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A Study of Perceived Job Satisfaction Among Middle School and High School Principals in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey

Beth A. Bournias

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**A STUDY OF PERCEIVED JOB SATISFACTION AMONG MIDDLE SCHOOL
AND HIGH SCHOOL PRINCIPALS IN SPECIFIC DFG GROUPINGS IN
HUNTERDON AND SOMERSET COUNTIES IN NEW JERSEY**

BY

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**Submitted in partial fulfillment of the requirement of the Degree of Doctor of
Education
Seton Hall University
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ABSTRACT

A STUDY OF PERCEIVED JOB SATISFACTION AMONG MIDDLE SCHOOL AND HIGH SCHOOL PRINCIPALS IN SPECIFIC DFG GROUPINGS IN HUNTERDON AND SOMERSET COUNTIES IN NEW JERSEY

BETH A. BOURNIAS

The purpose of this research was to investigate the perceived level of job satisfaction of public middle school and high school principals in Hunterdon and Somerset Counties in New Jersey. This research was guided by the following research questions: What, if any, differences exist between the level of job satisfaction between the principals in Hunterdon and Somerset Counties in New Jersey, the impact of school size upon the job satisfaction, the impact of the District Factor Grouping upon job satisfaction, differences, if any, between gender and job satisfaction, intrinsic and extrinsic job satisfaction, and the differences, if any between the level of job satisfaction between superintendents, middle school, and high school principals in Hunterdon and Somerset Counties in New Jersey.

The research conducted utilized quantitative measures to determine findings. The Minnesota Satisfaction Questionnaire – Short Form was used to gather data from the respondents, as well as a demographic survey.

The response to the research questions showed a relatively high level of job satisfaction. In addition, the responses have supported previous research in this area. One area of significant difference was related to the District Factor Grouping and level of job satisfaction.

The majority of middle school and high school principals were satisfied with most aspects of their jobs as noted from the responses to the Minnesota Satisfaction Questionnaire.

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Chapter 1

Introduction

“There once was a time – in reality or at least in myth-when a principal’s job was easier. A relatively homogeneous group of students came to school motivated to learn. Parents supported teachers and made sure that students’ homework assignments were done. Deeply committed teachers chose the profession out of a sincere dedication to making a difference. The school building itself was a centerpiece and symbol for the community. Many principals enjoyed a level of moral authority equivalent to that of a parish priest or a local sage. The principal during this period was the inspiration and the symbol for the school, and sometimes for the entire community” (Deal & Peterson, 1994).

Throughout the course of American history, the educational system in which our children are placed has continually evolved, from the one room school house to the mammoth structures that today house thousands of students. As the schools have changed, so has the role of the principal. Before the 1980’s principals were judged by their ability to manage school operations with businesslike efficiency reminiscent of the scientific management movement. Callahan (1962) surmised that prior to 1950, the work of the principal was characterized by an orientation toward instructional management. In fact, Callahan (1962) suggested that by 1925 the “business-managerial conception of administration was firmly established” (p.246). The past 30 years have witnessed the role and responsibilities of the principal evolve into more of an instructional leader and less of a manager. This evolution has led researchers to investigate the relationship

between the changing role of the principal and the job satisfaction principals feel based upon these changing roles.

The Problem

The public school principal has recently been faced with an ever increasing job description and the forecast is that these job responsibilities are not going to decrease. One of the problems is that school reform now focuses on administration, from the federal mandates now in place such as No Child Left Behind (NCLB), testing accountability, adequate yearly progress, and the highly qualified teacher status. These federal mandates funnel down to the state level where initiatives are designed to determine how the federal mandates will be met. Finally, at the district level, these extra responsibilities are placed upon the school principal. All of the extra responsibilities placed upon principals today are items that have an effect on job satisfaction and how the job is viewed. Interestingly, there has been little research completed that discusses the impact of these increased job responsibilities and job satisfaction/dissatisfaction.

Background of the Problem

Cuban (1988) shared that “for most of the twentieth century, successful principals supervised teachers, managed the school, and attended to public relations.” The National Association of Secondary School Principals share that “principals today are dealing with increased job stress, inadequate school funding, balancing school management with instructional leadership, new curriculum standards, educating an increasingly diverse student population, shouldering responsibility that once belonged at home or in the community, and then facing possible termination if their schools don’t show instant

results. Increased responsibilities without incentives have sorely hampered school districts in their ability to attract quality candidates” (2000). These new responsibilities have caused increased principal stress, burnout, and, in some cases, early retirement. Smith-Stevenson (1994) felt that “frustration can develop if the principal feels controlled by the job rather than in control of it.” Cedoline (1982) echoes Smith-Stevenson by stating that to switch rapidly and repeatedly from one role and behavior to another is stressful and exhausting.” In addition, Matteson & Ivancevich (1987) found that chronic job stress was associated with negative affects, less job satisfaction, higher job absenteeism and higher job turnover.

Malinowski, in his 1999 dissertation, quoted Maher as stating “The problem of job satisfaction is one of major importance in the United States.” Clark (1995) felt that “job satisfaction research and the ensuing studies have had an interesting history. Such studies have been in progress for about 50 years, and the questionable relationship between satisfaction and performance continues to intrigue researchers.” Brayfield & Crockett (1955) have discussed research on job satisfaction and felt that further research should be conducted to determine if there is a relationship between the variable of job satisfaction and performance. The job responsibilities of the principal have increased and many feel that they do not have the time, and/or resources to adequately perform their job. This could be a factor that leads to both decreased job productivity, as well as decreased job satisfaction, though Chapman & Chapman (1969) felt that there was an “illusionary correlation” between the variables. They contended that, intuitively, we believe the two variables are interrelated, but in fact they are not. These findings do not

take into effect the change we have witnessed in the field of educational administration over the past decades.

Purpose of the Study

The purpose of this study was to (a) investigate the perceived level of job satisfaction of public middle school and high school principals in Hunterdon and Somerset Counties in New Jersey; (b) determine if there was an impact between school district size and district factor grouping and job satisfaction; (c) determine if gender impacted job satisfaction; (d) determine if there were differences between middle school and high school principals in Hunterdon and Somerset Counties in New Jersey in relation to job satisfaction; (e) determine the levels of intrinsic and extrinsic job satisfaction and if there were differences between middle and high school principals in Hunterdon and Somerset Counties in New Jersey; (f) determine if there were differences between middle and high school principal job satisfaction and superintendent job satisfaction in Hunterdon and Somerset Counties in New Jersey.

Research Questions

1. What is the perceived level of job satisfaction among middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
2. What, if any, differences exist between the level of job satisfaction between middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

3. What impact does school size have upon the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
4. What impact does the District Factor Grouping (DFG) have in the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
5. What, if any, differences exist between job satisfaction and gender of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
6. What is the perceived level of intrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
7. What is the perceived level of extrinsic job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
8. What, if any, differences exist between the level of job satisfaction between superintendents, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

Significance of the Study

Due to the increasing demands on the school principal, many districts are finding that there is a shortage of qualified people interested in obtaining a job as a school administrator. A 1998 study conducted by the National Association of Elementary

School and Secondary School Principals reported that principal vacancies are expected to rise from 10% to 20% through 2006. McKay (1999) shared that qualified, experienced principals are getting harder to find regardless of district incentives, location, or size. In addition, McKay (1999) found six main reasons emerging for the lack of interest in the position of principal: the principalship does not pay enough; the job requires too much time; principals are held accountable for test scores that link the principal job with student achievement; the job comes with accountability for solving social problems, such as decaying family structures and school violence; and that fact that principals receive little or no support from the central office. The question remains as to the role job satisfaction plays in the retention/lack of interest in the job of a school principal. Cameron (1978) felt that administrator satisfaction is used as an indicator or organizational effectiveness, which could have an impact on the current shortage of administrators. In terms of job satisfaction, Malone, et.al (2001) felt that that high job satisfaction is a necessary ingredient for high performance and that identification of the variables within the principal's job that serve as motivators may be the key to understanding the high degree of satisfaction that many principals report.

This study is important in that it will add to the current knowledge base relating to the perceived job satisfaction of the secondary principal. O'Malley's 2004 dissertation, "A Study of Perceived Job Satisfaction Factors Among Superintendents in Two New Jersey Counties" gives the researcher a point of comparison due to the fact that this study will focus on the secondary principals in the same two New Jersey Counties and will allow the researcher to compare the results of this survey with that of O'Malley.

Limitations of the Study

There are several limitations that should be taken into account within this study:

1. This study did not rely on every District Factor Grouping (DFG) available in New Jersey. For the purposes of this study, the outliers (A and J) were not included in the sample.
2. Inclusion within a particular social or ethnic group may impact job satisfaction and those areas were not considered in this study.
3. The survey used in this research is self-reporting. Because of this, the researcher cannot account for total truthfulness from the subjects who completed the questionnaire.
4. This study was limited to middle school and high school principals in public schools in Hunterdon and Somerset Counties. From the District Factor Grouping that are included in this survey, only 32 were surveyed. This could affect the findings of the study.

Delimitations of the Study

There are several delimitations that should be noted in relation to this study:

1. Only specific District Factor Groupings (DFG) were included in this study. The researcher chose to exclude those DFG's that would be considered outliers and possibly skew the results of the survey.

2. The study was delimited to only middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. Assistant principals were not included in this study.
3. Secondary districts, as defined by the researcher include 4-8 districts, 5-8 districts, 5-6 districts, 6-8 districts, 7-12 districts, and 9-12 districts. For the purposes of this study, 7-12 districts will be considered high school.

Definition of Terms

For the purpose of the research study, the following terms will be defined as the following:

- District Factor Grouping – information obtained from the New Jersey Department of Education shares that the District Factor Groups (DFG) were first developed in 1975 using data from the 1970 decennial census. The DFG's have been updated twice since that time. Specifically, the District Factor Groups provide a way of classifying the school districts in New Jersey based on their socioeconomic status (SES). The District Factor Groupings are calculated using the following six variables:
 1. The percent of adults with no high school diploma.
 2. The percent of adults with some college education
 3. Occupational status
 4. Unemployment rate
 5. Percent of individuals in poverty
 6. Median family income.

Currently, the number of school districts in New Jersey in each DFG are as follows:

A = 35
 B = 78
 CD = 75
 DE = 100
 FG = 87
 GH = 78
 I = 105
 J = 15

It is noted that that several of the school districts surveyed for this study have had a change in the District Factor Grouping for the county in which the schools

reside.(New Jersey Department of Education,
<http://www.state.nj.us/njded/finance/sf/dfgdesc.shtml>).

- Extrinsic Satisfaction – Satisfaction that comes from factors/reinforcers in the work environment that are inherent in the work itself (Weiss, et al., 1977).
- Gender – The sex of the principal (male/female).
- High School – grades 7-12, 9-12.
- Intrinsic Satisfaction – Satisfaction that comes from factors/reinforcers in the work environment that are extraneous to the work itself (Weiss, et al., 1977).
- Job Satisfaction – “A pleasurable or positive emotional state resulting from the self-appraisal of one’s job or job experience” (Locke, 1976).
- Middle School – grades 4-8, 5-6, 5-8, or 6-8.
- NCLB – No Child Left Behind
- Rural School Districts – characteristics include geographic isolation, small size, pride of their values (Walters, 2000).
- Years in Position - The number of years that the principal has been in the current position of principal within the school district.

