studies in which workers were questioned as to what satisfied or dissatisfied them in their jobs. Supervision was mentioned more frequently than security, company and management policies, opportunity for advancement, and wages relative to job dissatisfaction. Other studies of Herzberg et al. (1957) conclude that supervision ranks sixth relative to the nine basic job factors mentioned by Herzberg.

Hoppock's study (1935) of job satisfaction of teachers indicates that 100 per cent of the satisfied teachers considered their jobs interesting and that only seven percent of the teachers who were dissatisfied considered their jobs uninteresting. Thus, even dissatisfied teachers must, overall, consider the basic teaching task itself interesting.

Porter (1962) conducted a study of five management levels affiliated with the American Management Association. The study involved a modified Maslow type categorization of needs in investigating perceived deficiencies in fulfillment and the perceived importance of various needs such as security, social

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Porter (1962) conducted a study of five management levels affiliated with the American Management Association. The study involved a modified Maslow type categorization of needs in investigating perceived deficiencies in fulfillment and the perceived importance of various needs such as security, social

esteem, autonomy and self-actualization. The purpose of this study was to investigate differences in perceived deficiencies in need fulfillment at all levels of management from the lowest level supervisor to the highest presidential level. In the highest order need areas - esteem, autonomy and self-actualization lower level managers saw their positions as providing less satisfaction as compared to the higher level managers in the presidential or vice-presidential categories. The areas of self-actualization and autonomy ranked highest in terms of size of mean deficiency in all groups of managers sampled.

According to a HEW report by Richardson (1972), a sampling from the nation's eighty-two million workers indicates that there is wide spread job discontent throughout the nation. The dull repetitive jobs cause substantial boredom and discontent, sparking many social problems. The major recommendation in the study is that dull, repetitive jobs be redesigned to give workers more say in what they do, which many workers put even ahead of wages. Most workers want to be involved in decisions affecting their work and the design of their work tasks. To the majority of workers an interesting job is as important as one that pays well.

Cummings (1969) did a study of boredom and monotony in an industrial plant involving 227 female employees performing a repetitive task. The work revealed that the

greater the perceived concentration and challenge required by the task, the lower the boredom. If there was more variety in the work, the boredom was significantly reduced. Generally the higher the job satisfaction expressed by the worker the lower was her expression of boredom.

Larkin (1969) completed a study involving worker job attitudes and supervisory leadership style. The study involved 111 supervisors from business organizations throughout the state of Iowa. The main research instrument utilized was the Leadership Opinion Questionnaire developed by Fleishman in 1960. Conclusions reached were that the least effective worker was generally less satisfied with his work, and that job satisfaction and satisfaction with the supervisor were found to be moderately related.

The Leadership Opinion Questionnaire has been discussed by Fleishman and Harris (1962). They indicated that the questionnaire establishes two factors related to supervisory activities:

Structure: A dimension which characterizes individuals who play a more active role in directing, communicating information, scheduling, and criticizing.

Consideration: An indication of the extent to which an individual supervisor is likely to have respect for a subordinate's ideas, consideration for his feelings and may develop a warmth and trust between supervisor and subordinate may develop.

In the Fleishman and Harris studies involving this instrument, both grievances and turnover appear most often in situations

where high structure and low consideration exist. Further interpretation of these studies indicates that supervisors with high consideration could increase structure without much rise in grievance procedures.

Summary

Pressures are a common reality as society and schools gain in complexity. Teacher unrest, student unrest and the various interest groups trying to influence the schools pose many difficulties for the present day secondary principal.

The amount of paperwork and certain elements of administrative routine prevent the principal from doing justice to helping teachers do a better job in the classroom. The principal does not have the time to evaluate the whole school program to find out if his school is really meeting the needs of students.

One point from industrial research which relate to a principal's job satisfaction and to that of his teaching staff is the necessity for evaluating jobs on the basis of their intrinsic satisfaction level. Factors such as autonomy, self-actualization, opportunities for advancement, monotony, and principal leadership style (structure vs. consideration) are crucial to a better understanding of the problems and pressures relevant to the job satisfaction and the personal well-being of the secondary school principal.

METHODOLOGY

The principal problem of this study was to determine how satisfiers and dissatisfiers (of Herzberg's research) relate to the job satisfaction of secondary school principals. The third postulate of Vroom's model suggests the following associations:

$$V_1 = F(\Sigma V_2 \times \text{Instrumentality}) \text{ and Ego Involvement}$$

Job Satisfaction	Herzberg's Factors	Herzberg's Factors related to Job Satisfaction	Amount of time a person thinks about his job
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Answers to the following questions were sought: 1) Are there any associations between the satisfiers and dissatisfiers of Herzberg and secondary school principal job satisfaction as suggested by Vroom's model? 2) How does secondary school principal's job satisfaction relate to age, years of experience, ego involvement and size of school? 3) Are Herzberg's satisfiers and dissatisfiers, mainly utilized in industrial environments, also applicable to secondary principal job satisfaction? 4) How does structure and consideration as defined in Fleishman's Leadership Opinion Questionnaire associate with external pressures and job satisfaction?

Selection of the Sample

Rather than survey the complete population of secondary principals in the state of Iowa, a random sampling technique was implemented. Seventy-five principals in high schools from 250-550 student enrollment and seventy-five principals in high schools from 551-1800 student enrollment serving in the state of Iowa 1972-73 were included in the investigation. The reason for the breakdown of the school populations into these two strata was that these groupings are more typical, population-wise, throughout the state of Iowa. Thus, conclusions drawn about problems and pressures from these environments can have wider applicability. The extremes - high schools below 250 and above 1800 - have problems unique to their particular situations and therefore have no deductive predictability as indicated by Robert Fitzsimmons, Executive Secretary of the Iowa Association of Secondary School Principals.

Administrative officials from the Iowa Association of Secondary School Principals were contacted and made aware of this research.

The source used to gain the names of the secondary principals in the state of Iowa was the Iowa Educational Directory 1972-73. The seventy-five random samples from each stratum were

¹Fitzsimmons, Robert, Des Moines, Iowa. Discussion on high school populations in the state of Iowa. Private Communication. 1972.

drawn from the list of secondary principals in this directory.

Lists of Iowa high schools in ascending order by size were provided by the Iowa Department of Public Instruction. Odd numbered high schools in each stratum were chosen from the lists until the desired seventy-five were obtained for each.

The Appendix of this dissertation contains the following materials to make the reading of this methodology lucid. Appendix A contains the introductory letter. Appendix B contains the principal's questionnaire and echo sheet. Appendix C contains the mean responses of principals to job satisfaction and the mean scores of the principal's age, experience, ego involvement, administrative style and school size, both tables classified by school size.

Upon completion of the random selection, seventy-five questionnaires were mailed to secondary principals in each stratum throughout the state of Iowa. Included with the questionnaires were echo sheets which listed the Herzberg satisfiers and dissatisfiers which the principal was asked to distribute. The participants marking the echo sheets were asked to choose the factors most responsible for affecting the principal's job satisfaction in their high school. These sheets were given to the local education association president, the student body president, the superintendent, the school board president and the principal's

wife. The reason these individuals were chosen is that the desired objectivity is best realized by coordinating different perspectives in the principal's social arena, thus obtaining more representative results.

Construction and Design of the Instrument

Recognizing that little research has been done on perception of job satisfaction by secondary principals, a randomly sampled, dual strata survey was implemented. In the survey, experienced as well as inexperienced principals were questioned. Principals in large and small secondary schools were also sampled.

The instrument used for this investigation was designed to collect data in three general areas. The first area sought descriptive information of a personal and professional nature including age, experience, basic job satisfaction, and ego involvement (that is, how often the principal thinks about his job).

The second area of the questionnaire was intended to probe into the basic factors which relate to job satisfaction. This part of the questionnaire was structured to the third postulate of Vroom's model (1964) which indicates the job satisfaction of the principal. From the information in the first part of the questionnaire, the principal is

shown to be either satisfied or dissatisfied with his work; this satisfaction or nonsatisfaction parallels Vroom's valence or (V_1). With the positive or negative valences (job satisfaction or no job satisfaction) there are other associated factors. If a person is generally satisfied with his job, these factors (for example, money, and the respect of superordinates) contribute somewhat to job satisfaction and are instrumental in bringing about this job satisfaction. Vroom calls these factors second level valences or outcomes. The formula is $V_1 = F(\sum V_2 \times \text{Instrumentality})$ and Ego Involvement. Job satisfaction (V_1) is a function of the sum of the second level factors ($\sum V_2$) times instrumentality (I), (the association of these second level factors with job satisfaction) and the principal's ego involvement (how much the principal thinks of himself as a secondary principal).

The second level factors were taken from Frederick Herzberg's work satisfiers and dissatisfiers (1968) as reported in twelve of his studies involving generally industrial milieu. The factors contributing to job satisfaction (motivators) are achievement, recognition, work itself, responsibility, advancement, and growth. Eighty-one percent of the time individuals responding in Herzberg's studies indicated that jobs which involved one or more of the above factors tended to be satisfying. The factors contributing to job dissatisfaction (hygiene factors) are company policies and

administration, supervision, relationship with supervisors, working conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security.* Sixty-nine percent of the time these factors caused negativity towards the job when they were encountered by the worker. These satisfiers and dissatisfiers were combined with Vroom's model to determine any relationship they may have to the job satisfaction of secondary school principals. Part two of the questionnaire probed every second level factor and its possible relationship to principal job satisfaction.

The third area of the questionnaire probed the administrative style of the principal. The Leadership Opinion Questionnaire by Edwin A. Fleishman was utilized. The questionnaire provided scores indicating whether the person was more organization prone or individual worker prone. That is, does the principal tend to stress organizational objectives at the expense of consideration for the individual in the school, or are organizational objectives mitigated for the well being of the individual subordinate within the school?

Collection of Data

Seventy-five principals were included in each sample stratum. In addition, 150 superintendents, 150 board presidents, 150 local education association presidents, 150 student body presidents, and 150 principals' wives were queried. A mailed survey seemed to be the most feasible means of contacting such a large multiple group sample. A letter of explanation was mailed with the questionnaires to each principal. The letter indicated the need for the study and requested the secondary principal to give one copy of the "echo" survey to the individuals mentioned previously. A self-addressed, stamped envelope was included, and it was stressed that the materials should be completed and returned as soon as possible (see Appendix A). The "echo" sheet which was distributed to the other participants included a short statement of the purpose of the study and explained that their participation was needed to help pinpoint the specific principal's problems.

Treatment of the Data

The basic goal of the investigation was to attempt determination of pressures on secondary principals as perceived by the principal himself, his superintendent, his

wife, the teachers, the students and the community and to examine any associations between these perceived factors and principal job satisfaction. It also sought to determine if there were any associations between principal job satisfaction and his administrative style, age, experience, high school size, and ego involvement.

The data supplied by the participants were tabulated question by question to help the researcher establish logical associations. All data were coded on the basic key punching format and processed at the Computer Center at Iowa State University.

The statistical technique which was used to determine associations between the job satisfaction of secondary school principals and the satisfiers and dissatisfiers of Herzberg was the Pearson product-moment correlation. This technique was used because all of the variables involved were expressed as a continuum from 1 to 99, such as; age, years of experience, etc. The continuous data approach (1-99) was implemented as more strength of association and better predictions can be realized in the product-moment technique. This tool is subject to a smaller standard error than other correlation techniques and is generally the preferred technique when it is possible to acquire continuous scores.

