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THE RELATIONSHIP BETWEEN SCHOOL PERFORMANCE SCORES
AND JOB SATISFACTION OF PRINCIPALS IN LOUISIANA

By

Vickie Lynn Wheelis, A.S., B.A., M.S.

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Leadership

COLLEGE OF EDUCATION
LOUISIANA TECH UNIVERSITY

May 2005

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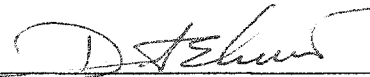
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We hereby recommend that the dissertation prepared under our supervision by Vickie Lynn Wheelis entitled The Relationship Between School Performance Scores and Job Satisfaction of Principals in Louisiana be accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.



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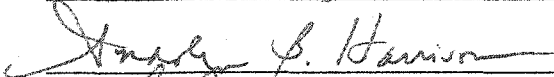


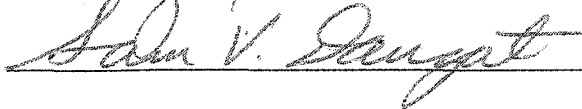
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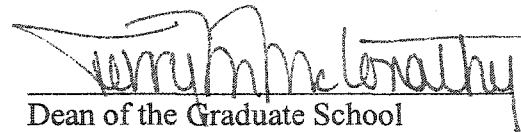
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ABSTRACT

This study examined the relationship between School Performance Scores (SPS) and job satisfaction of principals in Louisiana. The sample consisted of 1328 elementary, middle, high, and PK-12 public school principals in the State of Louisiana. Participants were asked to complete the Short-Form Minnesota Satisfaction Questionnaire (MSQ) via the Internet, with responses being submitted to a secure server. In addition to the MSQ, three demographic questions and three open-ended response questions were asked. The data were analyzed using a one-way Analysis of Variance (ANOVA). Statistical analysis revealed no significant differences in intrinsic, extrinsic, and general satisfaction levels with regard to the variables of (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, or (e) SPS label. However, results of a stepwise multiple regression did reveal a significant relationship between general job satisfaction scores and the variables of (a) intrinsic job satisfaction, (b) extrinsic job satisfaction, (c) SPS label, and (d) type of school. Additional findings indicated that principals felt that a combination of time management, the amount of paper work, and instructional leader versus manager was the greatest challenge in their roles as principal. In addition, 64.0% of the principals stated specifically that the students themselves and the opportunity to work with those students were the most satisfying parts of their job.

APPROVAL FOR SCHOLARLY DISSEMINATION

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CHAPTER ONE

INTRODUCTION

With the passage and implementation of the recent *No Child Left Behind* (NCLB) Act in January, 2002, many new and challenging aspects have been added to the role of a school principal. There are many added pressures that create new areas of stress on the job which may have changed the dynamics of the principalship. The role of the principal has become more focused on school improvement, student achievement, and accountability (Cooley & Shen, 2003). Principals are now learning many new terms for this age of accountability while staying abreast of all mandated testing criteria which in part determine a school's effectiveness. Adams (1999) found that high school principals were either considering leaving the field of education entirely or requesting classroom teaching assignments due to the escalating expectations of accountability. In this same vein, Brady (2002) investigated the intentions of the principal to leave their present positions within the next three years. For this reason, it is important to research and determine the job satisfaction of building level administrators.

Spector (1997) defined job satisfaction as being "simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like or dislike their jobs" (p. 2). Facet satisfaction has been defined as "people's affective reactions to particular aspects of their job" and overall job satisfaction as "a person's affective reactions to his total work role" (Lawler, 1994, p. 64). Locke viewed job satisfaction and

dissatisfaction as “a function of the perceived relationship between what one wants from one’s job and what one perceives it is offering” (1969, p. 316).

Several generic types of job satisfaction measures were established in the early 1980s, including a measure of job facet satisfaction (e.g., *Job Descriptive Index*, *Minnesota Satisfaction Questionnaire*, and *Quality of Employment Survey*) and a measure of overall job satisfaction (e.g., the Gallup Poll question, the *Hoppock Job Satisfaction Scale*, and the *Job-in-General Faces Scale*), both of which have their uses for measurement (Scarpello & Campbell, 1983). Facet measures may be used when employers wish to explain why employees are leaving the business, while overall job satisfaction may be useful in determining the overall level of satisfaction in certain segments of the labor force.

Studies on job satisfaction began to emerge in the United States in the early 1900s. It was at this time that industrial psychologists conducted numerous studies on industry workers in an attempt to determine the extent of job satisfaction. Data produced from these findings indicated relevancy to specific job factors and to employee perception of such factors (Hoppock, 1935). During the last 40 years, researchers have studied job satisfaction among administrators in the business world (Edel, 1966; Ivancevick, 1969; James & Jones, 1980; Miller, 1966; Porter, 1961; Porter & Mitchel, 1967) and in government (Metle, 2003); however, until recently, very little attention has been given to the area of job satisfaction among school administrators.

Hoppock (1935) also found that it might be misleading to assume that findings pertaining to the population of industry workers could be generalized to the people in all occupations. Not all people report their levels of satisfaction to the same extent, and the

nature of the jobs performed by employees differs. It was for these reasons that job satisfaction became the focus of studies in different occupational settings, as well as in other countries.

Job satisfaction studies have been historically conducted in the academic arena since the mid-1960s. Studies have been conducted on the job satisfaction of school principals in Alberta, Canada (Friesen, Holdaway, & Rice, 1983), principals in California (Brady, 2002), principals in Tennessee (Miller, 2002), and principals in Texas (Sablatura, 2002); female secondary principals in the United States (Fansher & Buxton, 1984; Mertz & McNeely, 1998); secondary principals (Brogan, 2003; Gunn & Holdaway, 1986; Richford & Fortune, 1984; Stemple, 2004); assistant principals (Armstrong, 2004; Garawski, 1978; Greska, 2003; Sutter, 1996); teachers (Derlin & Schneider, 1994; Sergiovanni, 1966); elementary principals (Bryant, 2001; Cornell, 2003; Johnson & Holdaway, 1991); middle school principals (Johnson & Holdaway, 1990; Newby, 2000); and school counselors (DeMato & Curcio, 2004). The findings from the literature indicate that there are similarities, as well as differences, in the perceptions of individual jobs in the academic arena. Other factors influencing perception include age, gender, size of school, and degree earned.

It has been demonstrated that job satisfaction has a personality component. Convincing evidence that personality is clearly a factor in job satisfaction has been provided by prior studies. Roethlisberger (1941) found that certain individuals were chronically unhappy about their jobs. Later Schneider and Dachler (1978) reported remarkable stability in a longitudinal study of job satisfaction. This led these researchers to believe that job satisfaction was caused, at least in part, by an employee's personality

and not by the job alone. More recently, Staw and Ross (1985) found that, in people who changed employers and/or job type, there was a consistency in job satisfaction (i.e., job satisfaction was relatively stable among those people who changed jobs). It was concluded that this was in part due to personality. Studies show that intrinsic facets serve as satisfiers for some principals (Lehman, 1991) while extrinsic facets serve as satisfiers for others (Miller, 2002; Sablatura, 2002). It has been hypothesized that job satisfaction across individuals can be traced to affective temperament, which, according to Weiss and Cropanzano (1996), may influence the experience of significant emotional events at work and in turn influence job satisfaction.

Justification for the Study

Research devoted to the connection or link between job satisfaction of building level administrators and school performance scores is very limited. More research needs to be conducted in this field in order to help broaden the body of literature on not only principal satisfaction, but on the relationship of school performance scores to these levels of satisfaction. Such research may further help departments of education within universities as prospective principals are prepared to enter into the profession. Identification of those factors contributing to both job satisfaction and job dissatisfaction is important to attracting the right potential candidates for leadership positions. State departments of education may benefit from this study in that specific areas of satisfaction/dissatisfaction may be duly noted and steps can be taken to enhance those areas that are desirable and to improve those areas that are not currently desirable. Individual districts may benefit from this study by having the opportunity to work closely

with prospective principals in determining first what is, and then attaining, a satisfying situation.

Practicing administrators will find this study beneficial because data were collected and analyzed to discover what variables contributed to the overall job satisfaction of principals in elementary, middle/junior high, high, and K-12 schools within the state of Louisiana. Current principals may get a more accurate picture of what exactly it is that leads to their own satisfaction within the job and strive to create that unique setting. The relationship of SPS on job satisfaction/dissatisfaction of principals will also be detailed. To date, no such study has been conducted focusing specifically on the state of Louisiana. Many teachers enter graduate school pursuing certification in educational administration without knowing the full benefits or problems of actually becoming a principal. This study will be beneficial in assisting these administrative candidates in preparing for the future and in knowing what to expect upon attainment of such a position. Findings will be reported to participants in hope of assisting each participant in realizing individual attitudes to respective jobs.

Statement of the Problem

In this age of accountability, there is a growing concern among educators and the general population about the future of PK-12 education and the impact of high-stakes testing and school performance scores on both educators and students. There is a greater emphasis on high-stakes testing which makes the job of a principal extremely complex. In addition to high-stakes testing, the high societal, economic, and political accountability demands, plus other pressures may ultimately lead to job dissatisfaction (Stemple, 2004).

Rayfield (2004) reported that due to the complexity of the job of a principal, many duties of the principalship are not identified as positive factors in job satisfaction.

The purpose of this study was to investigate the intrinsic satisfaction, extrinsic satisfaction, and general satisfaction levels of building level administrators in the state of Louisiana as measured by the Minnesota Satisfaction Questionnaire (MSQ) short form. The study also investigated the relationship of the school performance scores (SPS), as measured by the Louisiana State Department of Education, to intrinsic, extrinsic, and general satisfaction levels.

In this study, the researcher focused on the following independent variables: (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) school performance score labels. The researcher also considered the following dependent variables: intrinsic satisfaction, extrinsic satisfaction, and general satisfaction.

Research Questions

In conducting this study, the following research questions were investigated:

1. What are the job satisfaction levels of school principals?
2. What are the job satisfaction levels of principals between gender?
3. What are the job satisfaction levels of principals across size of the school served?
4. What are the job satisfaction levels among elementary school principals, middle school principals, high school principals, and K-12 principals?
5. What are the job satisfaction levels of principals according to the highest degree earned?