Organization of the Study

This research study is organized into five chapters. Chapter I presents the problem that is to be studied by the researcher, along with the research questions that will be answered through the survey. Chapter II presents a Review of the Literature that focuses upon job satisfaction of the principal. Also included is a review of the literature that discusses extrinsic and intrinsic motivation as it relates to job satisfaction. Chapter III focuses on the methodology of the study. Specifically, the sample used in the study, the survey instrument used as well as its reliability and validity, and how the researcher will

statistically analyze the collected data is discussed in this chapter. Chapter IV contains the analysis of the data collected. Chapter V contains a summary of the results, along with recommendations based upon the research findings. Also included in this chapter are recommendations for further research.

Chapter II

Review of the Related Literature

“For the past several decades, job satisfaction research has focused predominately on two goals: discovering the causes of satisfaction, and looking for the effects of satisfaction and dissatisfaction on specific types of actions such as productivity or turnover” (Gruneberg, 1979). Though job satisfaction has been studied, surprisingly little attention has been given to the specific case of job satisfaction among school administrators (Gaziel, 2001). As the job description of the administrator continues to change, so to will job satisfaction and the factors that can either cause job satisfaction or job dissatisfaction.

This Literature Review will focus on the following areas: theories and concepts of job satisfaction, changing roles of administrators, and factors that account for the current shortage of administrators in the workforce.

Theories and Concepts of job Satisfaction

To define general job satisfaction, one may wish to refer to the definition by Weiss, Dawis, England, & Lofquist (1977), which states that general job satisfaction is an indicator that represents the individual worker’s appraisal of his satisfaction or dissatisfaction with the work environment. This definition leads one to believe that job satisfaction can be viewed as a personal view and that is could be somewhat difficult to study.

There are many who feel that the formal study of job satisfaction did not start until the Hawthorne studies in the early 1930's (Hoy & Miskel, 2001). Rothlisberger & Dickson (1939) reported on a study that involved three experiments aimed at the relationship of quality and quantity of light and its effect on efficiency/satisfaction in the workplace. The results were unique in that "employee output was not primarily related to lighting conditions; and too many variables had not been controlled in the experiments" (Hoy & Miskel, 2001). The results warranted further study and Mayo and Rothlisberger continued the research by studying the effect of working conditions on productivity. According to Malanowski (1999), at the beginning of the experiment, workers were organized into groups with incentive pay awarded to individuals based on the entire group's performances, and it was found that productivity increased even as changes were introduced and even when all factors were returned to their original state. There appeared to be more to productivity than money and working conditions. The Hawthorne studies made it clear that worker's behaviors didn't conform to official job requirements, but rather, informal organizations developed that affected job performance. Hoy and Miskel (2001) concur that "the human relations approach tempered the scientific managers' concentration on organizational structure with an emphasis on employee motivation and satisfaction and group morale.

Ulriksen (1996) proposed that, because of the influence of behaviorists on the field of psychology, little research had been done concerning job satisfaction and that many psychologists avoided this research because it was felt that the concept of satisfaction was an internal subjective state that was best reported by the people experiencing it. Coon (1980) took this feeling one step further and stated that due to the

fact that there was no theory stating causal relationships, the research done on job satisfaction looked for the simple fact of relationships among the variables.

In order to be satisfied, one must have certain needs met. Some of these needs are extrinsic, while others are intrinsic. Bolman and Deal (1997) feel that this concept of need is controversial. They share that some theorists argue that the idea of need is too vague and refers to something that is difficult to observe, while other theorists believe that whatever needs people might have are so variable and so strongly influenced by the environment that the concept provides little help in explaining how they behave (p.103). In fact, Frederick Taylor surmised that a worker who accepted the scientific management philosophy and received the highest possible earnings with the least amount of fatigue would be satisfied and productive (Locke, 1976).

Abraham Maslow (1954) was an existential psychologist who developed a hierarchy of needs. His premise was that there are five categories of needs: (1) physiological – our basic needs; (2) safety; (3) belongingness; (4) esteem; and (5) self-actualization. Maslow felt that as the needs build upon each other and that only once the basic needs are met, will one moves to the higher level needs, such as self-actualization. Maslow once stated that “the human being is a wanting animal and rarely reaches a state of complete satisfaction except for a short time”. Bolman and Deal (1997) suggest that though Maslow’s view is still widely accepted and influential among managers, attempts to validate his theory have proven to be inconclusive. Hopkins (1983) also feels that needs exist and that people generally view job satisfaction as resulting from the fit between these individual needs and the job and its environment. Gawel (1997) suggests that placing esteem as a lower order need than self-actualization does not seem to hold in

the case of teachers and that administrators may need to focus more closely on the esteem needs of the staff. There is a possibility that the same holds true for administrators and superintendents as well.

It was Douglas Mc Gregor, who, in 1960, used Maslow's human needs to develop what has come to be known as Theory X and Theory Y. He built upon those basic needs by, according to Bolman and Deal (1997), adding another central idea: that managers' assumptions about people tend to become self-fulfilling prophecies. In essence, Theory X assumes that there are beliefs that most subordinates, or workers, are more passive and would prefer to be led. In addition, they tend to resist change. In his discussion of Theory Y, McGregor felt that "the essential task of management is to arrange organizational conditions so that people can achieve their own goals best by directing their efforts toward organizational rewards" (McGregor, 1960, p.61). This relates to job satisfaction in that if people in an organization are resistant to change, administration is forced to rely on the Theory X type of management which involves tight controls, while if people in an organization are relatively happy and interested in their job, Theory Y type management style may be used so that job satisfaction is met. Bolman and Deal (1997) propose that McGregor's early efforts "helped lay the foundation of the human resources frame", and that this frame "regards people's skills, attitudes, energy, and commitment as vital resources capable of either making or breaking an enterprise".

Chris Argyris and his viewpoint was quite similar to that of Mc Gregor in that he "saw a basic conflict between human personality and the way in which organizations are typically structured and managed" (Bolman & Deal, 1997, p.106). Argyris discussed what researchers refer to as "self-actualization trends". Simply put, this trend discusses

how people move from a more dependent state to that of independence. Encompassed in this self-actualization trend are the thoughts that children are more on the dependent end of the spectrum, with narrow interests, short time focus on those interests, and greater impulsivity. Adults, on the other hand, fall more toward the independent state, with a broader range of interest, long range plans, and more self-awareness and self control. Both McGregor and Argyris felt that organizations, more often than not, treated their employees as children, placing them in the dependent spectrum of the self-actualization trend. Argyris contended that as superiors treated the workers in this manner, employees met their frustrations and job satisfaction/dissatisfaction by performing in the following ways (Bolman & Deal, 1997):

1. They withdraw – through chronic absenteeism or simply by quitting.
2. They stay on the job but withdraw psychologically, becoming indifferent, passive, and apathetic.
3. They resist by restricting output, deception, featherbedding, or sabotage.
4. They try to climb the hierarchy to better jobs.
5. They form groups (such as labor unions) to redress the power imbalance.
6. They socialize their children to believe that work is unrewarding and hopes for advancement are slim.

Bolman and Deal (1997) stated that Argyris predicted that industry would eventually demotivate even the most committed workforce unless management practices changed.

Hopkins (1983), through her definitions of job satisfaction, also discusses the idea that Locke (1969) rejects the concept of needs as established by Maslow. Locke's view was that job satisfaction as being caused primarily by the interaction of one's values and

one's perceptions of the job and its environment rather than being caused primarily by needs. Schneider and Alderfer (1973) also criticized Maslow's hierarchy of needs theory citing the lack of empirical proof to support the existence of a hierarchy or even some of the needs themselves (Malanowski, 1999).

Frederick Herzberg also proposed a theory relating to the job factors that motivate employees. After interviewing employees and discussing the best and worst work experiences, he developed the terms "motivators" and "hygiene factors" to describe the items discussed in the interviews. Motivators deal mostly with the work itself while hygiene factors cluster around the work context (Bolman and Deal, 1997, p.130).

According to Bolman and Deal (1997) motivators focused on terms such as achievement, recognition, responsibility, advancement, and learning, while hygiene factors focused on company policy and administration, supervision, and working conditions. In terms of Herzberg's paradigm, Gawel (1997) stated that "according to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. In contrast, Gawel (1997) stated that the motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level. F.D. Tutor, along with the Tennessee Career Ladder Program completed research as it related to Herzberg's work. The focus in this study was on teachers and whether they were in fact influenced by motivation factors and hygiene factors in equal proportions. The data from the researched appeared to indicate that the participants in the survey were equally motivated by both motivators and hygiene factors, which was in disagreement to Herzberg, whose

position was that hygiene factors do not motivate. Ulriksen (1996) stated that “According to Locke (1976), the publication of Herzberg et al.’s study in 1959 signaled the beginning of a new trend in job satisfaction. It was to refocus attention on the work itself, a factor that had been de-emphasized during the human relations movement. The new emphasis suggested that real satisfaction with the job could only be provided by allowing individuals to grow in skill, efficiency, and responsibility made possible by mentally challenging work and that the method of improving motivation and performance could be accomplished by the redesign of the work itself.”

Changing Roles of Administrators

“The role of the school leader has changed dramatically from the early 1900’s. The role has shifted from having a position of scientific management of the school in the early 1900’s, to concentrating on student-centered reform in the late 1990’s to the present. In the 1980’s, the school principal was meant to be a manager of human resources. Today, the principal is meant to be, among other things, an instructional leader” (Thompson, McNamara & Hoyle, 1997).

As our world changes, so does the role of the principal. Based upon the premise that the principal today is to be more of an instructional leader, the widespread changes in teaching methods and course contents keeps the principal struggling to remain current in the instructional process. Jacobson (1996) felt that the principal is asked to focus on the teaching-learning process, to demonstrate risk-taking and flexibility, to encourage diversity and equity, and to reflect and engage in systematic inquiry and moral

deliberation. Malone, Sharp & Thompson (2000) state that the shifting of responsibilities from the central office to the building level encumbers time on the principal's schedule that is already pushed to the limit.

The Education of the States (ECS) put together a No Child Left Behind (NCLB) policy brief to discuss the changing expectations and new challenges of the principal in today's society. The brief states the newly reauthorized Elementary and Secondary Education Act (ESEA) have reinforced a major shift in thinking about the roles of not only school administrators, but also school board members and district superintendents. The policy brief states that "more and more, school and district leaders are being held responsible for bringing about change and improvement." In addition, "they are under growing pressure to increase achievement across the board, narrow the test-score gap between disadvantaged and advantages students and make sure that all teachers are of high quality" (NCLB Policy Brief, 2003).

Wooster (1991) had a premise that "over the last 30 years, the principal has steadily lost power, authority, and clout", and that "teachers' unions have enabled teachers to bypass his authority and undermine his power", as well as the "federal and state funding that have created positions and support staff that he cannot control." In fact, as early as 1911, Cubberley realized that principals were being controlled and stifled by regulations. After studying the schools in Oregon and finding the great amount of rules that were to be followed, Cubberley sought to ensure that principals were able to achieve as much independence in the role as possible. He felt that the more a principal was allowed independence in his job the more the principal would find that his job was worthwhile and important. This would increase job satisfaction. Until the 1960's, the

principal enjoyed the role of the ultimate decision maker in their domain known as the school building. Wooster (1991) explained that once a principal made a decision, parents, teachers, and students had little recourse.

Wooster makes the claim that beginning in the 1960's, the "first assault on the principal's power came from the rising militancy of teachers' unions." In fact, there was a teachers' strike in New York in 1962 that was over the role that teachers should play in the decision process in their schools. The teachers' unions continue to be a large entity that must be dealt with in the schools today. The principal must be well versed in the teacher contracts, which may range from several pages to over 100. Failure to understand, and follow, the contract, may result in grievance procedures that tend to put the principal at a disadvantage.