All of the hypotheses cited in chapter one were con-

cerned with the establishment of relationships between factors: principal job satisfaction and Herzberg satisfiers and dissatisfiers, administrative style, age, experience, school size, and ego involvement. The questionnaires were designed so that all of these hypotheses were involved in each of the questions in the survey instrument. Each factor was established on a continuum from 1 to 99 by which the scores on each factor were correlated to each other by using the product-moment technique. The product-moment technique established the magnitude of relationship, negative or positive, or the absence of any relationship between the various factors stated in the hypotheses.

The formula for the Pearson Product Moment correlation (Popham, 1967) is as follows:

$$r = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

This formula for r (Product-Moment Correlation Coefficient) is based on deviation scores (x and y) which represent the distance of the raw scores (X and Y) from the means of their respective groups.

A final objective of this investigation was to predict satisfaction in the principal's job. Multiple regression

was used. The following equation indicates the multiple regression technique:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 +$$

This technique incorporates all of the variables having an association to Y (Job Satisfaction) and weights the prediction variables having the most importance in relationship to Y first and so on in descending order to the least important independent variable. Thus, for example, if achievement (X), is the strongest in relationship to job satisfaction it is the first independent variable weighted in the equation to help predict Y.

FINDINGS

This chapter is concerned with the results of this study. These findings are presented by general discussion and by tabular techniques. No attempt has been made to draw conclusions in this chapter.

Pilot Study

To validate the use in this study of the satisfiers and dissatisfiers established by Herzberg, a pilot study was conducted. The pilot study consisted of a sampling of twenty-five principals in educational administration classes at Iowa State University, spring quarter, 1973. From this sample of twenty-five principals, eighty percent indicated a distinction in their responses when describing the relationships of Herzberg's satisfiers and dissatisfiers to their own job satisfaction. Herzberg's satisfiers were generally identified as being positively related to the principal's job satisfaction while dissatisfiers were negatively associated with the principal's job satisfaction. These results appeared to justify a full-blown examination of the relationships with a much larger sample. Table 1 contains the number of principals electing the Herzberg factors as satisfiers and dissatisfiers by continuous scores.

Table 1. Responses of principal pilot study distinguishing satisfiers and dissatisfiers

	<60 ^a	>60 ^a
Achievement	6	19
Recognition	6	19
Work Itself	7	18
Responsibility	6	19
Advancement	8	17
Growth	4	21
District Policy and Administration	6	19
Supervision	12	13
Relationship with Superiors	14	11
Working Conditions	9	16
Salary	12	13
Relationship with Peers	12	13
Personal Life	18	7
Relationship with Subordinates	19	6
Status	5	20
Security	14	11

^aContinuous scores (1 to 99):
 >60 - Satisfier,
 <60 - Dissatisfier.

Descriptions of Populations

The target sample included 150 secondary principals, 150 superintendents, 150 board presidents, 150 local education association presidents, 150 student body presidents and 150 principals' wives. An "echo" questionnaire was used with the latter groups to cross-check on principals' replies. These instruments pin-pointed the three most important factors relating to the principal's job satisfaction and sought to determine if these factors were satisfying or dissatisfying to the principal as perceived by the echo respondent.

150 Iowa principals were sampled using two strata comprised of seventy-five principals each. One stratum sampled principals from high schools of 250 to 550 in student population. The other stratum contained principals from high schools with populations of 551 to 1800. One hundred and sixteen principals returned completed questionnaires, giving a seventy-seven percent return. Small school principals were less cooperative, returning only fifty-two questionnaires as compared to sixty-four questionnaires for large school principals.

Ninety-one superintendents completed and returned their echo sheets, a sixty-one percent return. Forty-seven large school superintendents responded as compared to forty-four superintendents from the small schools. Sixty-seven board

presidents responded, yielding a forty-five percent response. Thirty-four board presidents responded from the large schools and thirty-three presidents responded from the small schools. Sixty-six percent of the student body presidents answered questionnaires. Fifty-six individuals responded from large schools and forty-three student body presidents responded from small schools.

Seventy-eight principals' wives returned their echo sheets, a percentage of fifty-two. Forty-four wives responded from the large schools and thirty-four wives responded from the small schools.

Sixty percent of the teacher association presidents' instruments were returned (ninety questionnaires), of which forty-eight were from small school association presidents and forty-two were from large school presidents.

Two follow-up packets were sent after the initial dissemination of questionnaires and the numbers mentioned previously were received. The follow-ups proceeded at two-week intervals. A random sample of five nonrespondents from each group was called by phone to aid in the sampling process.

Echo Respondents Reactions

Table 2 contains the mean scores of principals in each of the satisfier and dissatisfier areas and the number of echo respondents who suggested that these factors associated in a positive or negative direction with principal job satisfaction. Percentages are displayed which describe what portion of the echo respondents believed a particular factor to be negative or positive. Thus, these echo respondents' ideas and the principals' responses as well as all respondents' judgements of Herzberg's conceptions of satisfying and dissatisfying elements of the job can be compared.

Principals believed that achievement was most positively associated to job satisfaction. Superintendents, board presidents, student body presidents, principals' wives and teacher association presidents also agreed that this factor was positive in association with job satisfaction.

Comparing principal respondents with echo respondents in the other Herzberg satisfier areas, principals' scores ranged from 70.9 to 79.7, indicating that recognition, work itself, responsibility, advancement, and growth relate to job satisfaction, but that other factors also affect total job satisfaction. In these areas echo respondents were not as unanimous; for example, superintendents considered "recognition" an important positive pressure: ninety-two percent

Table 2. Mean responses of principals and the number of echo respondents selecting each pressure relating to job satisfaction of principals

Factor	Mean Prin. Score	Supt.		Board Pres.		Student Body Pres.		Prin. Wife		Teacher Asst. Pres.	
		Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.
		No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
<u>Satisfiers:</u>											
Achievement	82.7	38 97	1 3	37 100	0 0	34 94	2 6	42 95	2 5	28 97	1 3
Recognition	70.9	22 92	2 8	9 82	2 18	14 74	5 26	18 100	0 0	9 69	4 31
Work Itself	71.7	28 97	1 3	17 85	3 15	21 81	5 19	14 92	1 8	18 86	3 14
Responsibility	79.7	21 87	3 13	16 29	2 11	36 92	3 8	11 100	0 0	15 88	2 12
Advancement	71.0	8 89	1 11	11 100	0 0	5 62	3 38	5 83	1 17	2 29	5 71
Growth	78.0	8 100	0 0	11 100	0 0	21 95	1 5	11 100	0 0	5 83	1 17
<u>Herzberg Dissatisfiers:</u>											
District Policy and Administration	67.2	14 89	2 11	10 17	3 23	6 43	8 57	10 83	2 17	5 38	8 62
Supervision	65.7	10 100	0 0	11 69	5 31	9 69	4 31	43 50	4 50	4 44	5 56

Table 2 (Continued)

Factor	Mean Prin. Score	Supt.		Board Pres.		Student Body Pres.		Prin. Wife		Teacher Asst. Pres.	
		Sat. No. %	Dis. No. %	Sat. No. %	Dis. No. %	Sat. No. %	Dis. No. %	Sat. No. %	Dis. No. %	Sat. No. %	Dis. No. %
Relationship with Superiors	75.9	10 100	0 0	11 82	1 8	13 81	3 19	19 86	3 14	9 43	12 57
Working Conditions	75.0	16 84	3 16	6 86	1 14	13 62	6 38	6 40	9 60	8 53	7 47
Salary	73.3	10 77	3 23	7 78	2 22	7 70	3 30	6 55	5 45	5 71	2 29
Relationship with Peers	71.4	3 100	0 0	2 100	0 0	8 100	0 0	4 80	1 20	0 0	3 100
Personal Life	70.6	5 17	24 83	3 33	6 66	8 44	10 56	2 6	34 94	2 12	15 88
Relationship with Subordinates	82.3	15 05	8 35	12 63	7 37	25 72	10 28	14 93	1 7	34 72	13 28
Status	67.2	5 83	1 17	0 0	0 0	2 50	2 50	1 50	1 50	6 100	0 0
Security	70.9	4 33	8 66	5 71	2 29	5 56	4 44	4 40	6 60	6 55	5 45

of the superintendents showed this factor as positive. Board presidents did not generally choose "recognition" as being important. For those board presidents who did choose this factor, eighty-two percent selected this pressure as positive. Student body presidents and teacher association presidents also considered recognition of less importance. The range was from sixty-nine percent for teacher association presidents to seventy-four percent for student body presidents. Interestingly, one hundred percent of the eighteen wives who selected recognition considered it positive in nature.

With respect to the Herzberg dissatisfiers, the mean principals' scores ranged from 67.2 for district policy and administration to 82.3 for relationships with subordinates, resulting in a positive but weaker set of mean scores as compared to the satisfiers. With the exception of the factor "personal life", the echo respondents tended to consider the hypothesized negative factors as positive. Beginning with district policy and administration, eighty-nine percent of superintendents considered this a positive pressure while only seventy-seven percent of the board presidents felt it was a positive pressure. Fifty-seven percent of the student body presidents and eighty-three percent of the principal's wives felt that district policy and administration was a positive factor. Teachers looked upon policy quite different-

ly; thirty-eight percent of teacher association presidents who chose district policy and administration felt it was a positive pressure; sixty-two percent thought it was a negative pressure.

Teacher association presidents found supervision, relationships with supervisors, and relationships with peers to be negative pressures and agreed with the negative consensus of all echo respondents on the factor personal life. This was the only group of echo respondents who considered two of the Herzberg dissatisfiers truly negative in association with principal's job satisfaction. It is puzzling that more of the respondents did not think of the dissatisfiers more negatively, as Herzberg had originally hypothesized.

Herzberg's Satisfier - Dissatisfier Concept and Principal Job Satisfaction

The first question was: Are there any associations between Herzberg's satisfiers and dissatisfiers and the secondary school principal's job satisfaction, using Vroom's third postulate as a guideline?

The significance level was set at the .05 level. The following correlations were computed for responses of large high school principals, small high school principals, and all principals to determine how job satisfaction is associated with seventeen stated factors (Table 3). In regard to large

school principals, significant positive correlations with job satisfaction were obtained for work itself, supervision, relationships with superiors, personal life, and relationships with subordinates.

In the main, the correlations were positive but slight. Most were nonsignificant. Since neither the advancement nor the security scores were significant for large school principals, the relationships expressed could have been due to chance only. If, on the other hand, a correlation had been significant at the .05 level, it would have been understood as meaning that there were only five chances in one hundred that the correlation was due to chance or sampling errors.

Work itself, supervision, personal life, and relationships with subordinates were significantly related to job satisfaction. Principals who rated these items as being important to them also reported high job satisfaction. For small school principals, achievement had the only significant relationship to job satisfaction. For all schools surveyed, the positive correlations between job satisfaction and achievement, supervision, relationships with superiors, relationships with peers, personal life, and relationships with subordinates appeared significant. All these positive correlations were of modest magnitude. (See Table 3 for a summary of correlations between job satisfaction and the Herzberg satisfiers and dissatisfiers).

Table 3. Correlation of job satisfaction of high school principals with Herzberg's satisfiers and dissatisfiers as classified by school size

	<u>Large School</u> <u>Principal</u> Job Satisfaction	<u>Small School</u> <u>Principal</u> Job Satisfaction	<u>All</u> <u>Principals</u> Job Satisfaction
<u>Satisfiers</u>			
Achievement	.141	.231*	.155*
Recognition	.081	.182	.103
Work Itself	.294**	.015	.149
Responsibility	.061	.079	.040
Advancement	-.004	.031	.008
Growth	.154	.141	.133
<u>Dissatisfiers</u>			
District Policy & Administration	.142	.101	.108
Supervision	.225*	.214	.198*
Relationships with Superiors	.222*	.186	.194*
Working Conditions	.157	.001	.008
Salary	.090	.189	.133
Relationships with Peers	.191	.128	.160*
Personal Life	.329**	.127	.229**
Relationships with Subordinates	.263**	.088	.183*
Status	.057	.212	.147
Security	-.093	.092	.091

* Significant at .05.