Hypotheses of the Study

The following null hypotheses were tested in this study:

1. There is no statistically significant difference in reported intrinsic level of leader job satisfaction between male and female principals.
2. There is no statistically significant difference in reported extrinsic level of leader job satisfaction between male and female principals.
3. There is no statistically significant difference in reported general level of leader job satisfaction between male and female principals.
4. There is no statistically significant difference in reported intrinsic level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school.
5. There is no statistically significant difference in reported extrinsic level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school.
6. There is no statistically significant difference in reported general level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school.
7. There is no statistically significant difference in reported intrinsic level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals.
8. There is no statistically significant difference in reported extrinsic level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals.

9. There is no statistically significant difference in reported general level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals.
10. There is no statistically significant difference in reported intrinsic level of leader job satisfaction between principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree.
11. There is no statistically significant difference in reported extrinsic level of leader job satisfaction between principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree.
12. There is no statistically significant difference in reported general level of leader job satisfaction between principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree.
13. There is no statistically significant difference in reported intrinsic level of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****.
14. There is no statistically significant difference in reported extrinsic level of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****.
15. There is no statistically significant difference in reported general level of leader job satisfaction among principals who serve in schools with an SPS label of

Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****.

16. There is no statistically significant relationship between reported general job satisfaction levels of principals and (a) gender, (b) size of school, (c) type of school, (d) level of education, (e) SPS label, (f) intrinsic job satisfaction, and (g) extrinsic job satisfaction.

Definitions of Key Terms

For the purpose of this study, the following definitions were used:

1. *Building Level Administrator*. The principal of a given school.
2. *District Assistance Team (DAT)*. An external team comprised of specially trained district and university personnel serving as an invaluable resource for a school in School Improvement that needs additional assistance and support in its efforts to improve student achievement.
3. *Elementary School*. A school containing grades PK-6 or any combination thereof.
4. *Extrinsic Satisfaction*. Satisfaction derived from “interpersonal relations with subordinates, relationships with peers, organization policies, type of supervision, salary and benefits, and working conditions” (Chen, 2000, p. 11).
5. *Facet*. A distinct feature or element.
6. *Gender*. The distinction between male and female.
7. *High School*. A school containing grades not lower than 7.
8. *Intrinsic Satisfaction*. Satisfaction derived from “the work itself, the individual’s perceptions of self-worth, level or responsibility, and sense of achievement” (Chen, 2000, p. 10).

9. *Job Satisfaction*. Level of satisfaction as measured by, and participant scores on, the Minnesota Satisfaction Questionnaire Short-Form.
10. *PK-12 School*. A school containing grades pre-kindergarten through 12th grade.
11. *Large School*. A population enrollment of 801 or more students.
12. *Medium School*. A population enrollment of 401 or more students but less than 801 students.
13. *Middle School*. A school containing grades 5-8 or any combination thereof.
14. *Minnesota Satisfaction Questionnaire (MSQ)*. A research instrument designed to gather data from individuals to measure job satisfaction on 20 subscales.
15. *Principal*. The individual acting as the building level administrator.
16. *School Performance Label*. An official declaration of school performance in relation to the state's 10-year and 20-year goals. The Performance Labels are:
 - Five Stars: $SPS \geq 140.0$.
 - Four Stars: SPS 120.0 to 139.9.
 - Three Stars: SPS 100.0 to 119.9.
 - Two Stars: SPS 80.0 to 99.9.
 - One Star: SPS 60.0 to 79.9.
 - Academic Warning School: SPS 45.0 to 59.9.
 - Academically Unacceptable School: SPS below 45.0
17. *School Performance Scores (SPS)*. An accountability score ranging from 0 to 200 given to each public school within the state of Louisiana based on its performance on the following indicators: criterion-referenced tests (weight=60%); norm-referenced tests (weight=30%); student attendance (weight=10% grades K-6; 5%

grades 7-12); and drop-out rate (weight=5% grades 7-12), (Louisiana Department of Education, 2001).

18. *Small School*. A population enrollment of less than 401 students.

Theoretical Framework

The Theory of Work Adjustment (Weiss, Dawis, England, & Lofquist, 1967) provides the theoretical framework for this study. Based on the Minnesota Studies in Vocational Rehabilitation, better known as the Work Adjustment Project, the MSQ was designed to measure an individual's satisfaction with 20 different aspects of the work environment. Each item of the instrument refers to a specific need reinforcer on present jobs. The MSQ was constructed and designed to parallel a companion measure of vocational needs, the Minnesota Importance Questionnaire (MIQ) (Weiss, et al., 1967).

The studies of the Work Adjustment Project, begun in 1957, are a series of research studies conducted on the general problem of adjustment to work. Two objectives, the development of diagnostic tools for assessing the work adjustment "potential" of applicants for vocational rehabilitation and the evaluation of work adjustment outcomes, are the primary goals embodied in a conceptual framework of a Theory of Work Adjustment (Weiss, et al., 1967). This theory is based on connection (or lack of) between work personality and work environment as the principal reason or explanation for observed work adjustment outcomes. It is further stated that vocational needs and abilities are the significant aspects of the work personality, while ability requirements and reinforcer systems are the significant aspects of the work environment. By matching work personality with work environment, an individual's work adjustment can be predicted.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter summarizes the findings of literature related to job satisfaction and school performance scores. This chapter is divided into four major sections: (a) defining job satisfaction; (b) a discussion of school performance scores in Louisiana; (c) the history of the Minnesota Satisfaction Questionnaire (MSQ); and (d) the history of accountability in the public educational system.

Defining Job Satisfaction

Hoppock (1935) suggested that job satisfaction is “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’” (p. 47). It is not known whether or not job satisfaction is general or specific; it is speculated that work itself has something to do with it. Katzell, Barrett, and Parker (1961) have suggested that job satisfaction is best viewed as a dependent variable rather than an independent variable.

Locke (1976) described the concept of job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1300). Later, after reviewing the major theories of job satisfaction, he expanded his definition to include the attainment of one’s important job values, providing such values help to fulfill one’s basic needs.

Job satisfaction has further been defined as “the extent to which rewards actually received meet or exceed the perceived equitable level of rewards” (Porter & Lawler, 1968, p. 31). It may be necessary to consider job satisfaction in terms of the “fit” between organization and employee; in other words, what the organization expects from its employees and what the employees expect from the organization. Locke, Smith, Kendall, Hulin, and Miller (1964) viewed job satisfaction as “an affective response which is a result of experience on the job and which will function as an independent variable only under very special circumstances” (p. 314) relative to the individual and the situation. Job satisfaction has been further defined by Young (1984) as “the affective reaction that employees have about their jobs” (p.115).

Studies of Job Satisfaction

In a study conducted by Friesen, et al. (1983), it was found that the main sources of satisfaction of principals appeared to be intrinsic while the dissatisfiers appeared to be extrinsic in nature. A sample of 327 principals (excluding private, special, and one-room schools) in Alberta, Canada, were asked to complete a questionnaire in an effort to ascertain the aspects contributing to overall job satisfaction or dissatisfaction as identified by principals, as well as to what extent the aspects correspond to the aspects found by Herzberg and other researchers. Using content analysis, it was found that (a) interpersonal relationships, (b) achievement, (c) responsibility, and (d) autonomy served as the main sources of satisfaction for many of the participants.

As early as 1964, studies found that higher job levels and higher wages generally contributed to higher job satisfaction (Hulin & Smith, 1964). A stratified sample containing 295 male and 163 female participants in New England plants were

administered the Job Descriptive Index (JDI). Hotelling's T^2 analysis was used for analyzing the data. In this same study, it was found that female workers tend to be somewhat less satisfied with their jobs than their male counterparts; however, in a study reported in 1984, female principals had a higher level of job satisfaction than the male norms (Fansher & Buxton, 1984). In this study, 266 women in secondary school principalships throughout the United States completed the JDI and a questionnaire to determine affective responses with regard to the different facets of job satisfaction and satisfaction or dissatisfaction with regard to involvement in the principalship, respectively.

Derlin and Schneider (1994) have advocated that job satisfaction is perceived differently by educators. They further maintained that "either job satisfaction is not a universal concept or subgroups based on role or context may be influenced by different aspects of a general model of job satisfaction" (p. 85). In this particular study, 10,100 teachers and 442 principals in Wisconsin were surveyed, with a response rate of 5,496 teachers (54.6%) and 333 principals (75.4%) completed questionnaires administered by the Study Commission on the Quality of Education in Milwaukee Metropolitan Public Schools. The questionnaire included items related to job satisfaction on the teacher survey and various facets of the work and professional environment on the principal survey. It was found that urban principals were more satisfied by extrinsic factors than were suburban principals.

In 1984, Wiggins conducted a study in which he sought the relationship of personality and demographic variables to the job satisfaction of school counselors. Letters and instruments to be completed were mailed to 200 randomly selected

counselors in Delaware, Maryland, New Jersey, and Pennsylvania, with a final sample of 123 participants. It was hypothesized that, since school counselors have the potential to influence so many young people, the job satisfaction of this particular group was important. It was also hypothesized that dissatisfied counselors are not likely to serve as positive role models for students who are exploring careers related to their abilities, needs, and interests. It was further hypothesized that all demographic variables (i.e., gender, age, and years of employment) would not be correlated with rated job satisfaction. Participants were administered the Task-Hygiene Job Satisfaction Blank (THJSB) in order to assess job satisfaction. The author found that real patterns of differences existed between the medium- and low-satisfaction level groups and between the high- and low-satisfaction level groups, but there were few truly important differences between the high- and medium-satisfaction level groups. It was suggested that, when studying the sources of job satisfaction and dissatisfaction, factors other than salary, benefits, and external working conditions should be the focus.