Looking at some of the court cases involving students will help to explain the changing role of administrators. According to Wooster (1991), the series of Supreme Court Decision on students rights greatly impeded the principal's authority and created an environment of legal uncertainty that discourages disciplinary action. The many court cases that have arisen through the years have changed the role of the administrator in that they must now be an expert with regard to the law.

Due to growth in the technological age research is beginning to surface to determine what type of changes have been occurring in the role of the principal as it relates to technological advances. "A new type of principal has emerged: a principal who manages the school's large amounts of data. The most significant changes occurred in the instructional process, in instruction administration, and in the domain of interaction between groups and individuals. Changes were less noticeable in the domain of

interaction with groups and institutions in the community” (Telem & Buvitski, 1995, p.287).

The changing role of the administrator is not specific to only the United States. The primary school head in London has seen changes in administrative roles as well. Jones (1995) noted that most primary school heads felt that their role had changed rather significantly over the past ten years. As with the administrators in the United States, the primary school heads felt more pressured, stressed, and much more accountable than ever before. Several areas are noted as areas of change: relationships with the teachers, changing relationships with parents, relationship between the primary heads and their advisors. The one area in which the primary school heads did not feel had changed was their relationship with the students, though they did feel that their opportunities to interact with the students did diminish as the other aspects of their job evolved and grew.

The trend in educational administration over the years has led to the assumption that the school leaders of today have had to assume more responsibilities than their predecessors. As Terrill (1993) succinctly states, “principals are sandwiched between higher authorities and boards of education on the one hand and multiple constituencies on the other” (p.89). The senator from Colorado, Norma Anderson gave the following insight as to the changing role of the administrator stating,

“The job has become enormous. Dealing with personnel issues; monitoring school budgets; ordering supplies; coordinating bus schedules; monitoring the cafeteria, hallways, and playgrounds for safety; disciplining students; and working as the liaison between the school, parents, and the community, as well as being the instructional leader of the school, are expected

tasks for today's principals. The responsibility put on them is more than one person can handle" (Groff, 2001, p.19).

In addition, Groff states that "control from above on how to run schools makes it even more difficult for principals to be effective leaders. School boards and other policy makers have to become more innovative in the way they structure the leadership. The principal has to have more control" (Groff, 2001, p.19).

Factors That Account for the Current Shortage of Administrators

The review of the literature reveals that there is a shortage of qualified administrators ready to fill the many vacancies that are available throughout the country. A survey from the Educational Research Service in 1998 reported that school districts are struggling nationwide in the face of a shortage of administrative candidates for the principalship. The survey also revealed that fifty percent of 400 superintendents surveyed had reported trouble filling principal vacancies. Based upon this survey, Jones (1995) identified reasons why a shortage of administrators exist, including the idea that increasing numbers of administrators are retiring. Another reason, according to Jones, is that many school administrators are have cited low pay, demanding hours and stress, along with a growing demand for accountability and the increased influence of parents.

Cooper, Fusarelli & Carella (2000) report that, in general, the need for secondary school principals seems to be somewhat greater than for elementary school principals. Self (2002) feels the shortage is more broad-based, stating that the shortages appear among all types of Districts and at all levels including elementary, middle and high school principalships as well as at the superintendent level. In conjunction with the

increase of vacancies, Craven (1989) insinuates that the existing research indicates that the supply population of educators certified as public elementary and secondary school principals is projected to decline, adding to the many vacancies that currently exist.

One of the questions asked in regard to the factors that account for the shortage of administrators is whether this is a perceived shortage or is this real. Added to this thought is the question of whether the real or perceived issue of the shortage has to do with the issue of quality of the candidates, quantity of the candidates, or a combination of both. Campbell (2001) illustrates this idea by reporting that in the state of California, a recent survey of 376 superintendents were surveyed to qualify the idea that a leadership shortage was rampant in the state. The findings of this survey revealed that out of the 376 superintendents, 90 percent did report that there was a shortage in the pool of candidates for the last advertised high school principal position in their district. This finding, coupled with the statement from the Association of California School Administrators that stated that personnel departments in the state get roughly 8-10 applications for administration positions would lead one to assume that the shortage of administrators/candidates is very real. This supports Growe, Fontenot, and Montgomery (2003), who report that while many have the credentials for the job, few are applying for the administrative positions. In the past, these vacancies would have produced as many as seventy-five applicants, while today the same vacancies produce as little as four to six letters and resumes. Kerrins, et al., (2001) completed research that discredited these assumptions stating that the number of administrator certificates being issued in the state of California, tracing back to 1997, indicates that the administrator supply could provide one new principal for each school each and every year.

The American Association of Colleges for Teacher Education refer to the 1998 study titled "*Is There a Shortage of Qualified Candidates for Openings in the Principalship*" and state that, based upon the information gathered from numerous state departments of education and principal associations, found that 47% of suburban districts reported shortages of qualified candidates for principal vacancies. Several factors appeared as reasons for the shortage. These factors include, but are not limited to working conditions, issues of comparative compensation, unrealistic job expectations, and the level of stress associated with the principalship. In terms of compensation, Stern (1994) found that, on average, rural principals earn almost a third less in yearly income than nonrural principals; and the differential between teachers' and administrators' salaries is smaller than in nonrural districts. Fenwick (2000), though, states that there is no shortage as described above. She contends that "almost half (47%) of the nation's teachers possess master's degrees and nearly every state report that there are numerous teachers holding the administrative certificate who remain in classrooms." Groff (2001) contends that there are studies that report that the shortage of principals is due to the lack of qualified candidates, the constantly changing role of administrators, the difference between the amount of responsibility and the amount of pay, and the lack of preparation and professional development offered to candidates. Groff cites Adams (1999), who, according to the article *Good Principals, Good Schools*, shares that fifteen-hour workdays, unending paper work and school board politics are only a few of the reasons it is harder to find principals. In addition, forty-six percent of those individuals who currently held administrative certification but who were not currently seeking employment as such stated that they received a greater degree of job satisfaction in their

current position a teacher, guidance counselors, and coordinators. They did not feel that the job of administrator would be as rewarding due to the political environment, long hours, lack of support, and inadequate compensation (Growe, Fontenot, Montgomery, 2003). Malone, Sharp, & Thompson (2000) state that the principal's position is critical to quality education, but the challenges of the principalship are causing candidates for those positions to rethink their position. Many feel that if the role of the principal is compared to a teacher, the principalship, in many cases, is not viewed in a very positive light in regard to a financial, physical, or psychological point of view. Self (2002) feels that to further show the severity of the administrator shortage, some future data projections need consideration, such as the increasing number of teachers in our schools. According to Self, the number of teachers is expected to increase to 3.65 million by the year 2011, causing an increase in the number of administrators needed to lead the schools. This can impact on the shortage of administrators.

Summary

This review of the related literature has attempted to cover some of the major theories and concepts of job satisfaction, the changing role of the administrator, and the factors that account for the current shortage of administrators. Varying theories and concepts have emerged throughout the years, focusing on the effects of working conditions on productivity, hierarch of needs, theory X and Y, self actualization trends, and motivators and hygiene factors, all relating to job satisfaction. As the role of the administrator changed, more attention was drawn to the values and perceptions of the job and subsequent satisfaction.

The review of the related literature has suggested that increasing expectations and challenges to administrators continue to occur. The No Child Left Behind (NCLB) initiative has led to many changes in the role of the school administrator, as well as the increasing power of the teacher unions. Research has also noted that the change in the role of the administrator is not unique to the United States. The literature revealed that the primary school heads in London have also seen changes, noting that over the past 10 years they have seen a significant change, leaving them to feel even more pressured and accountable than ever.

Finally, this review of related literature found that there were opposing thoughts as to whether there was a real or perceived shortage of administrators. There was research to support the premise that the need for secondary principals is great due to the fact that administrators have cited low pay, demanding hours, increasing accountability and stress on the job as reasons for leaving the profession. Additional research found that, although many administrators are retiring, there are many individuals with the credentials to be a school administrator waiting to assume those positions.

Chapter III

Methodology

The purpose of this study was to (a) investigate the perceived level of job satisfaction of public middle school and high school principals in Hunterdon and Somerset Counties in New Jersey; (b) determine if there was an impact between school district size and district factor grouping and job satisfaction; (c) determine if gender impacted job satisfaction; (d) determine if there were differences between middle school and high school principals in Hunterdon and Somerset Counties in New Jersey in relation to job satisfaction; (e) determine the levels of intrinsic and extrinsic job satisfaction and if there were differences between middle and high school principals in Hunterdon and Somerset Counties in New Jersey; (f) determine if there were differences between middle and high school principal job satisfaction and superintendent job satisfaction in Hunterdon and Somerset Counties in New Jersey.

Population

The population for this study was comprised of the middle and secondary principals in Hunterdon and Somerset Counties in the state of New Jersey for the 2004-2005 school year. Within Hunterdon and Somerset Counties, only those middle and secondary principals who work in a district with a DFG of B, CD, DE, FG, GH, and I were included in this study. The total number of principals that were included in this study numbered 32. This number breaks down into 19 middle school principals and 13

high school principals. The source of the information used for this study was provided through the New Jersey State Department of Education Website, and through the Assistant Commissioner of Education, Dr. Dwight Pfennig.

Procedure

The researcher mailed every middle and secondary school principal in Hunterdon and Somerset Counties in New Jersey who work in a district with a DFG of B, CD, DE, FG, GH, and I an envelope that contained a cover letter that explained the nature of the study. In addition, a numbered questionnaire, a numbered demographic survey, and a self-addressed return envelope were included. The questionnaire and demographic surveys were numbered and indexed to facilitate second mailings and follow-up. After the data collection period was completed, the name to number index was destroyed to preserve anonymity.

Instrumentation

Though there are several methods of measuring job satisfaction, the researcher found that the Minnesota Satisfaction Questionnaire (MSQ-short form, Weiss et al., 1997) has been used most frequently. In particular, Solomon/Isenberg (2004) utilized the Minnesota Satisfaction Questionnaire (MSQ) in her research regarding the perceived job satisfaction among superintendents in affluent DFG I & J public school districts in New Jersey. In other research, Malanowski (1999) used the Minnesota Satisfaction Questionnaire (MSQ) in his research relating to the job satisfaction of urban superintendents in the state of New Jersey. In his 2004 dissertation that researched the perceived job satisfaction factors among superintendents in two New Jersey counties,

O'Malley utilized the Minnesota Satisfaction Questionnaire (MSQ) as well. The researcher chose to use the Minnesota Satisfaction Questionnaire Short Form (MSQ) for the research involved in this study rather than the Minnesota Satisfaction Questionnaire Long Form. The rationale for utilizing the MSQ-Short Form included the time needed for completion. The short form contains 20 questions to be answered, while the long form contains 100 questions to be answered. The researcher felt that busy administrators would be more likely to answer 20 questions than 100 questions. In addition, the reliability coefficients for both the long form and short form are compatible and the use of either form would generate comparable results when scored.

The approval to use this revised version of the Minnesota Satisfaction Questionnaire was obtained from the University of Minnesota, Department of Psychology, and Vocational Psychology Research. For the researcher's purposes, the short form of the MSQ was used to obtain survey results. The Minnesota Satisfaction Questionnaire (MSQ) is available in three forms: two long forms in which there is a 1977 version and a 1967 version and a short form. As stated above, for this research the researcher decided to use the short form. The MSQ is a paper and pencil inventory that takes approximately ten minutes to complete. It consists of 20 questions that measure extrinsic job satisfaction, intrinsic job satisfaction, and general job satisfaction and are as follows:

Extrinsic Job Satisfaction

1. Authority: The chance to tell other people what to do.
2. Company policies and practices: The way company policy and practices are put into practice.