** Significant at or beyond .01.

Although these correlations were at a level indicating slight relationships, they are of interest because the instrument utilized was the first attempt at constructing a measure for relating job satisfaction of school principals to the factors of Herzberg.

The only negative correlations observed were the relationships between large school principals' job satisfaction and security and advancement.

Principal Job Satisfaction
Relative to
Personal Characteristics

The next set of correlations involved the question: How does the secondary school principal's job satisfaction relate to age, years of experience, ego involvement and size of school?

The association of the large high school principal's job satisfaction with ego involvement was the only significant correlation found, and it was in a positive direction. Age and experience were negatively correlated to job satisfaction but were nonsignificant. In the small school principal's situation there were no significant correlations with any of the factors tested.

When all principals were considered, the correlation between job satisfaction and ego involvement was of interest, as was the relationship between job satisfaction and school

size.

The following table contains a summary of correlations between job satisfaction and age, years of experience, ego involvement, and size of school.

Table 4. Correlation of job satisfaction of high school principals with age, years of experience, ego involvement and size of school as classified by school size

	<u>Large School Principal</u> Job Satisfaction	<u>Small School Principal</u> Job Satisfaction	<u>All Principals</u> Job Satisfaction
<u>Factor</u>	<u>r</u>	<u>r</u>	<u>r</u>
Age	-.042	.035	.055
Experience	-.088	.061	-.019
Ego Involvement	.221*	.191	.203*
School Size	.181	.141	.219**

* Significant at .05.

** Significant at or beyond .01.

Administrative Style, Pressures and Job Satisfaction

The third question posed for analysis was: How does structure and consideration as defined in Fleishman's Leadership Opinion Questionnaire associate with external pressures and job satisfaction?

Structure and Consideration:
Large School Principals

Significant associations with large school principals' administrative structure included the following external pressures: district policy and administration, and relationships with superiors, both being negative in relationship. The only significant positive correlation for this classification was the association between administrative consideration and school size.

Structure and Consideration:
Small School Principals

Significant associations with small school principals' administrative structure included the following external pressures: achievement, recognition and personal life. Significance beyond the .01 level was indicated for achievement and personal life. There were some negative associations but they did not approach a level of significance.

The external pressures correlating with administrative style (consideration) included work itself, growth, relationships with peers, personal life, relationships with subordinates, and status.

Table 5. Correlation of administrative style with external pressures classified by school size

Factor	Large School Principal		Small School Principal		All Principals	
	Structure	Consideration	Structure	Consideration	Structure	Consideration
Job Satisfaction	.056	.158	.119	.141	.105	.181*
Age	-.033	-.066	-.097	.049	-.023	.056
Experience	-.072	-.162	-.116	-.008	.058	.024
Ego Involvement	.093	-.107	-.008	-.001	.046	.047
Achievement	-.026	-.024	.378**	.139	.130	.036
Recognition	.174	.136	.262*	.109	.198*	.099
Work Itself	-.176	.158	-.019	.319*	-.128	.191*
Responsibility	.164	-.088	-.019	-.080	.070	.105
Advancement	-.053	-.068	.123	.147	.015	.025
Growth	.131	.178	.201	.400**	.149*	.258**
District Policy and Administration	-.216*	-.051	.119	-.199	-.066	-.140
Supervision	-.097	.072	.145	.188	.001	.111
Relationships with Superiors	-.253*	-.140	-.125	-.080	-.201*	.117
Working Conditions	.175	.068	-.198	.138	.071	.099
Salary	.104	-.035	.074	.152	.088	.066
Relationships with Peers	-.116	.059	.113	.287*	.003	.189*
Personal Life	-.043	-.057	.357**	.258*	.174*	.149
Relationships with Subordinates	-.149	.104	-.023	.426**	.067	.318**
Status	.079	.098	-.035	.234*	.033	.188*
Security	-.033	-.088	.015	.025	.005	-.051

* Significant at .05.

** Significant at or beyond .01.

Table.5 (Continued)

	Large School Principal		Small School Principal		All Principals	
	Structure	Consideration	Structure	Consideration	Structure	Consideration
Administrative Style (Structure)		.001		.178		.201
Administrative Style (Consideration)	.195		.178		.201*	
School Size	.159	.213*	.005	.171	.162*	.229**

Structure and Consideration:
All School Principals

Significant external pressure correlations with administrative structure for all school principals involved were recognition, growth, relationships with superiors, personal life, and school size. A negative correlation related district policy and administration to consideration. The significant correlations found shared a commonality; large school principals related administrative structure to relationships with superiors and small school principals related administrative structure to personal life and recognition.

External pressures which correlated significantly with administrative style (consideration) for all school principals sampled were job satisfaction, work itself, growth, relationships with peers, relationships with subordinates, status, and school size. A correlation shared among large school principals was the relationship between administrative consideration and school size. Correlations shared among small school principals were the relationships between consideration and work itself, growth, relationships with peers, relationships with subordinates, and status.

Matching the Principal
to the Job

Multiple regressions and multiple correlations were used to explore the possibility of matching individuals to a particular job vis a vis satisfaction. The data following indicate the relationships of the factors of Herzberg and the other hypothesized factors to job satisfaction. The regression equation is as follows:

$$Y = a + b_1x_1 + b_2x_2 +$$

$$(Y) \quad = \quad (a) \quad (b_1) \quad (x_1)$$

$$\text{Job Satisfaction} = \text{Constant} + 65.8 \times \text{Personal Life}$$

$$(b_2) \quad (x_2)$$

$$\text{Score} + 54.1 \times \text{Ego Involvement Score, etc.}$$

For each classification, (large school principals, small school principals and all school principals), the following statistics were derived: Multiple (R) - the relationship of measures to the dependent variable (Y) job satisfaction, (R^2) - the combined correlated measures indicating the percentage of common variance for the combined measures, (b_1) - the regression coefficient for the various predictor variables, (X) - the predictor variables (scores on the various measures), and (a) - the constant of the regression

equation. This (a) value represents the value of Y where the regression line intercepts the ordinate of the Y variable or the value of Y when X is zero. Change in R^2 (ΔR^2) indicates the gain in correlated strength with the addition of each predictor variable.

Tables 6, 7, and 8 provide summaries of the predictor variables in the order of magnitude of their relationships to the job satisfaction of large school principals, small school principals, and all school principals, respectively. The variables are the satisfiers and dissatisfiers of Herzberg and the hypothesized pressures indicated in this study.

The ranking of the related factors was different for each of the strata surveyed as well as for the complete survey of the 116 school principals in the sample.

For large school principals, the seven most reliable predictor variables, in order of decreasing relationship to job satisfaction, are personal life, ego involvement, administrative style (consideration), relationships with subordinates, security, relationships with peers, and age. These seven independent variables accounted for seventy-five percent of the common variance in relation to job satisfaction. In the entire equation, there were twenty-one independent variables. Using the fourteen additional variables added only ten percent more power of association

Table 6. Analysis of ranked variables in order of relationship magnitude relative to large school principal job satisfaction

Ranked Variables	Multiple Correlation Coefficient	Common Variance	Change in Variance	Regression Coefficient
	<u>R</u>	<u>R</u> ²	<u>ΔR</u> ²	<u>B</u>
Personal Life	.329	.109	0	.193
Ego Involvement	.403	.162	.053	.187
Administrative Style (Consideration)	.452	.204	.042	.219
Relationships with Subordinates	.479	.229	.025	.415
Security	.520	.270	.041	-.168
Relationships with Peers	.546	.299	.029	.193
Age	.557	.310	.011	-.121
Work Itself	.563	.317	.007	.102
Administrative Style (Structure)	.571	.326	.009	.357
Advancement	.577	.333	.007	-.107
Achievement	.586	.344	.011	.175
Growth	.591	.349	.005	-.038
Relationships with Superiors	.595	.354	.005	.091
Experience	.599	.358	.004	.338
Salary	.603	.364	.006	-.094
Status	.608	.369	.005	-.146
Responsibility	.613	.375	.006	-.132
School Size	.618	.382	.007	.004
Recognition	.623	.388	.006	.088
Supervision	.625	.390	.002	-.029
District Policy and Administration	.625	.391	.001	-.028

a=-4.27

Table 7. Analysis of ranked variables in order of relationship magnitude related to small school principal job satisfaction

Ranked Variables	Multiple Correlation Coefficient	Common Variance	Change in Variance	Regression Coefficient
	<u>R</u>	<u>R²</u>	<u>ΔR²</u>	<u>B</u>
Achievement	.231	.053	0	.401
Supervision	.295	.087	.034	-.014
Security	.341	.116	.029	-.013
Status	.372	.138	.022	.091
Relationships with Superiors	.403	.163	.025	.202
Work Itself	.424	.180	.017	-.380
Experience	.440	.193	.013	-1.191
Age	.475	.226	.033	.960
Working Conditions	.494	.242	.019	-.217
School Size	.511	.261	.016	.038
Administrative Style (Consideration)	.530	.281	.020	.580
District Policy and Administration	.550	.301	.020	.106
Relationships with Peers	.560	.314	.013	-.152
Salary	.564	.319	.005	.122
Responsibility	.572	.327	.008	.149
Ego Involvement	.576	.332	.005	.048
Administrative Style (Structure)	.578	.335	.003	-.169
Recognition	.579	.335	.000	.033
Personal Life	.579	.336	.001	.016

a= -20.656

Table 8. Analysis of ranked variables in order of relationship magnitude relative to all school principal job satisfaction

Ranked Variables	Multiplied Correlation Coefficient	Common Variance	Change in Variance	Regression Coefficient
	<u>R</u>	<u>R²</u>	<u>ΔR²</u>	<u>B</u>
Personal Life	.229	.053	0	.089
School Size	.312	.097	.044	.005
Relationships with Superiors	.354	.125	.028	.081
Security	.385	.148	.023	-.121
Ego Involvement	.409	.167	.019	.100
Administrative Style (Consideration)	.428	.184	.017	.135
Achievement	.439	.193	.009	.086
Advancement	.452	.205	.012	-.100
Supervision	.458	.210	.005	.046
Recognition	.463	.214	.004	.061
Relationships with Subordinates	.466	.217	.003	.074
Working Conditions	.470	.221	.004	-.077
Relationships with Peers	.474	.224	.003	.050
Administrative Style (Structure)	.475	.226	.002	.114
Work Itself	.477	.227	.001	.042
Age	.479	.229	.002	.082
District Policy and Administration	.480	.231	.002	.031
Status	.481	.231	.000	.033
Growth	.481	.232	.001	.026
Salary	.482	.232	.000	-.012

a=30,637

which indicates a level of diminishing returns.

Job satisfaction for small high school principals was most closely related to achievement, supervision, security, status, relationships with superiors, work itself, experience, age, and working conditions. Utilization of the less powerful variables in the equation for small school principals did not increase job satisfaction prediction significantly.

Job satisfaction for all principals in this study was most closely related to personal life, school size, relationships with superiors, security, ego involvement, administrative style (consideration), achievement, advancement, and supervision. The remaining eleven variables contributed only two percent more prediction power.