In another study of secondary principals conducted by Richford and Fortune (1984), it was hypothesized that highly manipulative principals were significantly more external and less satisfied with their jobs while non-manipulative principals were significantly more internal and more satisfied with their jobs. The participants for this study included all secondary level public school principals employed in the commonwealth of Virginia. A sample of 225 middle, intermediate, junior high, high, and combined school administrators was administered three test-like instruments, the *Mach V Scale*, the *I-E Scale*, and the *Facet-free Job Satisfaction Questionnaire*. A short demographic section was included to ascertain specific information about the respondent

and the respondent's work setting. Using a stepwise regression analysis, it was found that external locus of control was positively associated with manipulativeness and low job satisfaction while internal locus of control was positively related to non-manipulative behavior and high job satisfaction.

In 1985, Sparkes conducted a study designed to examine the extent of and factors influencing the job satisfaction of school principals in Newfoundland and Labrador. The MSQ was used to survey 416 principals in Newfoundland and Labrador. Descriptive statistics, one-way analysis of variance, and Duncan's multiple range test were used to analyze the data. It was found that provincial principals were generally satisfied with their work. Significant differences were found in general satisfaction in the following areas: (a) age; (b) religion; (c) experience; (d) assignment; (e) level of training in educational administration; and (f) size of secretarial staff. Principals of small and intermediate schools in small communities reported a significantly lower level of satisfaction than those in large schools in large communities.

In another study conducted by Haezebrouck (1989), teachers and principals in 525 public high schools were surveyed. Select teachers completed the National Association of Secondary School Principals (NASSP) Teacher Satisfaction Survey while principals completed the Leadership Opinion Questionnaire (LOQ). With a return rate of 75% for teachers and 67% for principals, it was found that there were no statistical differences for the existence of a relationship between leadership style and school size nor for leadership style affecting teacher job satisfaction.

A study by Lehman (1991) investigated job satisfaction of middle school principals and teachers in the state of Indiana. It was hypothesized that the nature of the

job and the personal relationships experienced there were related to both school size and level of job satisfaction of principal. It was also hypothesized that teachers in small schools would be able to predict the level of job satisfaction of their principal. The MSQ Long Form was used to gather data from principals, while the MSQ Short Form was used to gather data from teachers. Using a Pearson product-moment correlation and multiple step-wise regression, hypotheses were tested. There were no significant differences in the relationship between school size and principal job satisfaction. There was evidence suggesting that intrinsic facets (i.e., recognition and achievement) served as satisfiers for principals in both small and large schools. A leading source of dissatisfaction was school policy and practice. Data collected from teachers closely paralleled that of principals.

Newby (2000) studied middle school principals in Virginia. She surveyed 183 middle school principals using the MSQ Long Form to determine levels of job satisfaction. She also had each participant complete an individual data sheet to gather demographic data (i.e., gender, age, experience, degree, school location, and school size). It was found that the mean general satisfaction score was 3.65, indicating these principals were satisfied with their jobs. Newby further found that females were significantly more satisfied in the subscale areas of "Activity" and "Variety" than were males. Both younger and older principals were significantly more satisfied in the "Activity" subscale area than were middle aged principals. Those principals with educational specialist degrees were significantly more satisfied in the "Achievement" area than those who held master and doctorate degrees. It was further found that principals of large schools were significantly more satisfied with "General Satisfaction" than those of small schools (Newby, 2000). Recommendations made by Newby included further research to investigate and compare

elementary, middle, and secondary principal satisfaction, including school size as a variable.

Bryant (2001) studied two groups of grades K-8 principals in the state of North Carolina to investigate the factors related to job satisfaction of principals in low performing and exemplary schools. Two groups of 120 participants each were selected, one from those schools which had been designated as low performing and one from those schools which had been designated as exemplary. Data were collected using the MSQ. Demographic variables included gender, age, experience, and educational level. No relationship between general job satisfaction and performance category of schools was revealed. There were, however, significant differences between groups for some of the variables comprising general job satisfaction. General job satisfaction across groups appeared to be related to age but not to gender. When comparing male and female principals from school performance groups separately, significant differences were found. Educational level and experience were not related to general job satisfaction for principals from either group. Significant differences were found with regard to how each group of principals rated intrinsic and extrinsic job satisfaction variables. It was further found that predictors of general job satisfaction from both school performance categories included the variables of age, gender, educational level, and activity.

Still another study conducted by Brady (2002) investigated the relationship between job satisfaction and specific school/principal characteristics of 162 California school principals. This study also factored in the principal's intention to leave the present position within the next three years. Results indicated significant relationships between (a) job satisfaction, (b) school effectiveness, (c) stress, and (d) perceived performance.

When two demographic factors were included (i.e., length of years as a principal and years in current position), it was found that the level of satisfaction increased with an increase in the number of years in the position (Brady, 2002).

Five hundred twenty-six eligible K-12 East Tennessee public school principals were the participants in a study in 2002. Miller (2002) used the Leadership Practices Inventory (LPI) and the Job Satisfaction Survey (JSS) to determine the school district directors' leadership behavior and the principals' job satisfaction. The entire population of 526 principals received the surveys, with a response rate of 329 (63%). The LPI consisted of 30 items dealing specifically with leadership practices, and the JSS contained 36 items to measure facets of both intrinsic and extrinsic job satisfaction, along with total job satisfaction. A third section was included to gather demographic data, including years of service, school setting, type of school, poverty rate, and gender. The Pearson Correlation and point-biserial correlation coefficient were used to analyze the data at the .01 level of significance. It was found that the level of significance of the directors' relationship with co-workers, operating conditions, and promotion were associated; however, pay, fringe benefits, and the nature of the work were not significant. It was further found that principals with 0-6 years of experience ranked their levels of job satisfaction higher than those principals with 7 or more years of experience.

Urban, suburban, and rural principals in Texas were studied by Sablatura (2002), revealing that these principals were well satisfied by relationships with stakeholders and the sense of challenge and accomplishment obtained from their jobs. These same principals were moderately satisfied with job factors comprising relationships with supervisors and other district personnel, but they were less satisfied with compensation.

Both urban and rural principals were significantly less satisfied than suburban principals in the area of compensation. Logistic regression models were utilized to measure the impact of demographic variables, school characteristics, and job satisfaction factors on principals' commitment to the profession and willingness to pursue another principalship. It was found that, even though professional commitment was reported at 82.5% accuracy and willingness to pursue another principalship was reported at 76.3% accuracy, willingness to pursue other principalships was impacted in the opposite direction (Sablatura, 2002). Less accurate were the suburban and rural models. Specific recommendations were made to each group based on results of linear regressions. School districts were encouraged to focus on those factors that strongly relate to overall satisfaction.

In 2003, Cornell conducted a study to examine those factors influencing job satisfaction/dissatisfaction of public elementary school assistant principals in California. Herzberg's Two-Factor Theory of Motivation was used as a construct for identifying these factors. A descriptive design was utilized. Forty public elementary school assistant principals in the Inland Empire of southern California were interviewed. Upon analyzing data, it was found that work itself and achievement were two motivating factors identified as contributing to job satisfaction. Hygiene factors found to contribute to job dissatisfaction included working conditions, district/site policy, and administration and interpersonal relations with superiors. It seemed that public elementary school assistant principals were satisfied with the intrinsic factors of their jobs and dissatisfied with the extrinsic factors of their jobs. Further, many of these assistant principals viewed their current positions as training grounds for principalships and planned to pursue such

advancement. It was recommended that school districts determine their rationale for employment of assistant principals and communicate this rationale throughout the district. It was further recommended that districts reevaluate current structures, including population size, school schedule, and administrator/staff/student ratios, in an effort to lessen job dissatisfaction, thereby avoiding job burnout (Cornell, 2003).

Metle (2003) viewed job satisfaction as “an attitudinal variable” that can be viewed as a “global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job” (p. 603). In Metle’s study, 774 Kuwaiti female government employees were administered the MSQ to measure job satisfaction. Findings indicated that there was a relationship between job satisfaction and education level. This study showed that as education levels increased, satisfaction declined. In other words, workers’ levels of job satisfaction decreased at higher education levels.

Brogan (2003) assessed the job satisfaction of high school principals in the state of Idaho using the MSQ and a demographic survey. The demographic information included (a) school enrollment, (b) gender, (c) years in current position, (d) years of experience as a high school principal, (e) highest degree currently held, (f) geographic region, (g) ethnicity, (h) number of vice/assistant principals, and (i) number of vice/assistant principals as discipline supervisors. The instrument was mailed to 128 Idaho high school principals, with a return rate of 78 (60.9%) usable questionnaires. Both quantitative and qualitative research designs were used to analyze data, as well as descriptive and multiple regression analyses for statistical analytical procedures. It was found among principals in the state of Idaho that descriptive profiles indicated a small level of difference between high school principals related to gender, with males having a

marginally higher level of general job satisfaction. The more experienced principals indicated higher levels of general job satisfaction. According to this study, academic degrees made no difference in job satisfaction.

Greska (2003), in North Carolina, studied 724 middle school assistant principals using the Job Descriptive Index (JDI) and the Job in General (JIG) Scale. This study found that, while middle school principals were satisfied with their jobs in general, the satisfaction level was influenced by the work on the present job and pay. The study further revealed that the level of satisfaction varied based on future plans and primary duties. In this study, no significant relationships were established between overall job satisfaction and other variables (i.e., age, ethnicity, education, number of years as an assistant principal, salary, and school performance results).

Armstrong (2004) examined the duties of secondary assistant principals and their levels of job satisfaction. Participants for this study were selected from the secondary assistant principals in the state of Texas, with 300 identified and 123 responding. The 1967 MSQ Short-Form was administered, and data analysis consisted of descriptive, correlational, and inferential statistics. It was found that assistant principals were significantly satisfied with their jobs. A statistically significant negative correlation between student mobility and general satisfaction was also found.