3. Recognition: The praise I get for doing a good job.
4. Responsibility: The freedom to use my own judgment.
5. Security: The way my job provides for steady employment.
6. Variety: The chance to do different things from time to time.

Intrinsic Job Satisfaction

1. Ability Utilization: The chance to do something that makes use of my abilities.
2. Achievement: The feeling of accomplishment I get from the job.
3. Activity: Being able to keep busy.
4. Advancement: The chance for advancement on this job
5. Compensation: My pay and the amount of work I do.
6. Co-Workers: The way my co-workers get along with each other.
7. Creativity: The chance to try my own methods of doing the job.
8. Independence: The chance to work alone on the job.
9. Moral values: Being able to do things that do not go against my conscience.
10. Social service: The chance to do things for other people.
11. Social Status: The chance to be somebody in the community.
12. Working conditions: The working conditions.

General Satisfaction

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

Malanowski (1999) stated that these twenty job satisfaction statements have been included in numerous other studies of job satisfaction in education, including the Priskett (1988), Schnet (1976), Smith (1976), Hull (1974), and Weiss (1968) studies with principals.

The Minnesota Satisfaction Questionnaire (MSQ) short form will provide the researcher with several scores: extrinsic job satisfaction, intrinsic job satisfaction, and general job satisfaction. The extrinsic subscore is a measure of job satisfaction with the work environment, while the intrinsic subscore is a measure of job satisfaction with the work itself. The general satisfaction subscore is a measure of the work and the environment based on the extrinsic items, the intrinsic items and two general items (Weiss, Davis, England, & Loftquist, 1977). The MSQ short form has high reliability coefficient ranging from .87 to .92. The median reliability coefficient for extrinsic satisfaction is .80, for intrinsic satisfaction is .86, and for general satisfaction is .90.

Data Analysis

Data analysis was completed after the responses to the Minnesota Satisfaction Questionnaire (MSQ) short form were analyzed and the extrinsic, intrinsic, and general satisfaction scores were determined. From the data, mean scores and standard deviations

were calculated using SPSS and t-tests were conducted to determine if there was a statistically significant difference in the satisfaction factors between middle school and secondary principals in Hunterdon and Somerset Counties in New Jersey in DFG's of B, CD, DE, FG, GH, and I and public school superintendents in Hunterdon and Somerset Counties in New Jersey. Frequency charts were computed to review data obtained from the Demographic Survey that the respondents completed in conjunction with the Minnesota Satisfaction Questionnaire.

Summary

This study investigated the perceived level of job satisfaction of public middle school and high school principals in Hunterdon and Somerset Counties in New Jersey and the impact of gender, school size, and salary to job satisfaction. The data was collected from public middle school and high school principals within DFG's of B, CD, DE, FG, GH, and I in Hunterdon and Somerset Counties in New Jersey during the 2004-2005 school year and the researcher utilized the Minnesota Satisfaction Questionnaire (MSQ) short form. The data was analyzed using descriptive statistics and included t-tests and frequency tables.

Chapter IV

Analysis of the Data

Chapter IV will discuss the results of the analysis of data obtained from this research study. This chapter will begin with a presentation and discussion of the descriptive statistics from the demographic variables on the survey that was mailed to the respondents. The chapter will also present the results from the Minnesota Satisfaction Questionnaire (MSQ) short form that was mailed to the respondents. In addition, there will be an analysis of each research question. Descriptive statistics will be used to analyze and answer each research question.

The purpose of this study was to investigate the perceived level of job satisfaction of public middle school and high school principals in Hunterdon and Somerset Counties in New Jersey. In addition, this study sought to determine the following:

- The impact, if any, of school district size and district factor grouping to job satisfaction.
- The impact, if any, between gender and job satisfaction.
- The differences, if any, between middle school and high school principals in Hunterdon and Somerset Counties in New Jersey in relation to job satisfaction.
- Levels of intrinsic and extrinsic job satisfaction and if there are differences between middle and high school principals in Hunterdon and Somerset Counties in New Jersey.

- The differences, if any, between middle and high school principal job satisfaction and superintendent job satisfaction in Hunterdon and Somerset Counties in New Jersey.

The following research questions guided the study:

1. What is the perceived level of job satisfaction among middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
2. What, if any, differences exist between the level of job satisfaction between middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
3. What impact does school size have upon the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
4. What impact does the District Factor Grouping (DFG) have in the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
5. What, if any, differences exist between job satisfaction and gender of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
6. What is the perceived level of intrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

7. What is the perceived level of extrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
8. What, if any, differences exist between the level of job satisfaction between superintendents, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

District Structure, Demographics and the Minnesota Satisfaction Questionnaire

A total of 32 middle and high school principals from specific District Factor Groupings (DFG) in Hunterdon and Somerset Counties in New Jersey were surveyed. Two mailings were completed. Responses were received from 23 respondents for a 72% response rate.

The respondents completed a demographic survey that asked for responses in order to gather data on the following variables: age, gender, school structure (middle/high school), district factor grouping, school size, number of years as an administrator, and number of years in the current position. Frequency distributions on these variables are presented in the following tables.

Age

A total of 23 secondary principals were participants in this study. One respondent did not share an age, therefore 22 respondents were represented in the results pertaining to age. A frequency distribution on their age is presented in Table 1. The respondent's

ages spanned from a low range of 30-39 years old ($n = 4$, 18.2 %) to a high range of 60-69 years old ($n = 2$, 9.1 %). It should be noted that 81.8% of the respondents were 40 years old or older, with the majority of those (40.9%) falling into the 50-59 year old range.

Table 1

Distribution by Age of Secondary Principals in Public Schools in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey.

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 – 39	4	17.4	18.2	18.2
	40 – 49	7	30.4	31.8	50.0
	50 – 59	9	39.1	40.9	90.9
	60 – 69	2	8.7	9.1	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.00		

Size of District

A frequency distribution table on the size of the school where the respondent is the school administrator is presented in Table 2. Though there are school administrators who work in large schools, the majority of respondents who took part in this survey ($n = 13$, 56.5%) work in schools that house less than 1000 students.

Table 2

Distribution by School Size of Secondary Principals in Public Schools in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey

Size of District		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 – 999 students	13	56.5	56.5	56.5
	1000 or more	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

School Structure

A frequency distribution on the school structure in which the respondent is the administrator is presented in Table 3. Data gathered from the demographic survey shares that (n = 11, 47.8 %) of respondents were administrators in a middle school while (n = 12, 52.2 %) of respondents were administrators in a high school.

Table 3

Distribution by School Structure of Secondary School Principals in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey.

School Structure		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	middle school	11	47.8	47.8	47.8
	high school	12	52.2	52.2	100.0
	Total	23	100.0	100.0	

District Factor Grouping

A frequency distribution on the district factor grouping of the school district in which the respondent is an administrator is presented in Table 4. Based upon the district factor groupings represented in the demographic survey, it is noted that the majority of respondents were administrators in non-affluent school districts (n = 13, 56.5%). For the purposes of this research, non-affluent districts are those with a district factor grouping of B, CD, DE, and FG. Affluent districts are those with a district factor grouping of GH and I.

Table 4

Distribution by District Factor Grouping of Secondary School Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

District Factor Grouping		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	non-affluent	13	56.5	56.5	56.5
	affluent	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

Total Years as an Administrator

A frequency distribution on the total years the survey respondents have served as an administrator is presented in Table 5. The survey results indicate that 95.7% (n = 22) of respondents have served as an administrator less than 30 years, with the majority of respondents serving less than 10 years as an administrator (n = 11, 47.8%).

Table 5

Distribution by Total Years as an Administrator of Secondary Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey.

Total Years as an Administrator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 – 9 years	11	47.8	47.8	47.8
	10 – 19 years	6	26.1	26.1	73.9
	20 – 29 years	5	21.7	21.7	95.7
	30 + years	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Years in Current Administrative Position

A frequency distribution on the number of years the survey respondents have served in their current administrative position is presented in Table 6. The survey results indicate that the majority of respondents ($n = 13, 56.5\%$) have been employed in their current administrative position for five years or less. Only one respondent has been employed in their current position for over 18 years ($n = 1, 4.3\%$).

Table 6

Distribution by Number of Years in Current Administrative Position of Secondary Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey.

Years in Current Administrative Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 – 5 years	13	56.5	56.5	56.5
6 – 11 years	6	26.1	26.1	82.6
12-17 years	3	13.0	13.0	95.7
18 – 23	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Gender

A frequency distribution on the gender of the respondents to the survey is presented in Table 7. The majority of respondents to the survey were male (n = 16, 69.6%).

Table 7

Distribution by Gender of Secondary Principals in Public Schools in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	16	69.6	69.6	69.6
Female	7	30.4	30.4	100.0
Total	23	100.0	100.0	

Job Satisfaction Data from the Minnesota Satisfaction Questionnaire (MSQ) Short Form

Respondents completed the Minnesota Satisfaction Questionnaire (MSQ) short form, which contained a total of 20 questions relating to specific aspects of a job. These questions were answered using a five-point Likert-type scale. The scores ranged from 1 to 5, where a score of 1 meant Very Dissatisfied (I am very dissatisfied with this particular aspect of my job), a score of 2 meant Dissatisfied (I am dissatisfied with this particular aspect of my job), a score of 3 meant Neither (I am neither satisfied or dissatisfied with this particular aspect of my job), a score of 4 meant Satisfied (I am satisfied with this particular aspect of my job), and a score of 5 meant Very Satisfied (I am very satisfied with this particular aspect of my job). When the individual questionnaires were scored, general job satisfaction, intrinsic job satisfaction, and extrinsic job satisfaction scores were obtained and examined.

General Job Satisfaction

A frequency distribution on the general job satisfaction of the respondents is presented in Table 8. In the area of general job satisfaction there were 20 questions to be answered with a possible score range between 20 and 100. Data received from the 23 respondents indicates that the scores ranged from a low of 68 to a high of 100.

Table 8

Distribution of Perceived General Job Satisfaction Scores on the Minnesota Satisfaction Questionnaire Short Form of Secondary Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

General Job Satisfaction Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	4.3	4.3	4.3
	72	2	8.7	8.7	13.0
	74	2	8.7	8.7	21.7
	76	1	4.3	4.3	26.1
	78	1	4.3	4.3	30.4
	82	2	8.7	8.7	39.1
	86	2	8.7	8.7	47.8
	87	1	4.3	4.3	52.2
	89	2	8.7	8.7	60.9
	90	1	4.3	4.3	65.2
	93	1	4.3	4.3	69.6
	94	1	4.3	4.3	73.9
	96	1	4.3	4.3	78.3
	97	1	4.3	4.3	82.6
	98	2	8.7	8.7	91.3
	99	1	4.3	4.3	95.7
	100	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Intrinsic Job Satisfaction

A frequency distribution on the area of intrinsic job satisfaction of the respondents is presented in Table 9. There were 12 questions out of the 20 questions on the Minnesota Satisfaction Questionnaire that corresponded to intrinsic job satisfaction. The possible score range was between 12 and 60. Data received from the 23 respondents indicated that the scores ranged from a low of 47 to a high of 60.