Perceptions of Echo Respondents - Large High Schools

Table 9 contains the rank-order comparison of the satisfiers and dissatisfiers of Herzberg with the choices the echo respondents indicated as having negative or positive effects on the job satisfaction of the large school principal. Each echo respondent was asked to select the three factors which have a crucial effect on the secondary principal's job satisfaction and then indicate whether these effects were positive or negative in valence. The table indicates the positive choices first for the satisfiers and the negative

Table 9. Rank order comparisons between Herzberg's satisfiers and dissatisfiers and echo respondents from large schools

Rank	Herzberg's Satisfiers +	Superintendents (47) Responses 3 Choices ^a Satisfiers +	Board Presidents (34) Responses 3 Choices ^a Satisfiers +
1.	Achievement	Achievement	Achievement
		20+	19+
		0-	0-
2.	Recognition	Work Itself	Work Itself
		18+	10+
		1-	1-
3.	Work Itself	Recognition	Responsibility
		16+	6+
		0-	2-
4.	Responsibility	Responsibility	Advancement
		9+	5+
		3-	0-
5.	Advancement	Advancement	Recognition
		5+	5+
		1-	2-
6.	Growth	Growth	Growth
		3+	4+
		0-	0-
<u>Dissatisfiers</u>		<u>Dissatisfiers</u>	
1.	District Policy	Personal Life	Relationship with Subordinates
		8-	6-
		2+	7+
2.	Supervision	Relationship with Subordinates	Personal Life
		3+	5-
		3-	2+
3.	Relationship with Supervisors	Security	Supervision
		2-	5-
		1+	2+
4.	Working Conditions	Salary	District Policy and Administration
		2-	2-
		5+	3+
5.	Salary	Working Conditions	Working Conditions
		2-	1-
		7+	2+
6.	Relationship with Peers	Status	Security
		1-	1-
		5+	2+
7.	Personal Life	Relationship with Peers	Salary
		0-	1-
		1+	5+
8.	Relationship with Subordinates	Relationship with Supervisors	Relationship with Peers
		0-	0-
		6+	2+

^aEach respondent could choose three factors which he believed had an important relationship to the principal's job satisfaction and to further indicate whether the factor was a satisfier or dissatisfier to the principal.

Student Body President (44) Responses 3 Choices ^a Satisfiers +		Principal's Wives (44) Responses 3 Choices ^a Satisfiers +		Teacher Assoc. Pres. (44) Responses 3 Choices ^a Satisfiers +	
Achievement	22+	Achievement	27+	Achievement	16+
	1-		0-		1-
Responsibility	20+	Recognition	15+	Work Itself	
	1-		0-		
Growth	11+	Work Itself	11+	Responsibility	9+
	1-		0-		0-
Work Itself	10+	Growth	7+	Recognition	4+
	3-		0-		2-
Recognition	9+	Responsibility	5+	Growth	3+
	3-		0-		0-
Advancement	2+	Advancement	2+	Advancement	2+
	2-		0-		1-

Dissatisfiers

Personal Life	7-	Personal Life	18-	Personal Life	9-
	6+		1+		2+
District Policy & Administration	6-	Working Conditions	4-	District Policy & Administration	7-
	5+		1+		5+
Relationship with Subordinates	5-	Supervision	4-	Relationship with Superiors	5-
	12+		3+		5+
Security	2-	Security	3-	Relationship with Subordinates	5-
	3+		2+		17+
Supervision	2-	Salary	2-	Working Conditions	2-
	4+		4+		3+
Working Conditions	2-	Status	1-	Relationship with Peers	1-
	9+		0+		0+
Status	1-	Relationship with Peers	1-	Supervision	1-
	1+		2+		1+
Relationship with Superiors	1-	District Policy & Administration	1-	Salary	1-
	9+		7+		4+

Table 9 (Continued)

Rank	Herzberg's Satisfiers +	Superintendents (47) Responses 3 Choices ^a Satisfiers +	Board Presidents (34) Responses 3 Choices ^a Satisfiers +
<u>Dissatisfiers</u> (Cont.)			
9.	Status	Supervision	0- Relationship 6+ with Supervisors 0- 3+
10.	Security	District Policy & Administration	0- Status 0+ 8+ 0-

Student Body President (44) Responses 3 Choices Satisfiers +	Principal's Wives (44) Responses ^a 3 Choices ^a Satisfiers +	Teacher Assoc. Pres. (44) Responses 3 Choices ^a Satisfiers +
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Dissatisfiers (Cont.)

Salary	0- 4+	Relationship with 1- Subordinates 8+	Security	1- 4+
Relationship with Peers	0- 5+	Relationship with 0+ Superiors 10+	Status	0- 4+

choices first for the dissatisfiers. The factors were ranked for their positive effects for the satisfiers and for their negative effects for the dissatisfiers. It was surprising to see that many of the "dissatisfiers" were thought to have positive effects on principal's job satisfaction.

Echo respondents generally agreed that the job satisfaction of large high school principals was related to the incumbent's achievement. Superintendents, board presidents, student body presidents, principals' wives and teacher association presidents chose this factor as a prime influence. This choice agrees with Herzberg's ranking of satisfiers. Work itself was also rated as an important factor, as was responsibility. In terms of the dissatisfiers, personal life had an important negative effect on the principal according to superintendents, student body presidents, principals' wives and teacher association presidents.

From the totals, it appears that most of the satisfiers and dissatisfiers tended to be viewed as positive, which disagrees with the satisfier - dissatisfier conceptions of Herzberg.

Perceptions of Echo Respondents -
Small High Schools

Table 10 provides a comparison of Herzberg's satisfiers and dissatisfiers with ratings of small school respondents.

For the small school principals, achievement was again rated highest in importance among all echo respondents with the exception that responsibility was ranked first in the satisfiers by student body presidents. Responsibility was second in importance as compared to being fourth in Herzberg's ranking. Superintendents, board presidents and principals' wives chose responsibility as an important satisfier.

Personal life was an important dissatisfier as indicated by superintendents, board presidents and principals' wives. Working conditions and relationships with subordinates were important and tended to be more positive in effect as compared to Herzberg's list.

Perceptions of Echo Respondents -
All Schools

Table 11 contains the rank-order comparison between Herzberg's satisfiers and dissatisfiers and the echo respondents' choices of various effects on the principal's job satisfaction.

Table 10. Rank order comparisons between Herzberg's satisfiers and dissatisfiers and echo respondents from small schools

Rank	Herzberg Satisfiers +	Superintendents (44) Responses 3 Choices ^a Satisfiers +	Board Presidents (33) Responses 3 Choices ^a Satisfiers +
1.	Achievement	Achievement	Achievement
		18+ 1-	18+ 0-
2.	Recognition	Responsibility	Responsibility
		12+ 0-	10+ 0-
3.	Work Itself	Work Itself	Growth
		10+ 0-	7+ 0-
4.	Responsibility	Recognition	Work Itself
		6+ 2-	7+ 2-
5.	Advancement	Growth	Advancement
		5+ 0-	6+ 0-
6.	Growth	Advancement	Recognition
		3+ 0-	4+ 0-
<u>Dissatisfiers</u>			
1.	District Policy and Administration	Personal Life	Personal Life
		16- 3+	1- 1+
2.	Supervision	Security	Salary
		6- 3+	1- 2+
3.	Relationship with Supervisors	Relationship with Subordinates	Security
		5- 12+	1- 3+
4.	Working Conditions	District Policy & Administration	Relationship with Subordinates
		2- 6+	1- 5+
5.	Salary	Salary	District Policy & Administration
		1- 5+	1- 7+
6.	Relationship with Peers	Working Conditions	Relationship with Supervisors
		1- 9+	1- 8+
7.	Personal Life	Relationship with Peers	Working Conditions
		0- 1+	0- 4+

^a Each respondent could choose three factors which he believed had an important relationship to the principal's job satisfaction and to further indicate whether the factor was a satisfier or dissatisfier to the principal.

Student Body Pres. (43) Responses 3 Choices ^a Satisfiers +	Principal's Wives (34) Responses 3 Choices ^a Satisfiers +	Teacher Assoc. Pres. (48) Responses 3 Choices ^a Satisfiers +			
Responsibility	16+ 2-	Achievement	15+ 2-	Achievement	12+ 0-
Achievement	12+ 1-	Responsibility	6+ 0-	Work Itself	8+ 1-
Work Itself	11+ 2-	Growth	4+ 0-	Responsibility	6+ 2-
Growth	10+ 0-	Recognition	3+ 0-	Recognition	5+ 2-
Recognition	5+ 2-	Work Itself	3+ 1-	Growth	2+ 1-
Advancement	3+ 1-	Advancement	3+ 1-	Advancement	0+ 4-
<u>Dissatisfiers</u>					
Relationship with Subordinates	5- 13+	Personal Life	16- 1+	Relationship with Subordinates	8- 17+
Working Conditions	4- 6+	Working Conditions	5- 5+	Relationship with Supervisors	7- 4+
Personal Life	3- 2+	Security	3- 2+	Personal Life	6- 0+
Salary	3- 3+	Salary	3- 2+	Working Conditions	5- 5+
District Policy & Administration	2- 1+	Relationship with Supervisors	3- 9+	Security	4- 2+
Security	2- 2+	District Policy & Administration	1- 3+	Supervision	4- 3+
Relationship with Supervisors	2- 4+	Status	0- 1+	Relationship with Peers	2- 0+

Table 10 (Continued)

Rank	Herzberg Satisfiers +	Superintendents (44) Responses 3 Choices ^a Satisfiers +	Board Presidents (33) Responses 3 Choices ^a Satisfiers +
<u>Dissatisfiers (Cont.)</u>			
8.	Relationship with Subordinates	Supervision	0- 2+ Supervision 0- 9+
9.	Status	Relationship with Supervisors	0- 4+ Relationship with Peers 0- 0+
10.	Security	Status	0- 0+ Status 0- 0+

Student Body Pres. (43) Responses 3 Choices ^a Satisfiers +	Principal's Wives (34) Responses 3 Choices ^a Satisfiers +	Teacher Assoc. Pres. (48) Responses 3 Choices ^a Satisfiers+
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Dissatisfiers (Cont.)

Supervision	2- 4+	Supervision	0- 1+	District Policy and Administration	1- 0+
Status	1- 1+	Relationship with Peers	0- 2+	Salary	1- 1+
Relationship with Peers	0- 3+	Relationship with Subordinates	0- 6+	Status	0- 2+

Table 11. Rank order comparisons between Herzberg's satisfiers and dissatisfiers and echo respondents for all schools surveyed

Rank	Herzberg Satisfiers +	Superintendents (91) Responses 3 Choices ^a		Board Presidents (67) Responses 3 Choices ^a	
		Satisfiers +		Satisfiers +	
1.	Achievement	Achievement	38+ 1-	Achievement	37+ 0-
2.	Recognition	Work Itself	28+ 1-	Work Itself	17+ 3-
3.	Work Itself	Recognition	22+ 2-	Responsibility	16+ 2-
4.	Responsibility	Responsibility	21+ 3-	Recognition	9+ 2-
5.	Advancement	Growth	8+ 0-	Advancement	11+ 0-
6.	Growth	Advancement	8+ 1-	Growth	11+ 0-
<u>Dissatisfiers</u>					
1.	District Policy & Administration	Personal Life	24- 5+	Relationship with Subordinates	7- 12+
2.	Supervision	Relationship with Subordinates	8- 15+	Personal Life	6- 3+
3.	Relationship with Supervisors	Security	8- 4+	Supervision	5- 11+
4.	Working Conditions	Salary	3- 10+	District Policy & Administration	3- 10+
5.	Salary	Working Conditions	3- 16+	Security	2- 5+
6.	Relationship with Peers	District Policy & Administration	2- 14+	Salary	2- 7+
7.	Personal Life	Status	1- 5+	Working Conditions	1- 6+

^a Each respondent could choose three factors which he believed had an important relationship to the principal's job satisfaction and to further indicate whether the factor was a satisfier or dissatisfier to the principal.