A study conducted of elementary school counselors in Virginia by DeMato and Curcio (2004) found that, although the counselors were satisfied with their jobs, their overall job satisfaction decreased during the past decade. The MSQ was administered to 444 school counselors as identified by the membership roster of the Virginia School Counselor Association. Of these 444 participants, only 339 responded. Thirty-eight

returns were non-usable, leaving a working number of 301 participants. There were 281 female, 16 male, and 4 unidentified by gender. One hundred forty-one indicated they worked with 301-500 students, and 86 indicated they worked with 501-700 students. Seventy-four participants did not indicate the number of students they worked with. A master's degree was held by 276 of the participants, a doctorate degree was held by 7 participants, a bachelor's degree was held by 1, and 17 did not indicate their degree held. It was found that elementary school counselors in Virginia's public schools are very satisfied with their jobs. They derive the most satisfaction from aspects of their job that directly relate to the work itself. When compared to a study conducted earlier, the overall percentage of counselors who expressed feeling very dissatisfied increased from 3.7% in 1995 to 9.1% in 2001 (DeMato & Curcio, 2004).

A current study conducted in Virginia by Stemple (2004) replicated the Newby study. The purpose of this study was to ascertain the aspects of job satisfaction of high school principals in Virginia. Stemple chose all 302 public high school principals in the state of Virginia as participants for his study. Of the 302, only 289 had e-mail addresses by which the survey could be sent over the internet. One hundred eighty-three principals responded to the survey for a total response rate of 63.3%. Participants were asked to complete the MSQ Long Form via the internet. Stemple investigated job satisfaction as it was related to (a) gender, (b) age, (c) level of education, (d) salary level, (e) years of experience, (f) number of assistant principals, (g) years in the current school district, (h) school socio-economic level, (i) school size, and (j) accreditation status. Data were analyzed using ANOVA's, frequency distributions, correlations, and a multiple regression. Findings indicated that high school principals were generally satisfied with

their jobs. Those principals serving in schools not fully accredited or with fewer than three assistants were less satisfied than those principals of fully accredited schools and those principals with three assistants. The following findings were noted: (a) no significant difference in job satisfaction and age; (b) no significant difference in job satisfaction for male and female participants; (c) a significant difference in job satisfaction and salary; (d) a significant difference in job satisfaction and number of assistant principals; (e) no significant difference in job satisfaction and years in a district; (f) no significant difference in job satisfaction and time spent with students; (g) no significant difference in job satisfaction and percent of students on free and reduced lunch; (h) no significant difference in job satisfaction and school size; (i) a significant difference in job satisfaction and accreditation status; and (j) no significant difference in job satisfaction and adequate yearly progress.

School Performance Scores in Louisiana

In 1997, the Louisiana State Legislature, with the approval of Governor Mike Foster, passed new legislation mandating many changes in public education for pre-kindergarten through grade twelve. A statewide accountability program focusing on student achievement went into effect, mandating continuous school improvement and growth. This comprehensive plan, *Reaching for Results*, was intended to improve both student achievement and school achievement. It was based on the beliefs that every school can improve, that all students can learn, and that most must learn at significantly higher levels than previously required (Louisiana Department of Education, 2001).

This accountability program has had the continuous support of the governor, the legislature, the State Board of Elementary and Secondary Education, and the public since

its inception of the first state tests in the 1998-1999 school year. It was at this time that the new state criterion-referenced testing program began: the Louisiana Educational Assessment Program for the 21st Century, or LEAP 21. Baseline data were gathered initially, and each year every public school's progress was determined by comparing its current performance to the previous year's data. A *School Accountability Report* is issued in September of each year. This report contains the SPS of a school, showing its standing in relation to the State's ten- and twenty-year goals. The report further provides the school's Growth Target, which is the progress a school must make every two years in order to meet the state goals. Based on a school's success in meeting the Growth Target, a Performance Label is assigned. This Performance Label is given based on the SPS and Growth Target (Louisiana Department of Education, *Revised Louisiana School Accountability Manual*, 2001).

For those schools not meeting their Growth Targets or having very low absolute performance, corrective actions will be implemented. These corrective actions initially began with support from the District Assistance Team (DAT) formulating and implementing a school improvement plan. If a school continued to fail to meet improvement goals, it would be subject to more severe corrective actions, ranging from offering parents the right to transfer their child(ren) from a corrective actions school to another school, to requiring the district to establish a reconstitution plan for the school (Louisiana Department of Education, *Revised Louisiana School Accountability Manual*, 2001). Beginning with the 2004 accountability results and beyond, schools that go into School Improvement 1 are no longer required to have a DAT; however, those schools in

SI 1 with a Growth SPS of less than 80.0 should receive assistance from the district to complete their needs assessments and any data analyses.

In 2002, with the passage of the NCLB Act, students attending schools with an SPS less than 45 were to be offered public school choice for the fall semester, allowing students to transfer to a higher performing school within the district. Those schools in Corrective Actions II were to offer Supplemental Educational Services (SES), including tutoring or extra help provided to students in reading, English/language arts, and math, during the fall semester (Louisiana Department of Education, 2003). In the fall of 2004, Grade Level Expectations (GLEs) were implemented. These GLEs are intended to break down what each student should know and be able to do at the end of each specified grade level. These GLEs further drive the curriculum for the state.

History of the Minnesota Satisfaction Questionnaire

In 1957, studies on the general problem of work adjustment were begun in the field of vocational rehabilitation. These studies, known as the Minnesota Studies in Vocational Rehabilitation (better known as the Work Adjustment Project), focused on both the development of diagnostic tools for assessing the work adjustment “potential” of vocational rehabilitation applicants and the evaluation of these work adjustment outcomes. These goals became the basis of the conceptual framework for research, a Theory of Work Adjustment, utilizing the connection between work personality and work environment to explain the job satisfaction. The instrument was first published in 1964 (England, Dawis, & Lofquist, 1964) and was revised with the help of Weiss in 1967 (Weiss, et al., 1967).

The Minnesota Satisfaction Questionnaire (MSQ), a classic research tool useful in ascertaining job satisfaction, was designed to measure an individual's satisfaction with 20 different aspects of the work environment. Each item of the instrument refers to a specific need reinforcer on present jobs. The MSQ was constructed and designed to parallel a companion measure of vocational needs, the Minnesota Importance Questionnaire (MIQ). The MSQ is essentially self-administering and requires only a fifth-grade reading level. The MSQ has both a long- and a short-form. The long-form consists of 100 items, each specifying a need reinforcer in the work setting. The short-form, developed for the express purpose of economical administration and data collection, is composed of the 20 items that correlated highest with the 20 reinforcer scales in the original MSQ developmental sample. The short-form MSQ can be scored on three scales: intrinsic satisfaction (IS), extrinsic satisfaction (ES), and general satisfaction (GS) (Weiss, et al., 1967, p. 13).

History of Accountability in Public Education

As far back as 1957, education has been viewed as ineffective. With the launching of Sputnik by the Soviet Union in October, 1957, a feeling of depression and panic was felt throughout America. An area presumed to be dominated by Americans had been infiltrated by the Russians. With the victory of the launching of Sputnik came the reality that the Russians apparently had the technique to not only launch an artificial satellite into precise orbit, but also to send a nuclear warhead to its target. It seemed to many that the United States undoubtedly lagged behind in education. This scientific achievement "suggested to a global public that the Russians were technologically superior" (Marlin, 1987, p. 544).

Representatives of the American Council on Education (ACE) told reporters that American education was treated as a “second-rate enterprise,” suffering from financial neglect (Clowse, 1981, p. 12). It was at this time that the idea of education being used as a tool for national security fueled the once debated idea of federal aid to schools. The result of this federal aid to education was the National Defense Education Act (NDEA) of 1958.

Along with this federal aid, the social reform burdens were placed on the public schools. Laws were enacted at the federal, state, and local levels placing reform programs into school curriculum. Schools were accused of not teaching reading well, of not encouraging students in the areas of math and science, and of being too soft. According to many, societal ills were a direct result of the public schools. Curricular changes in academics took place (Clowse, 1981).

On April 11, 1965, President Lyndon B. Johnson, a former teacher, signed into law the Elementary and Secondary Education Act (ESEA), authorizing \$1.3 billion in general aid to elementary and secondary schools across the nation (Washington, 2005). This legislation contained a program for assistance to students of low-income families, with the federal dollars being allocated to schoolchildren from needy families. ESEA was the first and largest comprehensive federal education law, a component of the war President Johnson had waged on poverty.

The ESEA was originally authorized through 1970; however, the ESEA has been reauthorized every five years since its inception. As a result of these reauthorizations, the original act has undergone numerous name changes. The same basic premise, however, remains intact. The ESEA is still focused on providing resources “that help ensure that

disadvantaged students' across the nation "have access to a quality public education" (http://si.unm.edu/si2002/SUSAN_A/TIMELINE/TIM_0015.HTM).

Headstart was instituted to help the disadvantaged. Title I was available to help all disadvantaged youth. In the 1970s the Early Childhood Education (ECE) program began in California. In a decade in which the dollar was shrinking, society witnessed an almost annual adoption of school reform programs (Clowse, 1981).

In 1978 the end of the Post-Sputnik Reform movement came. During the years between 1978 and 1983, an American rethinking of the aims of education took place. It was during this time that the use of behavioral objectives became an accepted policy. Needs assessments were utilized in securing grant monies offered through social reform program offices. Publishers began to create programmed materials. Accountability directed instruction through competency-based testing. Instruction was narrowed to only those skills and facts that could be measured (Hiatt, 1986).

In 1983, the Reagan administration appointed the National Commission on Excellence in Education. This group issued a report, *A Nation at Risk*, containing its findings concerning public education. In this report, the commission reported that (a) test scores were declining, (b) business leaders were complaining about the poor skills of high school graduates, (c) U. S. students were being outperformed by their Japanese and European counterparts, (d) math and science enrollments were declining, and (e) American children and adults alike were at unacceptable levels of functional illiteracy (Lunenburg, 1992). Specific recommendations were then made to correct the deficiencies. Recommendations included increasing standards and expectations for student performance, strengthening high school graduation requirements and admission

to college, and holding both students as well as educators accountable. This view of schooling dominated the agendas of policymakers and state legislators through 1985. This led to many bureaucratic mandates from state governments to improve education. Beginning in 1986, many began to feel that state governments should not have that kind of control over education; rather, they felt that the improvement of schools would be best initiated at individual school sites (Lunenburg, 1992).