Table 9

Distribution of Perceived Intrinsic Job Satisfaction Scores on the Minnesota Satisfaction Questionnaire Short Form of Secondary Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

Intrinsic Job Satisfaction Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	2	8.7	8.7	8.7
	48	6	26.1	26.1	34.8
	50	1	4.3	4.3	39.1
	55	2	8.7	8.7	47.8
	56	5	21.7	21.7	69.6
	58	2	8.7	8.7	78.3
	59	2	8.7	8.7	87.0
	60	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Extrinsic Job Satisfaction

A frequency distribution on the area of extrinsic job satisfaction of the respondents is presented in Table 10. There were 6 questions out of the 20 questions on the Minnesota Satisfaction Questionnaire that corresponded to extrinsic job satisfaction. The possible score range was between 6 and 30. Data received from the 23 respondents indicated that the scores ranged from a low of 11 to a high of 30.

Table 10

Distribution of Perceived Extrinsic Job Satisfaction Scores on the Minnesota Satisfaction Questionnaire Short Form of Secondary Principals in Public Schools in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	4.3	4.3	4.3
	16	1	4.3	4.3	8.7
	17	2	8.7	8.7	17.4
	18	1	4.3	4.3	21.7
	22	1	4.3	4.3	26.1
	23	2	8.7	8.7	34.8
	24	3	13.0	13.0	47.8
	25	3	13.0	13.0	60.9
	26	1	4.3	4.3	65.2
	27	2	8.7	8.7	73.9
	28	2	8.7	8.7	82.6
	29	2	8.7	8.7	91.3
	30	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Research Questions

1. What is the perceived level of job satisfaction among middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The middle school and high school principals in the study were asked to answer the 20 items relating to job satisfaction as listed in the Minnesota Satisfaction

Questionnaire – short form. The responses given by the principals were reported on a five point Likert-type scale which indicated the following:

1 = very dissatisfied

2 = dissatisfied

3 = neither satisfied or dissatisfied

4 = satisfied

5 = very satisfied

Out of a range from 20 to 100, a median general satisfaction score of 86.09 was calculated for the 23 respondents. This mean indicates that the respondent's general job satisfaction fell toward the higher end of the range. On a five-point Likert scale, an overall mean score of 4.30 was computed on a scale of 1 to 5. The mean score, in 16 out of 20 instances had a standard deviation of less than 1.00, thus making the mean a reliable indicator of the respondent's perceptions.

Based upon the response of the 23 middle school and high school principals surveyed, the following items had the greatest general job satisfaction: Item (7) "Being able to do things that do not go against my conscience" ($M = 4.70$); Item (8) "The way my job provides for steady employment" ($M = 4.74$); and Item (9) "The chance to do things for other people" ($M = 4.78$). The following items had the lowest general job satisfaction: Item (12) "The way company policies are put into place" ($M = 3.57$); Item (13) "My pay and the amount of work I do" ($M = 3.78$); and Item (2) "The chance to work alone on the job" ($M = 3.83$). The mean scores for each of the 20 items as they relate to general job satisfaction are presented in Table 11.

Table 11

Perceived General Job Satisfaction Reported by Middle School and High School Principals in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

Question	Mean	Std. Deviation
1. Being able to keep busy all the time	4.52	.846
2. Chance to work alone on the job	3.83	.887
3. Chance to do different things from time to time	4.61	.583
4. Chance to be "somebody" in the community	4.52	.511
5. Way my boss handles his/her workers	4.35	.935
6. Competence of my supervisor in making decisions	4.17	1.072
7. Able to do things that don't go against my conscience	4.70	.470
8. Way my job provides for steady employment	4.74	.449
9. Chance to do things for other people	4.78	.422
10. Chance to tell people what to do	3.87	.757
11. Chance to do something that makes use of my abilities	4.61	.499
12. Way company policies are put into practice	3.57	1.121
13. My pay and the amount of work I do	3.78	1.347
14. Chances for advancement on this job	4.04	.878
15. Freedom to use my own judgment	4.48	.665
16. Chance to try my own methods of doing the job	4.48	.593
17. Working conditions	4.17	.984
18. Way my co-workers get along with each other	4.22	.795
19. Praise I get for doing a good job	4.09	1.041
20. Feeling of accomplishment I get from the job	4.61	.499

2. What, if any, differences exist between the level of job satisfaction between middle school and high school principals in public school principals located in Hunterdon and Somerset Counties in New Jersey?

The mean score for the 20 items of general job satisfaction of middle school principals (n = 11) was 85.55 and among the high school principals (n = 12) was 86.58. An independent sample t-test was calculated to determine if a significant difference existed between the 23 middle school and high school principals in terms of general job satisfaction. The negative t value ($t = -.242$) is not statistically significant ($p = .811$)*, indicating that the results would occur by chance 811 times out of 1000. There is no evidence to suggest that there is a statistically significant difference between the general job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. Results of this analysis are presented in Tables 12 and 13.

*Statistical significance is noted when $p < .05$

Tables 12 & 13

Differences in the Level of Job Satisfaction Between Middle School and High School Principals in Public Schools Located in Hunterdon and Somerset Counties in New Jersey

Group Statistics – Table 12

School Structure		N	Mean	Std. Deviation	St. Error Mean
General Score	middle school	11	85.55	10.338	3.117
	high school	12	86.58	10.211	2.948

Independent Samples t – test - Table 13

		F	Sig	t	df	Sig (2-tailed)
General Score	Equal Variances Assumed	.130	.722	-.242	21	.811

3. What impact does school size have upon the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

An independent sample t – test was calculated to determine if school size impacts the job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. The mean of the middle school and high school principals who work in schools which house less than 1000 students (n = 13) was 82.62 and the mean of the middle school and high school principals who work in schools which house 1000 or more students (n = 10) was 90.60. A negative t value ($t = -2.016$) is not statistically significant ($p = .057$)*, indicating that the results would occur by chance 57 times out of 1000. There is no evidence to suggest that school size has a statistically significant impact the job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. Results of this analysis are presented in Tables 14 and 15

- Statistical significance is noted when $p < .05$.

Tables 14 and 15

Impact of School Size on the General Job Satisfaction of Middle School and High School Principals in Public Schools in Hunterdon and Somerset Counties in New Jersey

Group Statistics – Table 14

School Size		N	Mean	Std. Deviation	St. Error Mean
General Score	0 – 999 students	13	82.62	10.959	3.039
	1000 or more students	10	90.60	6.835	2.161

Independent Sample t– test - Table 15

		F	Sig	t	df	Sig (2-tailed)
General Score	Equal Variances Assumed	3.960	.060	-2.016	21	.057

4. What impact does the District Factor Grouping (DFG) have in the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The mean score for the 20 items of general job satisfaction for middle school and high school principals in non-affluent District Factor Groupings ($n = 13$) was 82.38 and the mean score for middle school and high school principals in affluent District Factor Groupings ($n = 10$) was 90.90. An independent sample t test was calculated to determine if there was a significant difference between District Factor Grouping and the job satisfaction of middle school and high school principals. A negative t value of ($t = -2.179$) is statistically significant ($p = .041$)* indicating that the results would occur by chance 41 out of 1000 times. There is evidence to suggest that District Factor Groupings significantly impact the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties and that those respondents in a more affluent District Factor Grouping have a greater job satisfaction. A squared point biserial correlation, defined as “the proportion (from 0 to 1) of variance in the dependent variable that is caused by the independent variable”, provided the researcher with an effect. An effect size of .25 indicates that this is a large effect and affluency does

have a large effect on general job satisfaction. Results of this analysis are presented in Tables 16 and 17.

*Statistical significance is noted when $p < .05$.

Tables 16 and 17

Impact of District Factor Groupings on General Job Satisfaction of Middle School and High School Principals in Public Schools Located in Hunterdon and Somerset Counties in New Jersey

Group Statistics – Table 16

District Factor Grouping (DFG)		N	Mean	Std. Deviation	St. Error Mean
General Score	non-affluent	13	82.38	9.439	2.618
	affluent	10	90.90	9.085	2.873

Independent Samples t – test - Table 17

		F	Sig.	t	df	Sig (2-tailed)
General Score	Equal Variances Assumed	.034	.855	-2.179	21	.041

5. What, if any, differences exist between job satisfaction and gender of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The mean score for the 20 items of general job satisfaction of male middle school and high school principals ($n = 16$) was 85.94 and the mean score for the female middle school and high school principals ($n = 7$) was 86.43. An independent sample t test was

calculated to determine if a significant difference existed between male and female middle school and high school principals in terms of job satisfaction. A negative t value ($t = -.105$) is not statistically significant ($p = .917$)*, indicating that the results would occur by chance 917 times out of 1000. There is no evidence to suggest that there is a statistically significant difference between gender and the job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. Results of this analysis are presented in Tables 18 and 19.

*Statistical significance is noted when $p < .05$.

Tables 18 and 19

Differences in General Job Satisfaction Between Male and Female Middle School and High School Principals in Public Schools in Hunterdon and Somerset Counties in New Jersey.

Group Statistics – Table 18

Gender		N	Mean	Std. Deviation	St. Error Mean
General Score	Male	16	85.94	10.395	2.599
	Female	7	86.43	9.998	3.779

Independent Sample t – test - Table 19

		F	Sig	t	df	Sig (2-tailed)
General Score	Equal Variances Assumed	.464	.503	-.105	21	.917

6. What is the perceived level of intrinsic job satisfaction of middle school and high school principals in public schools located In Hunterdon and Somerset Counties in New Jersey?

The middle school and high school principals in the study were asked to answer 12 items relating to intrinsic job satisfaction as listed in the Minnesota Satisfaction Questionnaire – Short Form. The responses given by the principals were reported on a five point Likert-type scale which indicated the following:

- 1 = very dissatisfied
- 2 = dissatisfied
- 3 = neither satisfied or dissatisfied
- 4 = satisfied
- 5 = very satisfied

Out of a range from 12 to 60, a median general satisfaction score of 53.74 was calculated for the 23 respondents. This mean indicated that the respondent's intrinsic job satisfaction fell toward the higher end of the range. On a five-point Likert scale, an overall mean score of 4.48 was computed. The mean scores in all 12 instances had a standard deviation of less than 1, thus making the mean a reliable indicator of the respondent's perceptions.

Based upon the response of the 23 middle school and high school principals surveyed, the following items had the greatest intrinsic job satisfaction: Item (9) "The chance to do things for other people" (M = 4.78); Item (8) "The way my job provides for steady employment" (M = 4.74); and Item (7) "Being able to do things that don't go

against my conscience" (M = 4.70). The following items had the lowest intrinsic job satisfaction: Item (2) "The chance to work alone on the job" (M = 3.83); Item (10) "The chance to tell people what to do" (M = 3.87); Item (15) "The freedom to use my own judgment" (M = 4.48); and Item (16) "The chance to try my own methods of doing the job" (M = 4.48). The mean scores for each of the 12 items as they relate to intrinsic job satisfaction are presented in Table 20.

Table 20

Perceived Intrinsic Job Satisfaction Reported by Middle School and High School Principals in Specific District Factor Groupings in Hunterdon and Somerset Counties in New Jersey

Question	Mean	Std. Deviation
1. Being able to keep busy all the time	4.52	.846
2. Chance to work alone on the job	3.83	.887
3. Chance to do different things from time to time	4.61	.583
4. Chance to be "somebody" in the community	4.52	.511
7. Able to do things that don't go against my conscience	4.70	.470
8. Way my job provides for steady employment	4.74	.449
9. Chance to do things for other people	4.78	.422
10. Chance to tell people what to do	3.87	.757
11. Chance to do something that makes use of my abilities	4.61	.499
15. Freedom to use my own judgment	4.48	.665
16. Chance to try my own methods of doing the job	4.48	.593
20. Feeling of accomplishment I get from the job	4.61	.499

The mean score for the 12 items relating to intrinsic job satisfaction of middle school principals (n = 11) was 53.73 and the mean score for the high school principals (n = 12) was 53.75. An independent sample t – test was calculated to determine if a significant difference existed between the middle school and high school principals in

terms of intrinsic job satisfaction. The negative t value ($t = -.011$) is not statistically significant ($p = .992$)*, indicating that the results would occur by chance in 992 of 1000 times. There is no evidence to suggest that there is a statistically significant difference in intrinsic job satisfaction of middle school principals and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey. The results of this analysis are presented in Tables 21 and 22.