Student Body Pres. (99) Responses 3 Choices ^a Satisfiers +	Principal's Wives (78) Responses 3 Choices ^a Satisfiers +	Teacher Assoc. Pres. (90) Responses 3 Choices ^a Satisfiers +			
Responsibility	36+	Achievement	42+	Achievement	28+
	3-		2-		1-
Achievement	34+	Recognition	18+	Work Itself	18+
	2-		0-		3-
Growth	21+	Work Itself	14+	Responsibility	15+
	1-		1-		2-
Work Itself	21+	Responsibility	11+	Recognition	9+
	5-		0-		4-
Recognition	14+	Growth	11+	Growth	4+
	5-		0-		1-
Advancement	5+	Advancement	5+	Advancement	2+
	3-		1-		5-
<u>Dissatisfiers</u>					
Personal Life	10-	Personal Life	34-	Personal Life	15-
	8+		2+		2+
Relationship with Subordinates	10-	Working Conditions	9-	Relationship with Subordinates	13-
	25+		6+		34+
District Policy & Administration	8-	Security	6-	Relationship with Supervisors	12-
	6+		4+		9+
Working Conditions	6-	Salary	5-	District Policy & Administration	8-
	13+		6+		5+
Security	4-	Supervision	4-	Working Conditions	7-
	5+		4+		8+
Supervision	4-	Relationship with Supervisors	3-	Supervision	5-
	9+		19+		4+
Salary	3-	District Policy & Administration	2-	Security	5-
	7+		10+		6+

Table 11 (Continued)

Rank	Herzberg Satisfiers +	Superintendents (91) Responses ^a 3 Choices Satisfiers +	Board Presidents (67) Responses ^a 3 Choices Satisfiers +	
<u>Dissatisfiers (Cont.)</u>				
8.	Relationship with Subordinates	Relationship with Peers	0- Relationship with 2+ Supervisors	1- 11+
9.	Status	Supervision	0- Relationship with 10+ Peers	0- 2+
10.	Security	Relationship with Supervisors	0- Status 10+	0- 0+

Student Body Pres. (99) Responses 3 Choices ^a Satisfiers +	Principal's Wives (78) Responses 3 Choices ^a Satisfiers +	Teacher Assoc. Pres. (90) Responses 3 Choices ^a Satisfiers +
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Dissatisfiers (Cont.)

Relationship with Supervisors	3- 13+	Status	1- 1+	Relationship with Peers	3- 0+
Status	2- 2+	Relationship with Peers	1- 4+	Salary	2- 5+
Security	4- 5+	Relationship with Subordinates	1- 14+	Status	0- 6+

As in the large schools, the pressures for all principals were perceived as being more positive than negative. Even the dissatisfiers of Herzberg were perceived by various echo respondents, to have positive effects on the principal. Achievement, with the exception of student body presidents' choice of responsibility, was the major positive pressure perceived by the echo respondents. Work itself was second in rank as a satisfier as chosen by superintendents, board presidents and teacher association presidents.

Personal life was an important dissatisfier as perceived by superintendents, student body presidents, principals' wives and teacher association presidents. Relationships with subordinates was chosen second in importance by superintendents, student body presidents and teacher association presidents. These factors were ranked higher on the echo respondents' scale than were Herzberg's conceptions.

DISCUSSION AND CONCLUSIONS

The conclusions of this investigation based upon the correlational statistics must be constrained by the magnitude of the statistics derived. In educational and sociological research, product moment correlations of .0 to $\pm .20$ are customarily described as indications of indifferent or negligible relationships.

When the r 's are in the range of $\pm .20$ to $\pm .40$, the results are usually described as "a low correlation; present but slight". Finally, for most characteristics or attributes examined in the field of education $\pm .40$ to $\pm .70$ denotes substantial or marked relationships. Certainly the power of the statistical design, the specific type of attributes and the purpose and sophistication of the research endeavor also affect the interpretation of correlational statistics.

The following conclusions were made following the aforementioned generally-accepted rules.

The problem of this study was to identify personal and job pressures of secondary school principals as perceived by principals and certain "echo" respondents and to examine the associations, if any, between these perceived pressures and the principal's job satisfaction. The conceptual model for this investigation was centered on three operational hypotheses based on Vroom's third proposition and

several subordinate, empirical hypotheses. The following presentation of discussion and conclusions will be based on that sequence of hypotheses as well as on the classification of "large school principals", "small school principals" and "all principals responding".

The first operational hypothesis based on Vroom's third postulate of chapter one stated that a principal's job satisfaction is associated with three things: positive pressures, the relationship between these pressures and job satisfaction, and ego involvement.

The first set of empirical hypotheses tested attempted to examine any association between the Herzberg satisfiers and principal job satisfaction in large high schools, small high schools, and all high schools.

Hypothesis one tested for any association between a principal's job satisfaction and the pressure of achievement.

1. No significant association existed for large high school principals.
2. A significant association existed for small high school principals.
3. A significant association existed for all principals sampled.

Principals of large high schools do not consider achievement in their profession as a crucial factor contributing to their job satisfaction. Perhaps due to a rela-

tively long duration of tenure as principal, large school administrators may feel they have achieved their goal. Therefore, the pressure of achievement may not be paramount to them.

Hypothesis two tested for any association between a principal's job satisfaction and the positive pressure of recognition.

1. No significant association existed for large high school principals.
2. No significant association existed for small high school principals.
3. No significant association existed for all principals.

Recognition must not play a significant role in the job satisfaction of all principals sampled in the state of Iowa. Possibly (as Herzberg has suggested for industrial workers) a teacher who finds recognition important becomes a principal and then it no longer serves as a satisfier).

Hypothesis three attempted to examine any associations between the principal's job satisfaction and the work itself.

1. A highly significant correlation existed for large school principals.
2. No significant relationship existed for small school principals.
3. No significant association existed for all principals queried.

A logical reason for these findings was that in large high schools the principal's job satisfaction was considerably higher; thus, the work itself may have played a more crucial role in the basic job satisfaction of large school principals.

Hypothesis four stated that there is an association between the principal's job satisfaction and responsibility.

1. No significant association existed for large school principals.
2. No significant association existed for small school principals.
3. No significant association existed for all principals sampled.

Responsibility apparently does not play a crucial role in the principal's job satisfaction. It is unusual to see these results because in other areas of management, such as industry, the task of responsibility can have a self-actualizing effect.

Hypothesis five stated that there is an association between the principal's job satisfaction and advancement.

1. No significant association existed for large school principals.
2. No significant association existed for small school principals.
3. No significant association existed for all principals sampled.

The average number of years of experience of all princi-

pals sampled was nearly ten years. Thus, the desire for advancement may be somewhat limited due to generally high job satisfaction and length of time in the principalship.

Hypothesis six attempted to examine any associations between the positive pressure of growth and principal job satisfaction.

1. No significant association was found between the above cited factors for principals of large high schools.
2. No significant associations were found for principals of small high schools.
3. No significant association was found between job satisfaction and growth for all principals surveyed.

Continuing training, development and growth did not associate significantly within any classification. Possibly, the aspect of growth is a common element of the job of principal and, thus, does not relate one way or another to job satisfaction.

Ego involvement was approximately the same for both large and small school principals (see Appendix C); however, job satisfaction was higher for large school principals. There were positive associations among all of the above stated factors and job satisfaction even though only a few of the correlations reached the .05 level of significance and even then applied only to certain sized schools. These results are meager but tend to imply that achievement,

recognition, work itself, responsibility, advancement, and growth do correlate with job satisfaction. However, these correlations did not firmly establish Herzberg's Job Satisfier concepts for the school social arena.

More unanimity among responses from small, large, and all school principals and higher ratings of positive pressures would be necessary to be certain of the association between satisfiers and the secondary principal's job satisfaction.

The second operational hypothesis was concerned with the negative pressures perceived to have a dissatisfying relationship to job satisfaction. That is to say a principal's job dissatisfaction may be a function of three things: negative pressures, the perceived relationship between the negative pressures and job dissatisfaction, and the principal's ego involvement.

The second set of empirical hypotheses tested attempted to examine any association between the Herzberg dissatisfiers and principals' job satisfaction in large high schools, small high schools and all high schools sampled.

The first hypothesis tested for any association between the Herzberg dissatisfier district policy and administration and principal job satisfaction.

1. No significant association existed for large high school principals.

2. No significant association existed for small high school principals.
3. No significant association existed for all principals sampled.

The Herzberg dissatisfier district policy and administration does not relate adversely to principal job satisfaction. These conclusions are probably due to the generally high level of job satisfaction found among respondents, the length of time in a particular principalship, and the high ego involvement score. The correlations established though not at the .05 level of significance, were all positive relationships.

The second hypothesis tested for any association between the Herzberg dissatisfier supervision and principal job satisfaction.

1. A significant relationship existed for large high school principals.
2. No significant relationship existed for small high school principals.
3. A significant relationship existed for all high school principals.

This study established the dissatisfier supervision to be positive in relationship for principals of large schools and all schools surveyed. Generally, principals of small schools are more directly exposed to supervisors as compared to large schools. Thus, more exposure to supervisors and more direct relationships in communications on what should or should not be done probably does not make the factor of

supervision as positive as that for the more autonomous large school principal who has less direct contact with supervisors. Generally supervision either did not cause negative feelings in principals or principals must have been thoroughly satisfied with their particular supervisors.

The third hypothesis tested for any association between the Herzberg dissatisfier relationships with superiors and principal job satisfaction.

1. A significant relationship existed for large school principals.
2. No significant relationship existed for small high school principals.
3. A significant relationship existed for all high school principals.

As stated with the previous hypothesis large school principals have less direct contact with supervisory personnel than small school principals do. Therefore, the relationship may be better due to less direct contact as compared to the small school environment where supervisors may be looking constantly over the principal's shoulder. Since small school principals made up a smaller but sizeable portion of all school principals, this conclusion is only tentative.

The fourth hypothesis tested for any association between the Herzberg dissatisfier working conditions and principal job satisfaction.

1. No significant association existed for large school principals.
2. No significant association existed for small school principals.
3. No significant relationship existed for all high school principals queried.

The relationships which did materialize were positive even though they did not reach the .05 significance level. Possibly the description of working conditions was not specific and detailed enough to gain a true picture of the relationship of working conditions to job satisfaction.

The fifth hypothesis tested for any associations between the Herzberg dissatisfier salary and principal job satisfaction.

1. No significant association existed for large school principals.
2. No significant association existed for small school principals.
3. No significant association existed for all school principals sampled.

The correlations, though not significant, were positive which indicated a possible satisfaction with remuneration. Further study of this factor is needed. Nonetheless, the finding that money (at this income level) really wasn't very important to dissatisfaction is typical of this sort of investigation.

The sixth hypothesis tested for any possible association

between the dissatisfier relationships with peers and principal job satisfaction.

1. No significant associations existed for large school principals.
2. No significant associations existed for small school principals.
3. A significant association existed for all principals surveyed.

The peer relationship pressure in the public school setting seems positive compared to Herzberg's industrial climates. It seems unique that a significant relationship was not found for large schools; peer relationships would seem to be important to a principal's job satisfaction in a large district due to the more autonomous and lonely position of a large school principal. It would be most revealing to see if teachers of large high schools feel the same way!

The seventh hypothesis tested for any possibly associations between the Herzberg dissatisfier personal life and principal job satisfaction.

1. A highly significant association existed for large school principals.
2. No significant association existed for small school principals.
3. A highly significant association existed for all principals queried.

It was unusual to see that the work and late hours away from home actually did not reduce the principal's job satisfaction relative to family pressure. Rather, the

findings suggest positive relationships, even among small schools, although they did not prove to be significant.