In 1986, the Carnegie Task Force on Teaching as a Profession, the Holmes Group, and the National Governors' Association (NGA) reported on their findings. Both the Carnegie and the Holmes reports emphasized the "teacher as professional" (Lunenburg, 1992), stressing that teachers were not the problem of education but rather the promise of education. The Holmes report further stated that colleges of education should be made more professional, like those of medicine and law. The NGA focused its report on teacher salary increases, at-risk children, and school choice. The Task Force on Education for Economic Growth employed inflammatory rhetoric, "warning that a real emergency is upon us, and bluntly declaring that improving education in America is crucial to our national survival" (Strickland, 1985, p. 16).

In 1990, President George Bush and the NGA adopted six national education goals (*Goals 2000: Educate America Act*) for the year 2000:

1. to ensure that every child starts school ready to learn;
2. to raise the high school graduation rate to 90%;
3. to ensure that students leaving Grades 4, 8, and 12 can show competence in core subjects (English, math, science, history, geography);
4. to make our students first in the world in math and science;

5. to ensure that all our adults are literate and have the skills needed to compete in a global economy and exercise rights of citizenship; and
6. to free schools of drugs and violence to encourage learning (Lunenburg, 1992).

The plan that was instituted to meet these goals and make these goals a reality became known as *America 2000: An Education Strategy*.

To keep in line with the national goals that had been established, the governor of Louisiana approved, and the State Legislature subsequently passed, new legislation mandating many changes in public education for pre-kindergarten through grade twelve. This statewide accountability program, focusing on student achievement, went into effect in 1997, mandating continuous school improvement and growth. *Reaching for Results*, a comprehensive plan, was intended to improve both student achievement and school achievement. The basis for this plan was (a) that every school can improve, (b) that all students can learn, (c) and that most must learn at significantly higher levels than previously required (Louisiana Department of Education, 2001).

The governor, the legislature, and the State Board of Elementary and Secondary Education have continued to support this accountability program since its inception in the 1998-1999 school year with the beginning of the new state criterion-referenced testing program: the Louisiana Educational Assessment Program for the 21st Century, or LEAP 21. During that first year, baseline data were gathered. Since then, on a yearly basis, every public school's progress is determined by comparing its current performance to the previous year's data. In September of each year, a *School Accountability Report* containing the School Performance Score of a school and highlighting its standing in

relation to the State's ten- and twenty-year goals is issued. The school's Growth Target, which is the progress a school must make every two years in order to meet the state goals is also published. Based on a school's SPS and its success in meeting the Growth Target, a Performance Label is assigned (Louisiana Department of Education, 2001).

For those schools not meeting their Growth Targets or having very low absolute performance, corrective actions will be implemented. Those schools in SI 1 with a Growth SPS of less than 80.0 for 2004 accountability results and beyond are no longer required to have a District Assessment Team (DAT); however, they should receive assistance from the district to complete their needs assessments and any data analyses. Those schools are still required to write a new or revised School Improvement Plan (SIP) that will be reviewed by the Local Educational Authority (LEA). The LEA will then send an assurance to the Louisiana Department of Education (LDE) to verify that the SIP passes the LDE's rubric. Schools in SI 2, SI 3, SI 4, SI 5, or SI 6 are still required to have a DAT assigned to them. The SIP for these schools is due within 90 days after the release of school performance scores. If a school continues to fail to meet improvement goals, it will be subject to more severe corrective actions, ranging from offering parents the right to transfer their child(ren) from a corrective actions school to another school to requiring the district to establish a reconstitution plan for the school (Louisiana Department of Education, 2001).

All this emphasis on accountability has created new pressures and recommendations for new principals' roles. Emphasis has now shifted from how money and other resources are used to accountability for outcomes or student achievement. Three days after taking office in January 2001, President George W. Bush announced a

reform that he deemed to be the cornerstone of his administration: *No Child Left Behind*. On January 8, 2002, President George W. Bush signed into law the *No Child Left Behind* Act (NCLB). This act incorporates increased accountability for states, school districts, and schools; greater choice for parents and students, especially those in low-performing schools; more flexibility for states and local educational agencies in the use of federal education dollars; and a stronger emphasis on reading, especially for our younger children. The new education reform law required all states to develop an accountability program and policies aimed at making sure that every child is learning and growing. A part of this legislation requires that all students be taught by “highly qualified” teachers by the end of the 2005-2006 school year. By the spring of 2003, Louisiana had already begun to outline the criteria for “highly qualified” teachers and paraprofessionals within the state (Louisiana Department of Education, 2003).

In the January 10, 2002 issue of *Education Week*, the state of Louisiana was listed among 10 states earning the “highest overall grades” for their accountability plans. Louisiana was ranked 4th among the 50 states and the District of Columbia for its plan to strengthen and hold schools accountable for student achievement. During Spring 2002, Louisiana’s accountability program moved into a new phase, adding a District Accountability program. This component would yield a District Performance Score as well as a District Responsibility Index. The District Accountability program would be the first of its kind in the nation (Louisiana Department of Education, 2002).

CHAPTER THREE

METHODOLOGY

The purpose of this study was to investigate the intrinsic satisfaction, extrinsic satisfaction, and general satisfaction levels of building level administrators in the state of Louisiana as measured by the Minnesota Satisfaction Questionnaire (MSQ) and to investigate the relationship of the school performance scores as measured by the state of Louisiana to job satisfaction level. The objectives of this study were to assess school performance scores and job satisfaction of building level administrators. In addition, the researcher assessed other factors (i.e., gender, size of school, degree) associated with job satisfaction of building level administrators.

Research Design

The research design for this study was a combination of non-experimental and descriptive research. According to Kerlinger (1986) non-experimental research is research in which the researcher has no direct control of independent variables because manifestations have already occurred and/or they are not manipulable. Descriptive research concerns itself with hypothesis formulation and testing, analysis of relationships between non-manipulated variables, and the development of generalizations. Best (1981) stated "descriptive research describes what is. It involves the description, recording, analysis, and the interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-

manipulated variables” (p. 25). Best and Kahn (2003) stated that descriptive research “deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity” (p. 115). Independent variables in this study were (a) gender; (b) size of school; (c) type of school; (d) educational level of principal; and (e) School Performance Score (SPS) label. The dependent variable was participant scores on the MSQ. A correlational research design was used to determine the strength and direction of any relationships between general job satisfaction and the variables of (a) gender, (b) size of school, (c) type of school, (d) level of education, (e) intrinsic job satisfaction, and (f) extrinsic job satisfaction. This framework establishes the degree of relationship among multiple variables using the correlation statistic R , where the relationship is stronger as R is closer to ± 1.00 (Crowl, 1996).

Sample

The target population for this study consisted of 1328 elementary, middle, high school, and K-12 principals in the state of Louisiana who are listed in the *2004-05 Louisiana School Directory*. The participants were purposefully selected based on matching criteria of school size, school population, gender of building level administrator as identified from the school directory by name, and school type (i.e., elementary, middle/junior high, high, or K-12 school). Schools were divided according to the type (elementary, middle/junior high, high, or a K-12 combination) used in the actual school name. Alternative schools, charter schools, lab schools, and drop-out recovery schools were eliminated. For those schools not specifically using a type (i.e., elementary,

middle/junior high, high, or K-12) within the school name, schools were divided according to actual grade-levels contained within the schools.

Instrumentation

Minnesota Satisfaction Questionnaire

The Short-Form Minnesota Satisfaction Questionnaire (MSQ), designed by Weiss, et al. (1967), revised in 1977, was administered to each participant for the express purpose of determining intrinsic, extrinsic, and general satisfaction levels of participants. The MSQ is a well-known instrument designed to measure job satisfaction. The short-form MSQ, composed of 20 items that correlated highest with the 20 reinforcer scales of the long-form MSQ, was developed “for the express purpose of economical administration and data collection” (Keyser & Sweetland, 1986). It is gender neutral, yields intrinsic, extrinsic, and general satisfaction levels, and utilizes a 20-dimension Likert-type scale format. It is self-administering and is usually completed within 5 minutes (Albright, 1972), with participants reading 20 different statements about their present job.

As the statements were read, participants were to decide how satisfied they were with that aspect of their job and indicate a response from the following five-point Likert scale: (a) very dissatisfied, (b) dissatisfied, (c) neutral, (d) satisfied, or (e) very satisfied, with very dissatisfied being equal to one and very satisfied being equal to five. Of the 20 items, 12 items yield an intrinsic score, 6 items yield an extrinsic score, 2 items augment general satisfaction, and all 20 items yield a general score (Weiss, et al, 1967).

School Performance Scores

School Performance Scores were obtained via the website for the Louisiana State Department of Education. A School Performance Score (SPS) is given to each public school in the state of Louisiana. This score is a weighted score, derived from select indicators. Schools containing grades K-6 receive an SPS obtained using the following components: criterion-referenced tests (LEAP-21) = 60%; norm-referenced tests (Iowa Tests of Basic Skills) = 30%; and student attendance = 10%. Schools containing grades 7-12 receive an SPS obtained using the following components: criterion-referenced tests (LEAP-21 and GEE) = 60%; norm-referenced tests (Iowa Tests of Basic Skills) = 30%; student attendance = 5%; and student dropout rate = 5%. These School Performance Scores for each individual public school in the state of Louisiana are available on the Louisiana State Department of Education website (www.doe.state.la.us). These scores are then grouped numerically on an approximate 20-point scale and assigned an SPS label. The SPS labels are as follows: (a) Academically Unacceptable, (b) Academic Warning, (c) One Star*, (d) Two Stars**, (e) Three Stars***, (f) Four Stars****, and (g) Five Stars*****. SPS labels for each school in the state of Louisiana can also be found on the Louisiana State Department of Education website.