*Statistical significance is noted when $p < .05$.

Tables 21 and 22

Differences in Intrinsic Job Satisfaction Between Middle School Principals and High School Principals in Public Schools in Hunterdon and Somerset Counties in New Jersey

Group Statistics – Table 21

School Structure		N	Mean	Std. Deviation	St. Error Mean
Intrinsic Score	middle school	11	53.73	5.022	1.514
	high school	12	53.75	5.119	1.478

Independent Samples t – test - Table 22

		F	Sig	t	df	Sig (2-tailed)
Intrinsic Score	Equal Variances Assumed	.123	.730	-.011	21	.992

7. What is the perceived level of extrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The middle school and high school principals in the study were asked to answer the six items relating to extrinsic job satisfaction as listed in the Minnesota Satisfaction Questionnaire – Short Form. The responses given by the principals were reported on a five point Likert-type scale which indicated the following:

1 = very dissatisfied

2 = dissatisfied

3 = neither satisfied or dissatisfied

4 = satisfied

5 = very satisfied

Out of a range from 6 to 30, a median extrinsic job satisfaction score of 23.86 was calculated for the 23 respondents. This mean indicates that the respondent's extrinsic job satisfaction fell toward the higher end of the range. On a five-point Likert scale, an overall mean score of 3.99 was computed on a scale of 1 to 5. The mean score in 2 out of 6 instances had a standard deviation of less than 1, thus making the mean a reliable indicator of the respondent's perceptions.

Based upon the response of the 23 middle school and high school principals surveyed, the following items had the greatest extrinsic job satisfaction: Item (5): "The way my boss handles his/her workers" ($M = 4.35$); and Item (6): "The competence of my supervisor in making decisions" ($M = 4.17$). The following items had the lowest extrinsic job satisfaction: Item (12): "The way company policies are put into practice"

($M = 3.57$); and Item (13): “My pay and the amount of work I do” ($M = 3.78$). The mean scores for each of the six items as they relate to extrinsic job satisfaction are presented in Table 23.

Table 23

Perceived Extrinsic Job Satisfaction Reported by Middle School Principals and High School Principals in Public Schools in Hunterdon and Somerset Counties in New Jersey

Table 23

Question	Mean	Std. Deviation
5. Way my boss handles his/her workers	4.35	.935
6. Competence of my supervisor in making decisions	4.17	1.072
12. Way company policies are put into practice	3.57	1.121
13. My pay and the amount of work I do	3.78	1.347
14. Chances for advancement on this job	4.04	.878
19. Praise I get for doing a good job	4.09	1.041

The mean score for the six items of extrinsic job satisfaction of middle school principals ($n = 11$) was 23.36 and the mean score for the high school principals ($n = 12$) was 24.25. An independent sample t test was calculated to determine if a significant difference existed between middle school and high school principals in terms of extrinsic job satisfaction. A negative t value of ($t = -.416$) is not statistically significant ($p = .682$)*, indicating that the results would occur by chance in 682 of 1000

times. There is no evidence to suggest that there is a statistically significant difference in the extrinsic job satisfaction of middle school principals and high school principals in public schools in Hunterdon and Somerset Counties in New Jersey. The results of the analysis are presented in Tables 24 and 25.

* Statistical significance is noted when $p < .05$.

Tables 24 and 25

Differences in Extrinsic Job Satisfaction Between Middle School and High School Principals in Public Schools Located in Hunterdon and Somerset Counties in New Jersey

Group Statistics – Table 24

School Structure		N	Mean	Std. Deviation	St. Error Mean
Extrinsic Score	middle school	11	23.36	5.482	1.653
	high school	12	24.25	4.731	1.366

Independent Samples t – test - Table 25

		F	Sig	t	df	Sig (2-tailed)
Extrinsic Score	Equal Variances Assumed	.013	.910	-.416	21	.682

8. What, if any, differences exist between the level of job satisfaction between superintendents, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The use of a one-sample t-test determined whether there was a significant difference between the level of job satisfaction between superintendents, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties

in New Jersey. Data on the level of job satisfaction was obtained from O'Malley's 2004 dissertation titled "A Study of Perceived Job Satisfaction Factors Among Superintendent in Two New Jersey Counties".

This research question utilizes a one-sample t -test as it tests whether the general job satisfaction mean of 86.09 for middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey differs significantly from the general job satisfaction mean of 82.45 for superintendents in Hunterdon and Somerset Counties in New Jersey. The positive t value ($t = 1.736$) is not statistically significant at ($p = .097$)* indicating that the results would occur by chance in 97 of 1000 times. There is evidence to suggest that the mean score for general job satisfaction of the middle and high school principals ($M=86.09$) is not significantly higher than the reported mean of the superintendents ($M=82.45$).

Table 26

One-Sample Statistics

		Mean	Std. Deviation	Std. Error Mean
General Score	23	86.09	10.049	2.095

Table 27

One-Sample t - test

	Test Value = 82.45					
	t	df	Sig (2 -tailed)	Mean Diff	95% Confid. Interval of the Diff.	
					Lower	Upper
General Score	1.736	22	.097	3.64	-.71	7.98

Chapter V

Summary, Conclusions, and Recommendations

Chapter V will present the summary of the purpose, procedures and findings from the study. Chapter V will also present a discussion of the significance of the findings. In addition, conclusions and recommendations for practice and future research based on an analysis of the data collected are also presented.

Purpose of the Study

The purpose of this study was to investigate the perceived level of job satisfaction of middle school and high school principals in public schools in specific DFG groupings in Hunterdon and Somerset Counties in New Jersey in 2004-2005. In addition, this study sought to determine the impact of district size, district factor grouping, and gender on job satisfaction.

To summarize, the researcher determined that a study relating to the perceived job satisfaction of middle school and high school principals would be meaningful because many districts are finding that there is a shortage of qualified people that are interested in obtaining a job as a school administrator. The demands placed on the principal are increasing and many researchers felt that the job satisfaction of the principal is an indicator that could have an impact on the current shortage of administrators. This study

is significant in that it adds to the current knowledge base relating to the perceived job satisfaction of the middle school and high school principal.

The following research questions were used to guide the course of this study:

1. What is the perceived level of job satisfaction among middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
2. What, if any, differences exist between the level of job satisfaction between middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
3. What impact does school size have upon the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
4. What impact does the District Factor Grouping (DFG) have in the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
5. What, if any, differences exist between job satisfaction and gender of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
6. What is the perceived level of intrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

7. What is the perceived level of extrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?
8. What, if any, differences exist between the level of job satisfaction between superintendents, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

Methodology

In order to address the research questions, the Minnesota Satisfaction Questionnaire – short form (Weiss, et al, 1977) was utilized. The Minnesota Satisfaction Questionnaire (MSQ) is a pencil and paper inventory that takes approximately ten minutes to complete. It consists of 20 questions that measure extrinsic job satisfaction, intrinsic job satisfaction, and general job satisfaction. The Minnesota Satisfaction Questionnaire (MSQ) has been used frequently in the measurement of job satisfaction. Research conducted by Malanowski (1999), O'Malley (2004) and Solomon/Isenberg (2004) utilized the MSQ to measure job satisfaction in the area of the superintendency and by Newby(1999) in her study of the job satisfaction of middle school principals in Virginia.

A total population of 32 middle school and high school principals from public schools in Hunterdon and Somerset Counties were surveyed for this study. Within Hunterdon and Somerset Counties, only those middle school and high school principals who worked in a district with a DFG of B, CD, DE, FG, GH, and I were included in the

study. Two mailings took place and surveys were received from 23 respondents for a 72% response rate.

The data from the Minnesota Satisfaction Questionnaire (MSQ) was analyzed in order to determine individual item scores, a general job satisfaction score, an intrinsic satisfaction score, and an extrinsic satisfaction score. The responses were analyzed on a five-point scale that ranged from a low of 1 (very dissatisfied) to a high of 5 (very satisfied).

Demographic Data Findings

1. Though the age range of respondents was from 33 years old to 64 years old, the majority, 40.9% (n=9) of middle school and high school principals who responded to the demographic survey were between the ages of 50-59 years of age. It is also noted that 31.8% (n=7) of middle school and high school principals were between the ages of 40-49 years old. The analysis indicated that the majority, 81.8% (n=18) of respondents were 40 years of age or older. It is also noted that one respondent did not answer the question regarding age, therefore only 22 responses were represented in the frequency distribution and subsequent analysis.
2. The size of the schools represented in the demographic analysis varied from a low of 142 to a high of 2650 students. The majority of middle and high school principals 56.5% (n=13) work in schools that house less than 1000 students, with the remaining 43.5% (n=10) principals working in schools that house over 1000 people. According to this study, the majority of respondents work in smaller schools in Hunterdon and Somerset Counties in New Jersey.

3. School structure was presented as middle schools and high schools in the demographic analysis and distribution frequency. Based upon the responses of the 23 principals, it was calculated that 47.8% (n=11) and 52.2% (n=12) are administrators in middle school and high schools, respectively. This study noted that the term “middle school” encompassed the grade levels 4-8, 5-6, 5-8, and 6-8, which were listed as districts in which the respondents were middle school principals. In addition, the term “high school” encompassed the grade levels 7-12 and 9-12, which were listed as districts in which the respondents were secondary school principals.
4. The analysis indicated that the majority, 56.5% (n=13) of principals work in non-affluent school districts, and 43.5% (n=10) of principals work in affluent school districts. This study focused on district factor groupings of B, CD, DE, FG, GH, and I districts, excluding the outliers of A and J groupings. For the purposes of this research, affluent school districts were distinguished as I districts, while non-affluent districts were distinguished as B, CD, DE, FG, and GH districts.
5. Almost one-half (47.8%) of middle and high school principals surveyed reported being an administrator less than 10 years (n=11), while only one respondent has been an administrator over 30 years. This indicates that the majority of middle school and high school principals surveyed in Hunterdon and Somerset Counties are relatively new to the profession of school administration.
6. The demographic survey results indicated that the majority, 56.5% (n=13) of middle and high school principals have been in their current position for five years or less, while only one respondent has been in their current position between 18-23 years.

7. Most of the respondents to the survey were males (69.6%, n=16), while 30.4% (n=7) of the respondents were female.

Research Findings

The research questions relating to job satisfaction were answered using the data collected from the Minnesota Satisfaction Questionnaire – short form (MSQ). In general, the results indicated a relatively high perceived level of general job satisfaction, intrinsic job satisfaction, and extrinsic job satisfaction, with total intrinsic scores showing the highest level of satisfaction with an overall mean score of 4.48 on a scale of 1-5 where 1 is satisfied and 5 is very satisfied.