Surprisingly, no negative relationship was found between the small school principal's personal life and job satisfaction, even though it is generally thought that the individual's privacy is frequently invaded by the closely-knit social structures often found in the small towns. What is even more surprising is the fact that, generally, principals must not find the demands of family pressures to be related to their job satisfaction. Perhaps we asked the wrong questions to measure the pressures of personal life.

The eighth hypothesis tested the relationship between the high school principal's job satisfaction and relationship with subordinates.

1. A significant relationship existed for large school principals.
2. No significant relationship existed between the above cited factors for small school principals.
3. A significant relationship existed between the above cited factors for all principals queried.

As the scores on the administrative style (consideration) scale indicated, large school principals were more considerate. This may indicate that large school principals, as well as all principals queried, are more sensitive to the employees' needs in the school organization. Thus, relationships with subordinates may play an important role. All

of the classifications surveyed showed positive relationships between relationship with subordinates and job satisfaction.

The ninth hypothesis tested for any associations between a principal's job satisfaction and the Herzberg dissatisfier status.

1. No significant association existed for large high school principals.
2. No significant association existed for small high school principals.
3. No significant association existed for all principals sampled.

For all school principals surveyed, a correlation coefficient significant at the .06 level did evolve. However, all of the coefficients were positive, which indicates that status may play a positive rather than a negative role in a principal's job satisfaction.

The tenth hypotheses tested for any association between a principal's job satisfaction and the Herzberg dissatisfier security.

1. No significant association existed for large high school principals.
2. No significant association existed for small school principals.
3. No significant association existed for all school principals surveyed.

From the low correlations indicated, security seems to play an almost negligible role in relation to a principal's

job satisfaction.

From the cited tested hypotheses it was concluded that there are associations between the satisfiers and dissatisfiers of Herzberg. However, there were not as many relationships as anticipated. For the six satisfiers, only achievement and work itself yielded significant relationships. Of all the hypothesized satisfiers, only two paralleled Herzberg's concepts in a public school setting.

For the dissatisfiers, work itself, supervision, relationships with superiors, relationships with peers, personal life, and relationships with subordinates yielded significant results. The uniqueness of these results is that the correlations were of a positive nature, which contradicts the basic negative premises projected by Herzberg.

Fitting Herzberg's factors into the third postulate of Vroom's model can be useful in understanding job satisfaction and in fitting the man to the particular job. There are, however, factors lacking which may be more instrumental in establishing job satisfaction.

The final set of hypotheses was concerned with answering the question: How does secondary school principal job satisfaction relate to administrative style, age, years of experience, ego involvement, and size of school?

Hypothesis one tested for any association between the

principal's job satisfaction and his administrative style.

1. No significant association existed for large high school principals.
2. No significant association existed for small school principals.
3. A significant association existed for all school principals surveyed relative to administrative consideration.

This relationship may be important due to the fact that consideration in administrative style indicates an understanding and empathy for individuals in the school system. If a principal is concerned with and sensitive to the feelings of his employees, it is logical to conclude that this sensitivity has a crucial effect on how he feels about his job.

Hypothesis two tested for any association between a principal's job satisfaction and his age.

1. No significant association existed for large high school principals.
2. No significant association existed for small high school principals.
3. No significant association existed for all principals sampled.

No explanation is available for the lack of significant correlation between age and job satisfaction for any of the schools sampled. Principals of all ages seem satisfied.

Hypothesis three tested for any associations between a principal's job satisfaction and years of experience.

1. No significant association existed for large high school principals.
2. No significant association existed for small school principals.
3. No significant association existed for all principals surveyed.

Hypothesis four tested for any association between a principal's job satisfaction and school size.

1. No significant association existed for large school principals.
2. No significant association existed for small school principals.
3. A highly significant association existed for all school principals queried.

According to the descriptive data in Appendix C, large school principals were generally more satisfied in their jobs as compared to small school principals. Thus, job satisfaction and school size may vary directly.

Hypothesis five tested for any associations between a principals job satisfaction and ego involvement.

1. A significant association existed for large school principals.
2. No significant association existed for small school principals.
3. A significant association existed for all principals surveyed.

According to the descriptive data illustrated in Appendix C, large school principals were generally more satisfied in their jobs as compared to their small school

counterparts. Perhaps one who is more satisfied with his work thinks more about himself in his job. Thus, these significant correlations seem justified.

The additivity of ego involvement associated with job satisfaction related better to the formula than did the cited secondary valences (Herzberg's factors). Thus, along with ego involvement, administrative style (consideration) and size of school materialized as having significant associations with principal job satisfaction.

Correlations of interest were the negative relationships for large school principals involving job satisfaction and age and job satisfaction and experience; as age and experience increase for large school principals, job satisfaction declines. When all principals are considered as a group, a negative relationship continues to exist only between job satisfaction and experience.

Echo Respondents -
Large Schools

The individuals in the principal's social arena (his wife, superintendent, etc.) were used as echo respondents; there was some consensus as to what these individuals thought were pressures on principals' as compared to the principal's views. The pressures ranked first or second as satisfiers (by these groups) for large schools were (1) achievement,

(2) work itself, (3) recognition, and (4) responsibility. In the dissatisfier area, the following pressures occupied the first two positions among all echo respondents: (1) personal life, (2) district policy and administration, (3) relationships with subordinates, and (4) working conditions.

In contrast to the "echo" perceptions, significant correlations revealed that principals perceived the most substantial pressures to be work itself, supervision, relationships with supervisors, personal life, and relationships with subordinates. Principals perceived supervision to be an important pressure which was not among the top choices for the social interactors.

Echo Respondents -
Small Schools

For the small school echo respondents, perceived positive pressures on the principal in the top two rankings were (1) achievement, (2) responsibility, and (3) work itself. The negative pressures were (1) personal life, (2) relationships with subordinates, (3) working conditions, (4) relationships with supervisors, (5) security, and (6) salary. Principals of small schools perceived achievement to be a major pressure.

Echo Respondents -
All Schools

For all schools surveyed, echo respondents perceived the following positive pressures: (1) achievement, (2) responsibility, (3) work itself, and (4) recognition. Negative pressures were (1) personal life, (2) relationships with subordinates, and (3) working conditions.

Principals as a group perceived important associations to job satisfaction to be achievement, supervision, relationships with superiors, relationships with peers, personal life, relationships with subordinates, and status.

Relationships between Administrative Style,
External Pressures and Job Satisfaction
(Large School Principals)

Though not originally hypothesized, the findings in regard to willingness to implement structure and willingness to be considerate of others were interesting. They involved part of the correlational matrix in which the structure and consideration aspects of administrative style were related to the pressures studied and job satisfaction.

Administrative style (structure) correlated with district policy and administration for large school principals with a coefficient of $-.216$. This association seems illogical since an administrator who is more structure-oriented would definitely relate positively to the specific

policy and administrative procedures in a district. Administrative style (structure) also related significantly to relationships with superiors. A possible explanation for this correlation is that an administrator who is organizational-structure minded could have pretty firm ideas of his own on administrative procedures; thus, relationships with superiors might have a negative connotation because superior's wishes could be contrary to the subordinate's ideas.

Within the large-school classification, the relationship between consideration and school size was significant. As school size increases, consideration increases with a correlational coefficient of .213 significant at the .05 level.

Relationships between Administrative Style,
External Pressures and Job Satisfaction
(Small School Principals)

The same correlations for small school principals revealed two highly significant associations: administrative style (structure) and achievement with a coefficient .378 significant beyond the .01 level and administrative style (structure) and personal life with a coefficient of .357 significant beyond the .01 level. Perhaps as individuals tend to be more structure minded, the aspects of achievement and personal life have a greater relationship to the job

satisfaction of these individuals. The dimension of structure characterizes individuals who direct and criticize; possibly, the striving for achievement both with administrative colleagues and at home with the family, may have a relevance to these correlations. Could it be that principals in small schools are "bossy" people?

Highly significant correlations between administrative consideration of small school principals and specific pressures included relationships with growth, a coefficient of .400 significant beyond the .01 level, and relationships with subordinates, a coefficient of .426 significant beyond the .01 level. These findings are consistent with Fleishman's original work with the Leadership Opinion Questionnaire (LOQ).

An individual who had a "considerate" approach to administration would be concerned about the growth of his subordinates on the job as well as his personal relationships with them. It seemed reasonable to assume that "considerate" types would think that their own particular status could improve as a result of emphasis on the personal well-being of everyone in the firm or school. For this reason a significant relationship involving consideration and status was expected.

Relationships between Administrative Style,
External Pressures and Job Satisfaction
(All School Principals)

When all principal-responses were combined, the following significant correlations between administrative structure and pressures occurred: structure with recognition, growth, relationships with superiors, personal life, and school size. Paralleling the returns from small schools, structure and recognition and structure and personal life could logically be correlated as a result of the administrator striving to gain recognition both from administrative colleagues and from his family. Being firm in administrative procedures and expecting efficiency could logically be associated with gaining respect with superiors and with enhancing the possibility of growth by gaining prestige and position as a result of one's administrative approach. Large scale organizations typically have a more formalized and structure-oriented approach to their administrative tasks. Scholars of bureaucracy such as Weber, Blau and Townsend have always contended that the way to rapid promotion for a bureaucrat is to follow the rule book.

For all high school principals surveyed, the following significant relationships were found: administrative style (consideration) and job satisfaction, work itself, growth, relationships with peers, relationships with subordinates,

status, and school size.

It seems logical that one who is consideration-oriented in administration will find satisfaction as a high school principal, especially with the new humanism of high schools in the sixties and seventies. In all sizes of schools, consideration-oriented principals (those concerned about the personal well-being of their colleagues and students) associated work itself, growth, relationships with peers, and relationships with subordinates in their striving for a humanistic approach to administrative policies and procedures. As was mentioned in the discussion of the small school and the consideration-oriented administrator, consideration and status may be related because the administrator, in being so consideration-oriented with his staff and students, may feel that by this approach he is enhancing his status in the organization.

Classification of Major Pressures

A secondary purpose of this study was the development of a classification system showing the major pressures and their contributions to the secondary principal's job satisfaction. With these data and a knowledge of the characteristics of candidates for principalships, better accuracy in matching the men to specific jobs was sought. In the

following openfaced table the top ten factors (from each size classification) are presented. Each has a significant association with job satisfaction. The pressures are in rank order.

<u>Large Schools</u>	<u>Small Schools</u>	<u>All Schools</u>
1. Personal Life	1. Achievement	1. Personal Life
2. Ego Involvement	2. Supervision	2. School Size
3. Consideration	3. Security	3. Relationships with Superiors
4. Relationships with Subordinates	4. Status	4. Security
5. Security	5. Relationships with Superiors	5. Ego Involvement
6. Relationships with Peers	6. Work Itself	6. Consideration
7. Age	7. Experience	7. Achievement
8. Work Itself	8. Age	8. Advancement
9. Structure	9. Working Conditions	9. Supervision
10. Advancement	10. School Size	10. Recognition

Inspection of the lists reveals that the importance of the pressures varies by size of school.

If, for example, an individual aspires to be a small high school principal the pressure to achieve and the various effects of supervision and security will prevail, and will thus affect the individual's job satisfaction positively or negatively. A candidate considering a large-school principalship should know that other principals have found such jobs to have a major influence on their personal lives.

Generally speaking, the job satisfaction of large school principals was predicted by the method used in this study. R^2 could account for 39.1 percent of the common variance and

was able to predict large school principals' job satisfaction two out of five times. Job satisfaction predictability for principals of all schools and small schools was 23 and 34 percent, respectively; predictions were correct only one out of four times for all school principals and one out of three times for small school principals.