Data Collection Procedures

No data were collected prior to approval by the Human Use Committee at Louisiana Tech University (see Appendix A). Upon approval from the committee, approval was then sought and obtained from the University of Minnesota regarding the use of the MSQ via the Internet (see Appendix B). Using the 2004-2005 *Louisiana School Directory*, principals of specifically labeled schools (i.e., elementary, middle,

high, PK-12) were selected as participants for this study, for a total of 1328. The researcher sent an e-mail letter to each participant. The letter (see Appendix C) explained the role of the researcher and the anticipated role of each participant, giving information regarding how to access the survey each participant was asked to complete. When participants visited the web site for completion of the instrument, the human consent form was visible. Participants were asked to give their consent (see Appendix D) by clicking on an "I Agree" button before they could access the actual MSQ instrument. Participants completed the MSQ and demographic questions (see Appendix E) electronically and submitted it to a secure server at Louisiana Tech University. After approximately one week's time, the researcher sent a reminder e-mail to all participants who had not yet completed the survey. This e-mail notice contained the link to the web site for completion of the instrument online. A third e-mail was sent to participants not responding after a third week had lapsed.

Due to an initial low return rate (185, 13.9%), follow-up telephone calls were made and e-mail letters (see Appendix F) were sent to each parish superintendent after three weeks had passed. The researcher attempted to increase the response rate by asking the superintendent of each school system for help in obtaining a response from principals within each district. When requested by superintendents, a facsimile of Appendix F was submitted including the specific information on how to access the instrument. This attempt yielded a small additional return, bringing the total of usable returns to 202 (15.2%). In an effort to increase the rate of return even more, the researcher enlisted the assistance of three research associates to contact by telephone a stratified sample (by school type) of principals who had not yet responded to the survey. These research

associates had prior experience in gathering both telephone and qualitative data. To further ensure and safeguard the accuracy of data gathering, the researcher trained the associates in the proper technique for administering and documenting responses for both the MSQ Short-Form and the demographic data prior to initiating any telephone interviews. This effort yielded contact with 485 schools, and, of this group, 121 building principals agreed to participate in a telephone interview instead of completing the internet-based survey. All of these participants gave their human consent to the interviewer before any questions were asked. Each participant was sent a facsimile of a human use consent form for a signature verifying their consent to participate. With this additional effort, the return rate was raised to a total of 323 (24.3%) usable surveys which, according to Krejcie and Morgan (1970), is an acceptable return rate for a sample size of 1328.

The anticipated benefit of the internet survey for the participants was that they controlled the pace at which it was completed. Participants could answer the questions without feeling any pressure to answer one way or another. They could answer unbiased by an interviewer and respond at the time of their choosing (Salant & Dillman, 1994). Although the survey was sent to the participants at their respective schools via the school e-mail address, participants could respond from any computer regardless of location.

Anticipated benefits of the internet survey for the researcher were many. First, the cost of administering the survey was greatly reduced. The major savings was in postage. Due to the fact that the instrument was delivered via e-mail, there was no postage cost. The original e-mail contained the link to the website housing the instrument for completion.

The second savings was in the amount charged by the designers of the MSQ. The designers required the researcher to pay royalties based on the response rate, not based on the actual number administered, thus rendering a huge savings over the cost of each printed survey. The researcher had to pay royalties only for those surveys actually responded to, not for each e-mail sent out.

The third savings was in the amount of time required for coding. Because data were collected via the Louisiana Tech University server, the returned data were already contained in an Excel spreadsheet that was able to be directly downloaded into an SPSS Graduate Pack for Windows file. The researcher did not have to spend a great deal of time inputting returns into the SPSS file; Louisiana Tech University's server had already completed that step. For those instruments completed via the Internet, only final recodes had to be done to convert the raw data into usable data for SPSS commands to read it. For those participants who participated in telephone interviews, a facsimile of the human use form was sent to the participants to secure their consent to participate. These responses were coded individually and compiled with the Internet data.

These benefits were offset by the low initial return rate. It is unknown what factors might have been present to inhibit participant use of and participation in an online survey.

Data Analysis

Descriptive statistics for (a) return rate, (b) each of the five independent variables, and (c) participant scores on the MSQ are presented in charts, graphs, and tables, with accompanying narrative. Frequency tables, demographic data, as well as Means and Standard Deviations for MSQ scores are included.

To the extent that the respondents estimated characteristics of the target population and thus met the assumptions for use of parametric statistics to test the null hypotheses, data were analyzed using an ANOVA to test for significant differences between groups. Alpha was set at the .05 level of significance. Effect sizes for any significant differences were computed using Cohen's *d*. Where the results of the ANOVA yielded a significant F value, the Scheffe' test was used as a post-hoc comparison to determine where the difference lies between group means. In such cases where there was a low return rate for a particular data cell (approximately less than 30 participants), one or more of the assumptions of parametric analysis may have been violated; therefore, data for that hypothesis were analyzed with an appropriate non-parametric test such as the Median test or the Kruskal-Wallis one-way ANOVA of ranks. Multiple regression was used to determine any significant relationships between variables. Results of these data analyses are presented in tables with accompanying narrative. Discussion follows as to how the results of this study confirm or vary from previous research on this topic. Recommendations for further study and for policy and practice implications are presented.

CHAPTER FOUR

DATA ANALYSIS

The purpose of this chapter is to present the findings of the analyses of data which were collected in the study of the relationship of school performance scores and job satisfaction of principals in Louisiana and to describe the levels of job satisfaction according to the independent variables. The sections of this chapter are: (a) data collection; (b) MSQ reliability analysis; (c) analyses and findings organized by research questions; and (d) other findings. The purpose of this study was to determine the relationship between school performance scores and job satisfaction of principals in Louisiana.

Data Collection

For this study, 1328 of the total 1375 public school principals in the state of Louisiana were contacted via e-mail and asked to complete a survey via the Internet. The survey consisted of a set of three demographic questions and the 1977 Short-form Minnesota Satisfaction Questionnaire (MSQ). Forty-seven of the possible principals were excluded because the researcher deliberately did not survey certain schools (i.e., alternative, drop-out recovery, charter, special, and laboratory schools).

Three hundred fifty-seven elementary, middle/junior high, high, and PK-12 school principals in Louisiana responded to the survey that was conducted via the Internet and the Louisiana Tech University server. The response rate for this study was

26.9% (n = 357). Of the 357 returns, there were 323 usable surveys (24.3%). Table 1 shows the return rate of instruments.

Of the 1328 principals surveyed, a total of 578 were male and 750 were female. Of this breakdown, 156 (26.9%) usable surveys came from male principals and 167 (22.2%) came from female principals. A total of 323 (24.3%) surveys were returned as usable.

Table 1

Return Rate of Instruments

Participants	# Sent	# Returned	% Returned
Male	578	156	26.9%
Female	750	167	22.2%
Total	1328	323	24.3%

Table 2 presents the description of the sample for the study by showing each demographic variable with the number (n) of respondents in each category. Of the total number of surveys sent, 578 males and 750 females received the survey. Of the 323 respondents, 48.2% (n = 156) were male while 51.7% (n = 167) were female. Of those surveys sent for completion, 500 were sent to a small-size school, 661 were sent to a medium-size school, and 167 were sent to a large-size school. One-half the total number of respondents (n = 164, 50.8%) were from medium-sized schools containing between 401 and 800 students, while 39.0% (n = 126) were from small schools with 400 or fewer students and 10.2% (n = 33) were from large schools serving a population of more than 800 students. With regard to the independent variable of type of school, a total of 796 surveys were sent to elementary principals, 119 surveys were sent to middle/junior high

Table 2

Frequency Distributions for Demographic Variables (n=323)

Demographic Variable	Total N sent	N returned	Percentage Usable
Gender			
Male	578	156	48.2
Female	750	167	51.7
Size of School			
Small	500	126	39.0
Medium	661	164	50.8
Large	167	33	10.2
Type of School			
Elementary	796	168	52.0
Middle/Junior High	119	57	17.6
High	246	64	19.8
PK-12	67	34	10.5
Highest Degree Earned			
Master's	*	93	28.8
Master's +30	*	191	59.1
Specialist	*	25	7.7
Doctorate	*	14	4.3
SPS Label			
Academically Unacceptable	65	4	1.2
Academic Warning	146	27	8.4
One Star *	356	78	24.1
Two Stars **	454	121	37.5
Three Stars ***	264	80	24.8
Four Stars ****	36	12	3.7
Five Stars *****	7	1	0.3

Note: * = Degree data not available from DOE source.

principals, 246 surveys were sent to high school principals, and 67 surveys were sent to PK-12 principals. More than half of the respondents ($n = 168$, 52.0%) were principals of elementary schools while the least represented group fell in the PK-12 schools ($n = 34$, 10.5%). More than half of the respondents ($n = 191$, 59.1%) held a master's +30 degree, while less than one-third of the respondents ($n = 93$, 28.8%) held only a master's degree. There were 25 (7.7%) respondents who held a specialist degree and only 14 (4.3%) who held a doctorate degree. A total number of 65 surveys were sent to schools with an SPS label of "Academically Unacceptable," 146 surveys were sent to schools with an SPS label of "Academic Warning," 356 surveys were sent to schools with an SPS label of "One Star," 454 surveys were sent to schools with an SPS label of "Two Stars," 264 surveys were sent to schools with an SPS label of "Three Stars," 36 surveys were sent to schools with an SPS label of "Four Stars," and 7 surveys were sent to schools with an SPS label of "Five Stars." With respect to the SPS score and labels of schools, the majority of respondents ($n = 121$, 37.5%) served in a Two Star school while the fewest number of respondents ($n = 1$, 0.3%) served in a Five Star school.

MSQ Reliability Analysis

The Short-Form Minnesota Satisfaction Questionnaire (MSQ), designed by Weiss, et al (1967), revised in 1967, was administered to each participant. The MSQ is a well-known instrument designed to measure job satisfaction. It is gender neutral and utilizes a 20-dimension Likert-type scale format.

The MSQ gives reliable, valid, well-normed indications of general satisfaction at work, 20 aspects of that satisfaction collapsible into intrinsic and extrinsic components. The long form MSQ reliability coefficients were computed at .80 or higher (83%) and

lower than .70 (2.5%). Two time intervals—one week and one year—were used to establish stability of the scores on the 21 MSQ scales. For the one-week interval, stability coefficients ranged from .66 for “Co-workers” to .91 for “Working Conditions,” with the median coefficient (excluding “General Satisfaction”) being .83 and the stability coefficient for the “General Satisfaction” scale .89. The one-year stability coefficients ranged from .35 for Independence to .71 for “Ability Utilization,” with a median coefficient (excluding “General Satisfaction”) of .61 and the stability coefficient for the “General Satisfaction” scale .70 (Weiss, et al, 1967).