Research Question 1:

What is the perceived level of job satisfaction among middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

Based upon the data analysis, middle school and high school principals in Hunterdon and Somerset Counties in New Jersey are generally satisfied with their jobs. The total score for the 23 respondents on a scale of 20 to 100 was 86.09, indicating job satisfaction was high. When broken down into the 5-point scale, this conclusion of job satisfaction is supported by the mean score of 4.30, which falls between the satisfied and very satisfied level. In each of the 20 sections relating to general job satisfaction the mean scores were above 3 (on a 1-5 scale), indicating satisfaction. The Minnesota

Satisfaction Questionnaire (MSQ) scales of compensation (M=4.70), co-workers (M=4.74), and creativity (M=4.78) were among the areas that had the highest mean score in relation to satisfaction. The general satisfaction scores confirm the research of O'Malley(2004), who found a general satisfaction mean score for superintendents in Hunterdon and Somerset County of 82.45 and a mean score of 4.29. Research conducted by Malinowski (1999) indicated a mean job satisfaction score of 70.50 and a mean score of 3.53 for urban superintendents in New Jersey. It can be concluded that middle school and high school principals in Hunterdon and Somerset Counties in New Jersey are generally satisfied with their jobs. A comparison of the general job satisfaction scores is presented in Table 28.

Table 28

Comparison of General Job Satisfaction Scores

	Current Research	O'Malley (2004)	Malinowski (1999)
General Satisfaction Score	86.09	82.45	70.50
Mean Score	4.30	4.29	3.53

Research Question 2:

What, if any, differences exist between the level of job satisfaction between middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

Analysis of the data to determine differences, if any, between the job satisfaction of middle school and high school principals in public schools in New Jersey determined

that there was no significant difference between the two groups. Mean scores for the middle school principals was 85.55, and among high school principals was 86.58. The level of significance was .811, indicating that there was not a significant difference. Interestingly, the mean scores of the middle school and high school principals was higher than the mean score for superintendents in Hunterdon and Somerset Counties, which was 82.45 (O'Malley, 2004). In addition, research conducted by Newby (1999), which focused on the job satisfaction of middle school principals in Virginia indicated that the data resulted in a mean satisfaction score of ($M=3.65$), which is a lower mean score than the middle school principals surveyed for this current study ($M=4.22$).

Research Question 3:

What impact does school size have upon the job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

Independent sample t-tests were calculated to determine if school size impacted the job satisfaction of middle school principals in public schools located in New Jersey. The analysis determined that there was no evidence to indicate that school size impacted job satisfaction. Mean scores for principals in schools housing less than 1000 students was on the higher end of the scale ($M=82.62$), as was the mean scores for principals in schools housing more than 1000 students ($M=90.60$). This result confirms the research of Solomon/Isenberg (2004), who concluded that no statistical inference could be drawn from the response to any of the questions when looking at student population. This current study refutes the research conducted by Newby (1999) concluded that job

satisfaction increased significantly with school size. Similar results were reached by Finley(1991) and Sparkes and McIntire (1987).

Research Question 4:

What impact does the District Factor Grouping (DFG) have in the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The data analysis concluded that the mean score for general job satisfaction for middle school and high school principals in non-affluent District Factor Groupings (DFG) was 82.38 and the mean score for middle and high school principals in affluent District Factor Groupings (DFG) was 90.90. Both mean scores were on a scale of 20 to 100 for general job satisfaction. These scores fall to the higher end of the scale. An independent sample t-test was calculated to determine if District Factor Groupings impact job satisfaction. There was evidence to suggest that District Factor Groupings significantly impact the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey ($p=.041$). These results align with Solomon/Isenberg (2004), who completed job satisfaction research involving superintendents in affluent districts (DFG I&J).

A limitation to this survey is that the researcher did not include the DFG's of A and J in the study. These outliers represent the lowest socioeconomic and the highest socioeconomic factor groups. The researcher felt that the exclusion of these DFG

grouping would allow for a more realistic representation of the participants included in the study. The exclusion of these categories led to evidence that District Factor Groupings significantly impact the job satisfaction of middle and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey.

Research Question 5:

What, if any, differences exist between job satisfaction and gender of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The mean scores for male middle and high school principals was 85.94 and 86.43 for female middle school and high school principals. Though the mean scores fell on the higher end of the scale, an independent t-test concluded that there was not a significant difference in job satisfaction between male and female principals in public schools located in Hunterdon and Somerset Counties in New Jersey. These results align with Newby (1999), who reported that although both male and female principals in Virginia were satisfied with their jobs, female principals were more satisfied than males. It is also noted that similar conclusions were also reported by Fansher and Buxton (1984). In his 2004 dissertation, O'Malley concluded that there was a significant relationship between gender and job satisfaction of superintendents. His research concluded that job satisfaction was negatively related to gender.

Research Question 6:

What is the perceived level of intrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The middle school and high school principals in the study were asked to answer 12 items relating to intrinsic job satisfaction as listed in the Minnesota Satisfaction Questionnaire (MSQ). Out of a range of 12 to 60, a median intrinsic job satisfaction score was 53.74, which fell toward the high end of the scale. On a five-point Likert scale, an overall mean score of 4.48 was computed, indicating that respondents fell between satisfied and very satisfied on the five point scale. The Minnesota Satisfaction Questionnaire (MSQ) scales of creativity (M=4.78), co-workers (M=4.74), and compensation (M=4.70) had the highest levels of intrinsic job satisfaction, while the MSQ scales of achievement (M=3.83), independence (M=3.87), social service (M=4.48), and social status (M=4.48) had the lowest intrinsic satisfaction scores. This confirms the research of Malinowski (1999), which indicated a mean intrinsic satisfaction score of 49.92, with a mean of 4.16 on a five point Likert-type scale, indicating that the respondents fell between “satisfied” and “very satisfied” in terms of intrinsic job satisfaction. In addition, this research confirms the work of O’Malley (2004), who reported that the mean intrinsic satisfaction score for superintendents in Hunterdon and Somerset Counties in New Jersey was 51.48 and 4.29 (on a five-point scale), indicating that the superintendents were satisfied with the intrinsic aspects of their jobs. A comparison of the intrinsic job satisfaction means is presented in Table 29.

Table 29

Comparison of Intrinsic Job Satisfaction Scores

	Current Research	O'Malley (2004)	Malinowski (1999)
Intrinsic Satisfaction Score	53.74	51.48	49.92
Mean Score	4.48	4.29	4.16

Research Question 7:

What is the perceived level of extrinsic job satisfaction of middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

The middle school and high school principals in the study were asked to answer the six items relating to extrinsic job satisfaction as listed in the Minnesota Satisfaction Questionnaire (MSQ). Out of a range from 6 to 30, a median extrinsic job satisfaction score of 23.86 was calculated. This mean indicates that the respondent's extrinsic job satisfaction fell toward the higher end of range. On a five-point Likert scale, an overall mean score of 3.99 was computed on a scale of 1 to 5, falling between "neither satisfied or dissatisfied" and "satisfied".

The Minnesota Satisfaction Questionnaire (MSQ) scales of authority (M=4.35), company policies and practices (M=4.17) had the highest levels of extrinsic job satisfaction, while the Minnesota Satisfaction Questionnaire (MSQ) scales of recognition (M=3.57) and responsibility (M=3.78) had the lowest levels of extrinsic job satisfaction.

This research confirms the work of O'Malley (2004) with a conclusion that the extrinsic job satisfaction of middle school and high school principals in public schools in New Jersey is uncertain. A comparison of the extrinsic job satisfaction means is presented in Table 30.

Table 30

Comparison of Extrinsic Job Satisfaction Scores

	Current Research	O'Malley (2004)	Malinowski (1999)
Extrinsic Satisfaction Score	23.86	22.80	20.59
Mean Score	3.99	3.80	3.43

Research Question 8:

What, if any, differences exist between the level of job satisfaction between superintendent, middle school, and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey?

As a result of the findings, which utilized current research and that of O'Malley (2004), the conclusion is that there is no evidence to suggest that the mean score for general job satisfaction of the middle and high school principals ($M=86.09$) is significantly higher than the reported mean of the superintendents ($M=82.45$). Both middle school and high school principals, as well as superintendents in Hunterdon and Somerset Counties in New Jersey score high in the area of general job satisfaction.

Job Satisfaction Findings

1. Middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey are generally satisfied with their job as indicated by a mean general satisfaction score of 86.09. When reduced to the 5-point Likert scale, this conclusion is also supported by the mean score of 4.30, which indicates a “satisfaction” level.
2. The general job satisfaction difference of middle school principals in Hunterdon and Somerset Counties in New Jersey compared to high school principals in Hunterdon and Somerset Counties in New Jersey was not statistically significant ($p=.811$) (Table13, p50).
3. The impact of school size upon the job satisfaction of middle school and high school principals in Hunterdon and Somerset Counties in New Jersey was not statistically significant ($p=.057$) (Table 15, p.52).
4. The impact of District Factor Groupings (DFG) upon the job satisfaction of middle school and high school principals in Hunterdon and Somerset Counties in New Jersey was statistically significant ($p=.041$) (Table 17, p.53).
5. The general job satisfaction difference of middle school and high school principals in Hunterdon and Somerset Counties in New Jersey and gender was not statistically significant ($p=.917$) (Table 19, p.54).
6. Middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey are generally satisfied with their job as indicated by a mean intrinsic job satisfaction score of 53.74. When reduced to the 5-point Likert

scale, this conclusion is also supported by the mean score of 4.48, which indicates a “satisfaction” level.

7. The intrinsic job satisfaction difference of middle school principals in Hunterdon and Somerset Counties in New Jersey compared to high school principals in Hunterdon and Somerset Counties in New Jersey was not statistically significant ($p=.992$) (Table22, p.57).

8. Middle school and high school principals in public schools located in Hunterdon and Somerset Counties in New Jersey are generally satisfied with their job as indicated by a mean extrinsic job satisfaction score of 23.86. When reduced to the 5-point Likert scale, this conclusion is also supported by the mean score of 3.99, which indicates a level between “neither satisfied or dissatisfied” and “satisfied”.

9. The extrinsic job satisfaction difference of middle school principals in Hunterdon and Somerset Counties in New Jersey compared to high school principals in Hunterdon and Somerset Counties in New Jersey was not statistically significant ($p=.682$) (Table25, p.60).

10. There is evidence to suggest that the mean score for general job satisfaction of the middle and high school principals is not significantly higher than the reported mean of the superintendents ($p=.097$) (Table 27, p.61)

Conclusion

Job satisfaction is a topic that has been studied for many years and, according to Hoy & Miskel (2001), has been the most extensively and enthusiastically studied concept in organizational science. The analysis of perceived job satisfaction of middle school and

high school principals in public schools in New Jersey revealed relatively high job satisfaction. The demographic survey that was mailed to the respondents provided information that was pertinent to this study, although Thompson, McNamara, and Hoyle (1997) found only limited relationships between demographic variables (e.g., age, gender) and job satisfaction. This statement agrees with Solomon/Isenberg (2004), who mentions that “the lack of significant correlation of job satisfaction with any of the demographic variables, other than tenure which were analyzed individually and in combination, suggests that these factors are not serious sources of satisfaction or dissatisfaction in urban superintendents in New Jersey”.

The results of this survey confirm the work of Malinowski (1999), O’Malley (2004), and Solomon/Isenberg (2004) and adds to the knowledge base involving job satisfaction. It is apparent that, although the role of the principal continues to increase, most are satisfied with the aspects of their position. The principals surveyed indicated that they are satisfied with the way that they are able to keep busy, the opportunity to do something that makes use of his/her abilities, and the chance to try their own methods of doing the job. The principals surveyed were least satisfied with the praise they get for doing a good job and the sense of accomplishment for the job. It was not surprising to note that principals from affluent districts are more satisfied in their jobs than those who work in less affluent districts.