Limitations

As in most research, some limitations must be recognized in order to utilize the findings of a study.

1. The size of the sample was 150 principals throughout the state of Iowa. This was approximately thirty percent of the principals in the state. With the usual monetary limitations of doctoral research, it was felt that thirty percent of the population would be adequate to do this type of research justice and to evolve sound results. Seventy-seven percent was the return on principals' responses. This accounted for twenty-five percent of the total principal population in the state of Iowa. Perhaps a thirty or forty percent sample would have made the results more powerful and would be preferred for future satisfaction studies of this nature.

2. The quantification of the factors utilized in this study could have been more specific and the definitions used more appropriate. The factors from which measures were taken often overlapped and were vaguely defined. This resulted from the exploratory nature of the attempt to create an instrument relating various pressures to a principal's job satisfaction.

Possibly future studies in satisfaction could fabricate more quantitative definitions of terms by using more items and personal interviews.

3. In view of the abundance of weak correlations, it is possible that the Herzberg factors may be an incorrect (or a poor) basis for a satisfaction study of this nature. However, some theoretical basis must be assumed when embarking on such a study. Herzberg was chosen due to his extensive research in industrial psychology and job satisfaction. Other factors contributing to satisfaction could be used in further satisfaction studies.
4. Not many statistically valid data were provided by the echo sheets. The echo approach was designed to pinpoint principal's problems qualitatively. After further consideration, it was

felt that the continuous data approach should have been applied to the echo respondents as well as to the principals to see how well their responses related to the principals' perceptions of pressures.

Correlating these various measures would have given far more empirical potency.

5. As was indicated previously, this study was limited to secondary school principals in the state of Iowa with the following school populations: 250-550 and 551-1800. These strata were "most typical" of the school sizes in the state of Iowa. School populations below 250 and above 1800 may reveal some new insights into secondary principals' job satisfaction.
6. Principals may have given socially acceptable answers in this study. Possibly, if a detailed personal interview was implemented a truer picture may have materialized.

SUMMARY AND RECOMMENDATIONS

Summary

The basic problem of this study was to identify negative and positive pressures relating to the high school principal in the state of Iowa. The theoretical foundation of this study was the use of the third postulate of Vroom's model and the job attitude factors of Herzberg. The third postulate of Vroom's model states that job satisfaction is determined by various choices relative to work. An individual is either satisfied or dissatisfied with his work and there are thus specific factors which relate to this satisfaction or dissatisfaction with work. This investigation utilized the satisfiers and dissatisfiers of Frederick Herzberg as the factors which contribute to job satisfaction or dissatisfaction. According to Herzberg, factors such as achievement, recognition, etc. tend to be positive in the individual's job valence (satisfaction) and factors such as company policy and administration, supervision, and working conditions tend to be negative in effect; therefore, hypotheses were generated to test whether Herzberg's satisfiers and dissatisfiers would work in a public school environment and, further, to determine which pressures had the greatest correlation with principal's job satisfaction (either negative or positive).

The first set of hypotheses was generated associating job satisfaction with the following satisfiers of Herzberg: achievement, recognition, work itself, responsibility, advancement, and growth. Each of these hypotheses was tested for principals of large schools (551 - 1800 population), small schools (250 - 550 population), and all schools in the survey. The .05 level of significance was chosen as the cut-off point between significant correlations and nonsignificant ones. The following significant correlations were obtained:

Large Schools	Small Schools	All Schools
Work Itself $r=.294$	Achievement $r=.231$	Achievement $r=.155$

The second set of hypotheses associated the principal's job dissatisfaction with the following dissatisfiers of Herzberg: school policy and administration, supervision, relationships with supervisors, working conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and job security. The following results evolved:

Large High Schools	Small High Schools	All Schools
Personal Life $r=.329$	No significant Relationships	Personal Life $r=.229$
Relationship with Subordinates $r=.263$		Supervision $r=.198$
Supervision $r=.225$		Relationship with Supervisors $r=.194$
Relationship with Supervisors $r=.222$		Relationship with Subordinates $r=.183$
		Relationship with Peers $r=.160$

The third set of hypotheses considered the principal's job satisfaction as a function of administrative style, age, years of experience as a principal, school size, and ego involvement. The significant results were:

Large High Schools	Small High Schools	All Schools
Ego Involvement $r=.221$	No significant relationships	School Size $r=.219$
		Ego Involvement $r=.203$
		Consideration $r=.181$

Fleishman's Leadership Opinion Questionnaire was used to examine preferences for certain administrative styles and pressures. The following relationships were found to be significant at the .05 level.

Large High School Principals	Small High School Principals
Structure and District Policy and Administration $r=.253$	Consideration & Relationships with Subordinates $r=.426$
Structure and Relationships with Superiors $r=-.216$	Consideration and Growth $r=.400$
Consideration and School Size $r=.213$	Structure and Recognition $r=.378$
	Structure and Personal Life $r=.357$
	Consideration and Work Itself $r=.319$
	Consideration and Relationship with Peers $r=.289$
	Consideration and Personal Life $r=.258$
	Consideration and Status $r=.234$

All High School Principals	
Consideration and Relationships with Subordinates	r=.318
Consideration and Growth	r=.258
Consideration and School Size	r=.229
Structure and Relationships with Superiors	r=.201
Structure and Recognition	r=.198
Consideration and Work Itself	r=.192
Consideration and Relationships with Peers	r=.189
Consideration and Status	r=.188
Consideration and Job Satisfaction	r=.181
Structure and Personal Life	r=.174
Structure and School Size	r=.162
Structure and Growth	r=.149

Significant variables found to contribute to the prediction of job satisfaction in the various sized schools are presented in the open table below. A regression technique was utilized to predict the job satisfactions for principals in the various sized schools. The following variables are contributors to job satisfaction:

Large Schools	Small Schools	All Schools
1. Personal Life	1. Achievement	1. Personal Life
2. Ego Involvement	2. Supervision	2. School Size
3. Consideration	3. Security	3. Relationships
4. Relationships	4. Status	with Superiors
with Subordinates	5. Relationships	4. Security
5. Security	with Superiors	5. Ego Involvement
6. Relationships	6. Work Itself	6. Consideration
with Peers	7. Experience	7. Achievement
7. Age	8. Age	8. Advancement
8. Work Itself	9. Working	9. Supervision
9. Structure	Conditions	10. Recognition
10. Advancement	10. School Size	

Recommendations for Further
Research

1. This study should not be replicated in its present form. More quantified factors and a continuous approach for the echo respondents may be desirable for any further research in this area. Personal interviews of administrators should be undertaken to specifically quantify satisfiers and dissatisfiers.
2. Other individuals in the educational social arena such as teachers, students, board members, etc., should be analyzed in terms of problems and factors contributing to their satisfaction or dissatisfaction with educational jobs.
3. A study should be undertaken involving both "satisfied" and "dissatisfied" principals to determine what factors contribute to their particular states as principals.
4. Principals leaving their positions for the superintendency should be studied to see what factors or pressures prompted their move.
5. An analysis of "dissatisfied" teachers who have become administrators should be implemented to perceive changes in these individuals after they become administrators.

6. Personal life pressures should be analyzed using the qualifications of young married principals and older married principals to determine relationships, if any, between length of marriage, presence of children and "family pressure" for a principal.

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APPENDIX A

Letter to Administrator Concerning Research
Project

IOWA STATE
UNIVERSITY

Telephone 515-294-5450

March, 1973

Dear Fellow Administrator:

The College of Education, Iowa State University, is conducting a project involving the identification and analysis of pressures on the secondary school principal relative to his job satisfaction. In order to accomplish this, we ask for your help. We believe that secondary principals are faced with many new problems and pressures which demand that professors do a much better job of making the prospective principal aware of these problems thus having better prepared and more informed administrators.

You are one of one hundred and fifty secondary principals in the state of Iowa selected to help us understand the principal's problems. This study is the first of its kind involving the many factors contributing to job satisfaction in the secondary school environment and the results hopefully will be of value to you as well as secondary principal's associations and universities. The first questionnaire has twenty one questions and the Leadership Opinion Questionnaire has forty.

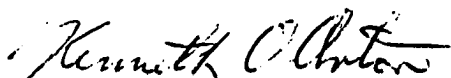
The questionnaires appear long but after reading through them, the whole process should not exceed thirty minutes of your time.

The final task is an "echo" technique which will provide insights into a school's pressure factors as perceived by your several publics.

Please give one of the "echo" sheets to your superintendent, Board president, teacher association president, student body president and your wife for completion. The information received by these investigators will be confidential. In multiple high school districts, some of the "echo" sheets will be missing due to prevention of replication of responses from the superintendent, Board president and teacher association president.

Your prompt response will be greatly appreciated. Check the box on the questionnaire if you wish a complete report of our findings. Thank you.

Very truly yours,



Kenneth O. Anton
(Principal Investigator)



Richard P. Manatt
Section Leader
Educational Administration

APPENDIX B

Iowa Secondary Principal's Survey,
March, 1973

Principal's Name

District's Name

Check box at left if you
wish results of this
study mailed to you.

IOWA SECONDARY PRINCIPAL'S SURVEY MARCH, 1973

Your Perception of Factors Affecting
Your Job Satisfaction in Your High School

A. Personal Information

1. What is your age? _____ Years.
2. How long have you been a principal? _____ Years.

Indicate your response by placing one score which best describes your feeling in the space provided at the left. The descriptions are guidelines of possible positions on a continuum of 1-99. Your individual score may be somewhere between these positions.

- ___ 3. Your overall feeling about your job is:

99 Very satisfied
 ↑ Satisfied
 ↑ No feeling one way or the other
 ↓ Dissatisfied
1 Very dissatisfied
- ___ 4. How often do you think about yourself as a secondary principal?

99 Always
 ↑ Often
 ↑ Occasionally
 ↓ Seldom
1 Never
5. What is the size of your high school? (check one)

___ 250-550 ___ 551-1800 pupils.

B. General Information

- ___ 1. To what degree does your job satisfaction depend upon the amount of achievement you will have as a secondary principal?

Achievement - The successful accomplishments of the varied tasks associated with the job of secondary principal.

Indicate your response by placing one score which best describes your feeling in the space provided at the left. The statements are guidelines of possible positions on a continuum of 1-99. Your individual score may be somewhere between these positions. These instructions are assumed for the remaining questions in Section B.

99 I feel that the more achievement I perceive in my work the more job satisfaction I have as secondary principal.

I feel that achievement in the job of the secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that the factor of achievement I perceive in the job of secondary principal affects one way or another the amount of job satisfaction I have.

I feel that the amount of achievement I perceive has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that the amount of achievement I perceive has definitely reduced the amount of job satisfaction I have as a secondary principal.

2. To what degree does your job satisfaction depend upon the amount of recognition you will have as a secondary principal?

Recognition - The acknowledgement, approval and gratitude given to an individual by persons in his social arena for his efforts in accomplishing a particular task or objective.

99 I feel that the more recognition I feel I am gaining in my work, the more job satisfaction I have as a secondary principal.

I feel that recognition in the job of the secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that the factor of recognition in the job of the secondary principal affects one way or another the amount of job satisfaction I have.

I feel that the amount of recognition I receive has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that the amount of recognition I receive has definitely reduced the amount of job satisfaction I have as a secondary principal.

3. To what degree does your job satisfaction depend upon the work itself you will have as a secondary principal?

Work Itself - Basic elements of the principal's job such as routine or varied tasks, tasks that are challenging opposed to boring and the level of difficulty such as work being too easy or too difficult.

99 I feel that my perception of the work itself increases the job satisfaction I have as a secondary principal.

I feel that the work itself in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that the factor of the work itself as I perceive it in the job of the secondary principal affects one way or another the amount of job satisfaction I have.