Construct validity of the MSQ was obtained from its performance according to the theoretical expectations. Much evidence supporting this validity comes from construct validation studies of the Minnesota Importance Questionnaire (MIQ), based on the Theory Work Adjustment. In studies based on the Theory Work Adjustment, general job satisfaction was the dependent variable and MIQ scale scores were the independent variables. Results of these studies indicated that the MSQ measured job satisfaction in accordance with the expectations from the Theory Work Adjustment.

The short-form MSQ consists of three scales of measurement: Intrinsic, Extrinsic, and General satisfaction. A score for each of these three scales was obtained using specific items from the instrument. Using items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 from the instrument, a score was determined for Intrinsic Satisfaction. The Intrinsic Satisfaction score ranged from 12-60. Using items 5, 6, 12, 13, 14, and 19 from the instrument, a score was determined for Extrinsic Satisfaction. The Extrinsic Satisfaction score ranged from 6-30. A score for General Satisfaction was derived using each of the 20 items in the questionnaire. The General Satisfaction score ranged from 20-100.

The short-form MSQ reliability median coefficients were computed at .86, .80, and .90, respectively, for Intrinsic Satisfaction (IS), Extrinsic Satisfaction (ES), and General Satisfaction (GS). For the Intrinsic Satisfaction scale, the coefficients ranged from .84 to .91. For the Extrinsic Satisfaction scale, the coefficients ranged from .77 to .82. On the General Satisfaction scale, coefficients ranged from .87 to .92. Validity for the short-form MSQ is basically inferred from the long-form validity since the short-form MSQ is based on a subset of the long-form items. Additional evidence for the validity of the short-form MSQ comes from additional studies of occupational group differences and studies of the relationship between satisfaction and satisfactoriness according to the Theory Work Adjustment.

Descriptive Data Analysis

The responses from the Short-Form MSQ were analyzed by using the SPSS Graduate Pack 10.0 for Windows, a statistical software package. Descriptive statistics were calculated for intrinsic, extrinsic, and general satisfaction with regard to each of the independent variables (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label.

As can be seen in Table 3, the male participants ($n = 156$) had a mean Intrinsic Satisfaction score of 50.81 with a standard deviation of 6.65. The female participants ($n = 167$) had a mean Intrinsic Satisfaction score of 50.88 with a standard deviation of 6.34. The total ($n = 323$) mean Intrinsic Satisfaction score was 50.85 with a standard deviation of 6.48.

Table 3

Means and Standard Deviations for Intrinsic Satisfaction by Gender

Gender	N	Mean	SD
Male	156	50.81	6.65
Female	167	50.88	6.34
Total	323	50.85	6.48

Table 4 shows that the male participants had a mean Extrinsic Satisfaction score of 22.12 with a standard deviation of 4.29. The female participants had a mean Extrinsic Satisfaction score of 21.63 with a standard deviation of 4.54. The total mean Extrinsic Satisfaction score was 21.87 with a standard deviation of 4.42.

Table 4

Means and Standard Deviations for Extrinsic Satisfaction by Gender

Gender	N	Mean	SD
Male	156	22.12	4.29
Female	167	21.63	4.54
Total	323	21.87	4.42

As Table 5 reveals, the male participants had a mean General Satisfaction score of 81.24 with a standard deviation of 11.07. The female participants had a mean General Satisfaction score of 80.66 with a standard deviation of 11.01. The total mean General Satisfaction score was 80.94 with a standard deviation of 11.03.

Table 5

Means and Standard Deviations for General Satisfaction by Gender

Gender	N	Mean	SD
Male	156	81.24	11.07
Female	167	80.66	11.01
Total	323	80.94	11.03

As Table 6 indicates, participants serving in a small-sized school (n = 126) had a mean Intrinsic Satisfaction score of 51.44 with a standard deviation of 5.25. Participants serving in a medium-sized school (n = 164) had a mean Intrinsic Satisfaction score of 50.55 with a standard deviation of 6.52. Participants serving in a large-sized school (n = 33) had a mean Intrinsic Satisfaction score of 50.09 with a standard deviation of 9.81. The total mean Intrinsic Satisfaction score for the independent variable of school size was 50.85 with a standard deviation of 6.48.

Table 6

Means and Standard Deviations for Intrinsic Satisfaction by Size of School

School Size	N	Mean	SD
Small	126	51.44	5.25
Medium	164	50.55	6.52
Large	33	50.09	9.81
Total	323	50.85	6.48

As can be seen in Table 7, participants serving in a small-sized school ($n = 126$) had a mean Extrinsic Satisfaction score of 21.99 with a standard deviation of 4.24. Participants serving in a medium-sized school ($n = 164$) had a mean Extrinsic Satisfaction score of 21.73 with a standard deviation of 4.41. Participants serving in a large-sized school ($n = 33$) had a mean Extrinsic Satisfaction score of 22.12 with a standard deviation of 5.20. The total mean Extrinsic Satisfaction score for the independent variable of school size was 21.87 with a standard deviation of 4.42.

Table 7

Means and Standard Deviations for Extrinsic Satisfaction by Size of School

School Size	N	Mean	SD
Small	126	21.99	4.24
Medium	164	21.73	4.41
Large	33	22.12	5.20
Total	323	21.87	4.42

Table 8 shows that participants serving in a small-sized school ($n = 126$) had a mean General Satisfaction score of 81.86 with a standard deviation of 9.45. Participants serving in a medium-sized school ($n = 164$) had a mean General Satisfaction score of 80.37 with a standard deviation of 11.06. Participants serving in a large-sized school ($n = 33$) had a mean General Satisfaction score of 80.27 with a standard deviation of 15.72. The total mean General Satisfaction score for the independent variable of school size was 80.94 with a standard deviation of 11.03.

Table 8

Means and Standard Deviations for General Satisfaction by Size of School

School Size	N	Mean	SD
Small	126	81.86	9.45
Medium	164	80.37	11.06
Large	33	80.27	15.72
Total	323	80.94	11.03

As exemplified by Table 9, participants serving in an elementary school ($n = 168$) had a mean Intrinsic Satisfaction score of 50.85 with a standard deviation of 7.73. Participants serving in a middle/junior high school ($n = 57$) had a mean Intrinsic Satisfaction score of 49.91 with a standard deviation of 5.52. Participants serving in a high school ($n = 64$) had a mean Intrinsic Satisfaction score of 52.17 with a standard deviation of 4.02. Participants serving in a PK-12 school ($n = 34$) had a mean Intrinsic Satisfaction score of 49.91 with a standard deviation of 4.39. The total mean Intrinsic Satisfaction score for the independent variable of type of school was 50.85 with a standard deviation of 6.48.

As Table 10 shows, participants serving in an elementary school ($n = 168$) had a mean Extrinsic Satisfaction score of 21.54 with a standard deviation of 4.72. Participants serving in a middle/junior high school ($n = 57$) had a mean Extrinsic Satisfaction score of 22.42 with a standard deviation of 3.87. Participants serving in a high school ($n = 64$) had a mean Extrinsic Satisfaction score of 22.25 with a standard deviation of 4.44. Participants serving in a PK-12 school ($n = 34$) had a mean Extrinsic Satisfaction score of

21.88 with a standard deviation of 3.66. The total mean Extrinsic Satisfaction score for the independent variable of type of school was 21.87 with a standard deviation of 4.42.

Table 9

Means and Standard Deviations for Intrinsic Satisfaction by Type of School

School Type	N	Mean	SD
Elementary	168	50.85	7.73
Middle/Jr. High	57	49.91	5.52
High	64	52.17	4.02
PK-12	34	49.91	4.39
Total	323	50.85	6.48

Table 10

Means and Standard Deviations for Extrinsic Satisfaction by Type of School

School Type	N	Mean	SD
Elementary	168	21.54	4.72
Middle/Jr. High	57	22.42	3.87
High	64	22.25	4.44
PK-12	34	21.88	3.66
Total	323	21.87	4.42

As can be seen in Table 11, participants serving in an elementary school (n = 168) had a mean General Satisfaction score of 80.67 with a standard deviation of 12.86. Participants serving in a middle/junior high school (n = 57) had a mean General Satisfaction score of 80.47 with a standard deviation of 9.09. Participants serving in a

high school ($n = 64$) had a mean General Satisfaction score of 82.75 with a standard deviation of 8.28. Participants serving in a PK-12 school ($n = 34$) had a mean General Satisfaction score of 79.65 with a standard deviation of 8.36. The total mean General Satisfaction score for the independent variable of type of school was 80.94 with a standard deviation of 11.03.

Table 11

Means and Standard Deviations for General Satisfaction by Type of School

School Type	N	Mean	SD
Elementary	168	80.67	12.86
Middle/Jr. High	57	80.47	9.09
High	64	82.75	8.28
PK-12	34	79.65	8.36
Total	323	80.94	11.03

As depicted by Table 12, participants holding a master's degree ($n = 93$) had a mean Intrinsic Satisfaction score of 49.78 with a standard deviation of 7.72. Participants holding a master's degree +30 hours ($n = 191$) had a mean Intrinsic Satisfaction score of 51.36 with a standard deviation of 5.43. Participants holding a specialist degree ($n = 25$) had a mean Intrinsic Satisfaction score of 51.52 with a standard deviation of 8.07. Participants holding a doctorate degree ($n = 14$) had a mean Intrinsic Satisfaction score of 49.71 with a standard deviation of 7.34. The total mean Intrinsic Satisfaction score for the independent variable of degree was 50.85 with a standard deviation of 6.48.