O’Malley’s 2004 dissertation focused on superintendents in Hunterdon and Somerset Counties and the analysis revealed a great deal of satisfaction from their jobs. A relationship could be made between superintendent job satisfaction and principal job satisfaction in the same district. Superintendents who have a high degree of job

satisfaction may be able to note areas of concern within their own district and provide levels of recognition, opportunities for advancement, and independence or the ability to work alone so that school principals continue to have higher levels of job satisfaction. Attention to these variables may help school district attract and keep competent administrators, helping to keep the attrition rate down.

Recommendations for Practice

The following recommendations for practice are suggested:

1. Universities/Schools of Education should look at the results of job satisfaction studies in order to provide instruction and educational experiences to prepare aspiring principals for the increasing responsibilities of the job.
2. Universities should investigate the development of partnerships with school districts to help develop coursework and subsequent opportunities for professional development.
3. School Boards should utilize the results of this study to ensure that principals are satisfied with their jobs by focusing on those items that principals feel gives them the least amount of satisfaction.
4. School Boards may want to consider revisiting the current job descriptions of their principals so that they contain realistic expectations.

Recommendations for Further Study

The following recommendations are suggested to further enhance research in the area of job satisfaction:

1. Future research in the area of job satisfaction of middle and high school principals should be conducted using qualitative measures so as to identify more specific positive and negative aspects of the job and their relationship to job satisfaction. Research involving qualitative measures would allow the research to gain a deeper insight into the “how” and “why” aspects of satisfaction. Qualitative research would allow the researcher to go deeper with questioning and gain responses that would not be achieved through use of quantitative methods.
2. Further research should be conducted using an instrument other than the Minnesota Satisfaction Questionnaire (MSQ Short Form).
3. Research involving job satisfaction that focuses on the professional educators in an entire school district (teachers, administrators, directors, assistant superintendent, superintendent).
4. Further research should be conducted in order to compare administrator and teacher perceptions of job satisfaction within the same geographical locations. This research may lead into issues such as motivation to leave the classroom and move into administration. This research may also lead into theories pertaining to the perceived shortage of administrators.
5. Further research of job satisfaction in large as opposed to small school districts in New Jersey.
6. Research on job satisfaction in the New Jersey Abbott School Districts.
7. Further research involving job satisfaction to include elementary school principals.

8. Further research should be conducted to test job satisfaction as the No Child Left Behind (NCLB) mandates increase and more responsibility falls to the principal.
9. Further research should be conducted to further investigate if there exists a difference in job satisfaction between male and female principals in New Jersey.

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Appendix A
Cover Letter



Dear Principal,

My name is Beth Bournias and I am a graduate student at Seton Hall University in the College of Education and Human Services Executive EdD. Program. I am currently writing a doctoral dissertation entitled "A Study of Perceived Job Satisfaction of Public Middle and High School Principals in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey."

The purpose of this research is to determine the perceived level of job satisfaction of public middle and high school principals in specific DFG groupings in Hunterdon and Somerset counties in the state of New Jersey.

I am writing to ask that you participate in this study, which will take approximately 15 minutes of your time.

Participation in this study will consist of answering the Minnesota Satisfaction Questionnaire-Short form and completing a brief demographic survey. The Minnesota Satisfaction Questionnaire-Short Form (MSQ) consists of 20 questions that will measure extrinsic job satisfaction, intrinsic job satisfaction, and general job satisfaction. The MSQ will ask you to read each statement and to determine how satisfied you feel about a particular aspect of your job (ex. the chance to do different things from time to time), and answer by marking very satisfied, satisfied, dissatisfied, very dissatisfied, or N (can't decide). In addition, the brief demographic survey will ask that you answer several questions based upon your current school district and position.

By returning the completed Minnesota Satisfaction Questionnaire-Short Form (MSQ) and the demographic survey in the attached envelope to the researcher, it will be assumed that you are thoroughly informed about the research being conducted and have voluntarily agreed to participate in this study. Refusal to participate or discontinuing participation at any time will involve no penalty or loss of benefits to which the subject is otherwise entitled.

This study guarantees complete anonymity and confidentiality. No data will be published that in any way identifies the participant. All information relating to the participant will be coded and no names will be put on any research. The only other person that will discuss the results with the researcher will be the dissertation mentor.

There are no anticipated risks to the subjects of this research. In addition, there are no direct benefits expected to the subjects of this research. Subjects will not be paid or given any other type of remuneration through participation in this research.

All coded data will be kept in a fire-proof safety lock box along with the code listing. The researcher will hold the combination to the lock box.

If you would like to participate in this research but have additional questions, you can contact me by calling my dissertation mentor, Dr. John Collins, at Seton Hall University at (973)-275-2823. In addition, questions may also be directed to the Institutional Review Board (IRB) at (973)-313-6314.

I would very much appreciate it if you could complete the enclosed questionnaire and demographic information and return it in the addressed stamped envelope provided by December 15, 2005. The data that you will be able to provide will certainly assist research in the area of job satisfaction. Please note that all data collected will be destroyed after three years.

Again, thank you for your participation in this study. I certainly understand how valuable your time is as a school administrator. My hope is that the information gathered will add to the current knowledge base of job satisfaction. Thank you very much in advance for taking the time to help with this research.

Sincerely,

Beth Bournias

Beth Bournias
C/o Dr. John Collins/Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

Seton Hall University
Institutional Review Board

NOV 03 2005

Expiration Date

NOV 03 2006

College of Education and Human Services
Department of Education Leadership, Management and Policy
Tel: 973.761.9397
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Approval Date

Appendix B
Demographic Survey

**“A STUDY OF PERCEIVED JOB SATISFACTION AMONG
MIDDLE SCHOOL AND HIGH SCHOOL PRINCIPALS IN PUBLIC
SCHOOLS IN NEW JERSEY”**

DEMOGRAPHIC SURVEY

Type of School (Middle/High School): _____

Grade Level: _____

Number of Students in the school: _____

District Factor Grouping: _____

Total number of years as an administrator: _____

Number of years in your last administrative position: _____

Number of years in your current position: _____

Gender: _____ Male _____ Female

*** Kindly attach this demographic survey to your questionnaire and
return both items. Thank you very much.**

Appendix C
Minnesota Satisfaction Questionnaire
Copyrighted Material

Appendix D
Minnesota Satisfaction Questionnaire
Approval Letter

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Department of Psychology
College of Liberal Arts*

*N218 Elliott Hall
75 East River Road
Minneapolis, MN 55455*

*Office: 612-625-2818
Fax: 612-626-2079
www.psych.umn.edu
Email: psymain@umn.edu*

June 24, 2005

Beth A. Bournias
93 Barley Sheaf Road
Flemington, NJ 08822

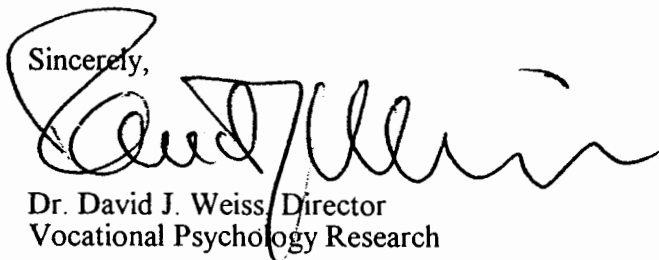
Dear Beth A. Bournias:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire 1977 short form version in your research project.

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

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

Sincerely,



Dr. David J. Weiss, Director
Vocational Psychology Research

Appendix E
Institutional Review Board
Approval Letter



November 3, 2005

Beth A. Bournias
93 Barley Sheaf Rd
Flemington, NJ 08822

Dear Ms Bournias,

The Seton Hall University Institutional Review Board has reviewed your research proposal entitled "A Study of Perceived Job Satisfaction of Public Middle and High School Principals in Specific DFG Groupings in Hunterdon and Somerset Counties in New Jersey" and has determined that it has exempt status.

Please note that, where applicable, subjects must sign and must be given a copy of the Seton Hall University current stamped Letter of Solicitation or Consent Form before the subjects' participation. All data, as well as the investigator's copies of the signed Consent Forms, must be retained by the principal investigator for a period of at least three years following the termination of the project.

Should you wish to make changes to the IRB approved procedures, the following materials must be submitted for IRB review and be approved by the IRB prior to being instituted:

- Description of proposed revisions;
- *If applicable*, any new or revised materials, such as recruitment fliers, letters to subjects, or consent documents; and
- *If applicable*, updated letters of approval from cooperating institutions and IRBs.

At the present time, there is no need for further action on your part with the IRB.

Sincerely,

Mary F. Ruzicka, Ph.D.
Professor
Director, Institutional Review Board

cc Dr John Collins.

Office of Institutional Review Board
Presidents Hall
Tel: 973.313.6314 • Fax: 973.275.2978
400 South Orange Avenue • South Orange, New Jersey 07079-2641

Appendix F

**Endorsement Letters from County Superintendents of
Hunterdon and Somerset Counties in New Jersey**



State of New Jersey

DEPARTMENT OF EDUCATION
HUNTERDON COUNTY OFFICE

PO Box 2900

Flemington, New Jersey 08822-2900

Telephone: 908-788-1414

908-788-1415

Fax: 908-788-1457

E-mail: schools@co.hunterdon.nj.us

Website: www.co.hunterdon.nj.us/schools.htm

RICHARD J. CODEY
Acting Governor

Lucille E. Davy
Acting Commissioner

Dr. Gary Vitta
County Superintendent

October 24, 2005

Ms. Beth Bournias
93 Barley Sheaf Road
Flemington, New Jersey 08822

Dear Ms. Bournias:

This letter is in reference to your doctoral dissertation that you are completing at Seton Hall University in regard to the "*Perceived Job Satisfaction of Middle and High School Principals in Public Schools in New Jersey in Specific DFG Groupings*". I understand that you are requesting permission to give a demographic survey and a Minnesota Satisfaction Questionnaire to middle and high school principals in Hunterdon County.

Please be informed that this letter serves as permission to complete your research within Hunterdon County and attached please find a list of Hunterdon County Superintendents. I would also like a copy of the materials that you send to the principals for my records.

Best of luck with your research.

Regards,

A handwritten signature in black ink, appearing to read "Dr. Gary J. Vitta".

Dr. Gary J. Vitta
Hunterdon County Superintendent of Schools

Attachment

Bournias.doctoral.10.05



State of New Jersey

DEPARTMENT OF EDUCATION

SOMERSET COUNTY OFFICE

P.O. BOX 3000

[92 EAST MAIN ST.]

SOMERVILLE, NJ 08876-1262

908-541-5700 FAX (908) 722-6902

RICHARD J. CODEY
Acting Governor

LUCILLE E. DAVY
Acting Commissioner

DAVID S. LIVINGSTON
County Superintendent

October 25, 2005

Ms. Beth Bournias
93 Barley Sheaf Road
Flemington, NJ 08822

Dear Beth,

This letter is in reference to your doctoral dissertation that you are completing at Seton Hall University in regard to the "Perceived Job Satisfaction of Middle and High School Principals in Public Schools in New Jersey in Specific DFG Groupings". I understand that you are requesting permission to give a demographic survey and a Minnesota Satisfaction Questionnaire to middle and high school principals in Somerset County.

Please be informed that this letter serves as permission to complete your research within Somerset County. I would like a copy of the materials that you send to the principals for my records.

I have attached a copy of the Somerset Directory for your information.

Good luck with your research.

Regards,

A handwritten signature in cursive script that reads "David S. Livingston".

David S. Livingston,
Somerset County
Superintendent of Schools

DLS/rba

J:/SchoolTemp/Dave/BethBournias-Letter.doc

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