I feel that the work itself as I perceive it has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that the work itself as I perceive it has definitely reduced the amount of job satisfaction I have as a secondary principal.

4. To what degree does your job satisfaction depend upon the amount of responsibility you will have as a secondary principal?

Responsibility - Being accountable for duties prescribed.

99 I feel that the more responsibility I have in my work, the more job satisfaction I have as a secondary principal.

I feel responsibility in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that the factor of responsibility I perceive in the job of secondary principal affects one way or another the amount of job satisfaction I have.

I feel that responsibility has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that responsibility has definitely reduced the amount of job satisfaction I have as a secondary principal.

5. To what degree does your job satisfaction depend upon the amount of advancement you will have as a secondary principal?

Advancement - Process of moving forward in the job, gaining more responsibility, salary and knowledge.

99 I feel that the opportunity for advancement in my work as a secondary principal increases my job satisfaction.

I feel that advancement in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that advancement in the job of secondary principal affects one way or another the amount of job satisfaction I have.

I feel advancement has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel advancement has definitely reduced the amount of job satisfaction I have as a secondary principal.

6. To what degree does your job satisfaction depend upon the amount of growth you will have as a secondary principal?

Growth - Continuing training, development and enrichment on the job to improve the principal in his work.

99 I feel that the more opportunity for growth I have in my job as secondary principal, the more job satisfaction I have.

I feel opportunity for growth in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that growth in the job of secondary principal affects one way or another the amount of job satisfaction I have.

I feel that growth in the job of secondary principal has partially reduced the amount of job satisfaction I have.

1 I feel that growth in the job of secondary principal has definitely reduced the amount of job satisfaction I have.

7. To what degree does your job satisfaction depend upon the district policy and administration you will face as a secondary principal?

District Policy and Administration - The methods and approaches utilized by the district to realize its goals and objectives.

99 I feel that district policy and administration in my work as secondary principal have increased my job satisfaction.

I feel that district policy and administration in the job of secondary principal are important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that district policy and administration affect one way or another the amount of job satisfaction I have.

I feel district policy and administration have partially reduced the amount of job satisfaction I have as a secondary principal.

— I feel district policy and administration have definitely reduced the amount of job satisfaction I have as a secondary principal.

- 8. To what degree your job satisfaction depend upon the supervision you will have as a secondary principal?

Supervision - Direction, management and consultative efforts put forth by superiors to help the secondary principal accomplish school district objectives.

99 I feel that supervision in my work as secondary principal increases my job satisfaction.

I feel that supervision in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think that supervision in the job of secondary principal affects one way or another the amount of job satisfaction I have.

I feel that supervision has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that supervision has definitely reduced the amount of job satisfaction I have as secondary principal.

- 9. To what degree does your job satisfaction depend upon the relationships with supervisors you will have as a secondary principal?

Relationship with Supervisors - The working and personal relationships between the principal and his immediate superiors.

99 I feel that relationship with superiors in my work as secondary principal increases my job satisfaction.

I feel that relationship with supervisors in my work as a secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

↑ I do not think that relationship with superiors affects one way or another the amount of job satisfaction I have.

I feel that relationship with supervisors has partially reduced the amount of job satisfaction I have as secondary principal.

1 I feel that relationship with supervisors has definitely reduced the amount of job satisfaction I have as secondary principal.

10. To what degree does your job satisfaction depend upon the working conditions you will have as a secondary principal?

Working Conditions - Aspects of work in the immediate secondary school environment such as school facilities and amount of work for the secondary principal.

99 I feel that working conditions in the job of secondary principal increase my job satisfaction.

↑ I feel that working conditions in the job of secondary principal are important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think working conditions affect one way or another the amount of job satisfaction I have.

I feel that working conditions have partially reduced the amount of job satisfaction I have as secondary principal.

1 I feel that working conditions have definitely reduced the amount of job satisfaction I have as secondary principal.

11. To what degree is your job satisfaction related to the amount of the salary you will have as secondary principal?

Salary - The monetary remuneration for principal's services rendered to the school district in the capacity of administrative head of the secondary school.

99 I feel that salary in the job of secondary principal increases my job satisfaction.

I feel that salary in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think salary affects one way or another the amount of job satisfaction I have.

I feel that salary has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that salary has definitely reduced the amount of job satisfaction I have as a secondary principal.

12. To what degree does your job satisfaction depend on relationships with peers you will have as a secondary principal?

Relationship with Peers - The working and personal relationship between the secondary principal and other principals in the system.

99 I feel that relationship with peers in the job of secondary principal increases my job satisfaction.

I feel that the relationship with peers is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think the relationship with peers affects one way or another the amount of job satisfaction I have.

I feel that the relationship with peers has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that the relationship with peers has definitely reduced the amount of job satisfaction I have as a secondary principal.

13. To what degree does your job satisfaction relate to the personal life you will have as a secondary principal?

Personal Life - The state of distress or contentment placed on the secondary principal due to his family's reactions to elements of his vocation. These elements of reaction might include late hours away from home, responsibilities put on the principal by the school and community taking time away from family activities and home life. Social and civic responsibilities of the family commensurate to the principal's social status is another source of pressure.

99 I feel that my personal life relative to the job of secondary principal increases my job satisfaction.

I feel that my personal life relative to the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think my personal life affects one way or another the amount of job satisfaction I have.

I feel that my personal life has partially reduced the amount of job satisfaction I have.

1 I feel that my personal life has definitely reduced the amount of job satisfaction I have as a secondary principal.

14. To what degree does your job satisfaction depend upon the relationships with subordinates you will have as a secondary principal?

Relationship with Subordinates - The working and personal relationship between the secondary principal and lower status personnel in his school.

99 I feel that the relationship with subordinates in the job of secondary principal increases my job satisfaction.

I feel that the relationship with subordinates is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think the relationship with subordinates affects one way or another the amount of job satisfaction I have.

I feel that the relationship with subordinates has partially reduced the amount of job satisfaction I have as a secondary Principal.

1 I feel that the relationship with subordinates has definitely reduced the amount of job satisfaction I have as a secondary principal.

15. To what degree does your job satisfaction depend upon the amount of status you will have as a secondary principal?

Status - The condition or position with regard to rank in the school district.

99 I feel that my status relative to the job of secondary principal increases my job satisfaction.

I feel that my status relative to the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

I do not think my status affects one way or another the amount of job satisfaction I have.

I feel that my status has partially reduced the amount of job satisfaction I have.

1 I feel that my status has definitely reduced the amount of job satisfaction I have as a secondary principal.

16. To what degree does your job satisfaction depend upon security you will have as a secondary principal?

Security - The level of assurance of remaining in the position of secondary principal in a particular school district.

99 I feel that my security in the job of secondary principal increases my job satisfaction.

I feel that my security in the job of secondary principal is important relative to job satisfaction but my job satisfaction relates to other factors as well.

↑ I do not think my job security affects one way or another the amount of job satisfaction I have.

I feel that my security has partially reduced the amount of job satisfaction I have as a secondary principal.

1 I feel that my security has definitely reduced the amount of job satisfaction I have as a secondary principal.

Job Satisfaction Factor "Echo" Sheet

Superintendent
 Board President
 Student Body
 President
 Principal's Wife
 Teacher Association
 President
 Please check one of the
 above

 School District Name

In attempt to improve the practice of secondary administration in the state of Iowa, a secondary principal in each of 150 school districts has been asked to indicate his job satisfaction and factors contributing to a negative or positive attitude towards his job. To sharpen this study, the district superintendent, the Board of Education president, the student body president, the principal's wife and the teacher association president have been asked to check the three most important factors having a negative or positive effect on the principal's job. Kindly check three factors below which you feel have the most effect on the principal's job satisfaction in your school. Indicate next to your check if the effect is negative or positive. The factors are defined in general terms.

- Achievement - The successful accomplishments of the varied tasks associated with the job of secondary principal.
- Recognition - The acknowledgement, approval and gratitude given to an individual by persons in his social arena for his efforts in accomplishing a particular task or objective.
- Work Itself - Basic elements of the principal's job such as routine or varied tasks, tasks which are challenging as opposed to boring and the level of difficulty such as work being too easy or too difficult.
- Responsibility - Being accountable for duties prescribed.
- Advancement - The process of moving forward in the job, gaining more responsibility, salary and knowledge.
- Growth - The continued training, development and enrichment on the job to improve the principal in his work.

- — District Policy and Administration - The methods and approaches utilized by the district to realize its goals and objectives.
- — Supervision - Direction, management and consultative efforts put forth by superiors to help the secondary principal accomplish school district objectives.
- — Relationship with Supervisors - The working and personal relationship between the principal and his immediate superiors.
- — Working Conditions - Aspects of work in the immediate secondary school environment such as school facilities and amount of work for the secondary principal.
- — Salary - The monetary remuneration for principal's services rendered to the school district in the capacity of administrative head of the secondary school.
- — Relationship with Peers - The working and personal relationship between the secondary principal and other principals in the system.
- — Personal Life - The state of distress or contentment placed on the secondary principal due to his family's reactions to elements of his vocation. These elements of reaction might include late hours away from home, responsibilities put on the principal by the school and community taking time away from family activities and home life. Social and civic responsibilities of the family commensurate to the principal's social status is another source of pressure.
- — Relationship with Subordinates - The working and personal relationship between the secondary principal and lower status personnel in his school.
- — Status - The condition or position with regard to rank in the school district.
- — Security - The level of assurance of remaining in the position of secondary principal in a particular school district.

APPENDIX C

Table C1. Mean responses of principals to job satisfaction and dissatisfaction items classified by school size

Factor	Large School Principal		Small School Principal		All Principals	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Job Satisfaction	83.6	13.5	78.1	13.5	81.1	13.7
Achievement	81.5	13.9	84.1	12.6	82.7	13.7
Recognition	69.8	15.5	72.2	13.4	70.9	14.6
Work itself	70.1	17.7	73.8	12.9	71.7	15.8
Responsibility	78.3	12.9	81.5	11.9	79.7	12.6
Advancement	69.4	18.7	73.0	18.8	71.0	18.7
Growth	77.1	17.8	79.1	14.6	78.0	16.4
District Policy and Administration	66.1	21.5	68.6	23.1	67.2	22.2
Supervision	64.2	19.5	67.5	19.3	65.7	19.4
Relationship with Superiors	75.2	22.2	76.9	20.7	75.9	21.5
Working Conditions	74.4	14.7	75.7	18.7	75.0	16.6
Salary	73.2	16.7	73.4	18.5	73.3	17.4
Relationship with Peers	71.7	17.7	71.1	20.8	71.4	19.1
Personal Life	72.1	18.0	68.7	25.2	70.6	21.5
Relationship with Subordinates	83.6	11.4	80.6	16.5	82.3	13.9
Status	68.5	14.9	65.6	17.4	67.2	16.1
Security	70.8	17.5	71.1	21.8	70.9	19.4

Responses range from: 0=not an influence on job satisfaction
99=great influence on job satisfaction

Table C2. Mean scores and standard deviations of secondary principals' age, experience, ego involvement, administrative style and school size classified by school size

Factor	Large School Principal		Small School Principal		All Principals	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Age	44.5	7.1	39.9	7.0	42.5	7.4
Experience	11.2	6.3	7.8	6.2	9.7	6.4
Ego Involvement	72.3	19.9	72.3	21.5	72.3	20.6
Administrative Style (Structure)	45.3	6.7	43.8	6.6	44.7	6.7
Administrative Style (Consideration)	57.1	5.3	54.6	7.4	55.9	6.4
School Size	945.4	396.4	318.8	58.3	664.5	430.8

PLEASE NOTE:

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