Table 12

Means and Standard Deviations for Intrinsic Satisfaction by Degree

Degree	N	Mean	SD
Master's	93	49.78	7.72
Master's +30	191	51.36	5.43
Specialist	25	51.52	8.07
Doctorate	14	49.71	7.34
Total	323	50.85	6.48

Table 13 shows that participants holding a master's degree (n = 93) had a mean Extrinsic Satisfaction score of 21.54 with a standard deviation of 4.62. Participants holding a master's degree +30 hours (n = 191) had a mean Extrinsic Satisfaction score of 22.09 with a standard deviation of 4.28. Participants holding a specialist degree (n = 25) had a mean Extrinsic Satisfaction score of 22.24 with a standard deviation of 4.68. Participants holding a doctorate degree (n = 14) had a mean Extrinsic Satisfaction score of 20.36 with a standard deviation of 4.55. The total mean Extrinsic Satisfaction score for the independent variable of degree was 21.87 with a standard deviation of 4.42.

As Table 14 indicates, participants holding a master's degree (n = 93) had a mean General Satisfaction score of 79.39 with a standard deviation of 12.34. Participants holding a master's degree +30 hours (n = 191) had a mean General Satisfaction score of 81.74 with a standard deviation of 9.91. Participants holding a specialist degree (n = 25) had a mean General Satisfaction score of 82.08 with a standard deviation of 13.65. Participants holding a doctorate degree (n = 14) had a mean General Satisfaction score of

78.29 with a standard deviation of 10.89. The total mean General Satisfaction score for the independent variable of degree was 80.94 with a standard deviation of 11.03.

Table 13

Means and Standard Deviations for Extrinsic Satisfaction by Degree

Degree	N	Mean	SD
Master's	93	21.54	4.62
Master's +30	191	22.09	4.28
Specialist	25	22.24	4.68
Doctorate	14	20.36	4.55
Total	323	21.87	4.42

Table 14

Means and Standard Deviations for General Satisfaction by Degree

Degree	N	Mean	SD
Master's	93	79.39	12.34
Master's +30	191	81.74	9.91
Specialist	25	82.08	13.65
Doctorate	14	78.29	10.89
Total	323	80.94	11.03

As Table 15 shows, participants serving in an Academically Unacceptable school (n = 4) had a mean Intrinsic Satisfaction score of 51.75 with a standard deviation of 6.90. Participants serving in an Academic Warning school (n = 27) had a mean Intrinsic Satisfaction score of 47.48 with a standard deviation of 10.01. Participants serving in a

One Star* school (n = 78) had a mean Intrinsic Satisfaction score of 50.88 with a standard deviation of 5.06. Participants serving in a Two Star** school (n = 121) had a mean Intrinsic Satisfaction score of 51.02 with a standard deviation of 5.84. Participants serving in a Three Star*** school (n = 80) had a mean Intrinsic Satisfaction score of 51.94 with a standard deviation of 6.35. Participants serving in a Four Star**** school (n = 12) had a mean Intrinsic Satisfaction score of 49.17 with a standard deviation of 9.89. The participant serving in a Five Star***** school (n = 1) had a mean Intrinsic Satisfaction score of 47.00 with no standard deviation established. The total mean Intrinsic Satisfaction score for the independent variable of SPS Label was 50.85 with a standard deviation of 6.48.

Table 15

Means and Standard Deviations for Intrinsic Satisfaction by SPS Label

SPS Label	N	Mean	SD
Academically Unacceptable	4	51.75	6.90
Academic Warning	27	47.48	10.01
One Star*	78	50.88	5.06
Two Stars**	121	51.02	5.84
Three Stars***	80	51.94	6.35
Four Stars****	12	49.17	9.89
Five Stars*****	1	47.00	.
Total	323	50.85	6.48

As exemplified by Table 16, participants serving in an Academically Unacceptable school (n = 4) had a mean Extrinsic Satisfaction score of 22.50 with a standard deviation of 7.00. Participants serving in an Academic Warning school (n = 27) had a mean Extrinsic Satisfaction score of 21.30 with a standard deviation of 5.42. Participants serving in a One Star* school (n = 78) had a mean Extrinsic Satisfaction score of 21.19 with a standard deviation of 4.58. Participants serving in a Two Star** school (n = 121) had a mean Extrinsic Satisfaction score of 22.28 with a standard deviation of 4.01. Participants serving in a Three Star*** school (n = 80) had a mean Extrinsic Satisfaction score of 22.29 with a standard deviation of 4.10. Participants serving in a Four Star**** school (n = 12) had a mean Extrinsic Satisfaction score of 21.42 with a standard deviation of 5.09. The participant serving in a Five Star*****

Table 16

Means and Standard Deviations for Extrinsic Satisfaction by SPS Label

SPS Label	N	Mean	SD
Academically Unacceptable	4	22.50	7.00
Academic Warning	27	21.30	5.42
One Star*	78	21.19	4.58
Two Stars**	121	22.28	4.01
Three Stars***	80	22.29	4.10
Four Stars****	12	21.42	5.09
Five Stars*****	1	10.00	
Total	323	21.87	4.42

school (n = 1) had a mean Extrinsic Satisfaction score of 10.00 with no standard deviation established. The total mean Extrinsic Satisfaction score for the independent variable of SPS Label was 21.87 with a standard deviation of 4.42.

Table 17 depicts that participants serving in an Academically Unacceptable school (n = 4) had a mean General Satisfaction score of 80.25 with a standard deviation of 16.21. Participants serving in an Academic Warning school (n = 27) had a mean General Satisfaction score of 76.00 with a standard deviation of 16.00. Participants serving in a One Star* school (n = 78) had a mean General Satisfaction score of 80.14 with a standard deviation of 9.43. Participants serving in a Two Star** school (n = 121) had a mean General Satisfaction score of 81.64 with a standard deviation of 9.87.

Table 17

Means and Standard Deviations for General Satisfaction by SPS Label

SPS Label	N	Mean	SD
Academically Unacceptable	4	80.25	16.21
Academic Warning	27	76.00	16.00
One Star*	78	80.14	9.43
Two Stars**	121	81.64	9.87
Three Stars***	80	82.82	10.61
Four Stars****	12	79.08	16.38
Five Stars*****	1	66.00	
Total	323	80.94	11.03

Participants serving in a Three Star*** school (n = 80) had a mean General Satisfaction score of 82.82 with a standard deviation of 10.61. Participants serving in a Four Star**** school (n = 12) had a mean General Satisfaction score of 79.08 with a standard deviation of 16.38. The participant serving in a Five Star***** school (n = 1) had a mean General Satisfaction score of 66.00 with no standard deviation established. The total mean General Satisfaction score for the independent variable of SPS Label was 80.94 with a standard deviation of 11.03.

Statistical Data Analysis

The Short-Form Minnesota Satisfaction Questionnaire (MSQ) was used to collect data on the level of job satisfaction of principals in Louisiana. The responses were reported in means and standard deviations for intrinsic, extrinsic, and general satisfaction levels with regard to the independent variables of (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label. Statistical comparisons of the mean score for each category were performed using each of the following statistical test: Analysis of Variance (ANOVA).

The null hypotheses for this study were tested at the .05 level of significance. Post hoc analyses were performed for any statistically significant differences found using ANOVA tests.

Hypothesis 1

Hypothesis 1 stated that there is no significant difference in the reported intrinsic level of leader job satisfaction between principals who are male and principals who are female. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 18. The results revealed that there were no significant differences in the reported

intrinsic satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .008 with a p value of .927. Because no significant differences were found, this hypothesis was accepted.

Table 18

Results of ANOVA for Intrinsic Satisfaction and Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Gender					
Between Groups	1	.353	.353	.008	.927
Within Groups	321	13529.214	42.147		
Total	322	13529.567			

Hypothesis 2

Hypothesis 2 stated that there is no significant difference in the reported extrinsic level of leader job satisfaction between principals who are male and principals who are female. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 19. The results revealed that there were no significant differences in the reported

Results of ANOVA for Extrinsic Satisfaction and Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Gender					
Between Groups	1	19.134	19.134	.979	.323
Within Groups	321	6271.404	19.537		
Total	322	6290.539			

extrinsic satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .979 with a p value of .332. Because no significant differences were found, this hypothesis was accepted.

Hypothesis 3

Hypothesis 3 stated that there is no significant difference in the reported general level of leader job satisfaction between principals who are male and principals who are female. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 20. The results revealed that there were no significant differences in the reported general satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .217 with a p value of .642. Because no significant differences were found, this hypothesis was accepted.

Table 20

Results of ANOVA for General Satisfaction and Gender

Source	df	SS	MS	F	p
Gender					
Between Groups	1	26.436	26.436	.217	.642
Within Groups	321	39133.446	121.911		
Total	322	39159.882			

Hypothesis 4

Hypothesis 4 stated that there is no significant difference in the reported intrinsic level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 21. The results revealed that

there were no significant differences in the reported intrinsic satisfaction levels among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. The F value (2, 320) was .919 with a p value of .400. Because no significant differences were found, this hypothesis was accepted.

Table 21

Results of ANOVA for Intrinsic Satisfaction and Size of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Size					
Between Groups	2	77.237	38.619	.919	.400
Within Groups	320	13452.329	42.039		
Total	322	13529.567			

Hypothesis 5

Hypothesis 5 stated that there is no significant difference in the reported extrinsic level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 22. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. The F value (2, 320) was .188 with a p value of .829. Because no significant differences were found, this hypothesis was accepted.

Table 22

Results of ANOVA for Extrinsic Satisfaction and Size of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Size					
Between Groups	2	7.379	3.690	.188	.829
Within Groups	320	6283.160	19.635		
Total	322	6290.539			

Hypothesis 6

Hypothesis 6 stated that there is no significant difference in the reported general level of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 23. The results revealed that there were no significant differences in the reported general satisfaction levels among

Table 23

Results of ANOVA for General Satisfaction and Size of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Size					
Between Groups	2	173.597	86.799	.712	.491
Within Groups	320	38986.285	121.832		
Total	322	39159.882			

principals who serve a small school, principals who serve a medium school, and principals who serve a large school. The F value (2, 320) was .712 with a p value of .491. Because no significant differences were found, this hypothesis was accepted.

Hypothesis 7

Hypothesis 7 stated that there is no significant difference in the reported intrinsic level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 24. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was 1.530 with a p value of .207. Because no significant differences were found, this hypothesis was accepted.

Table 24

Results of ANOVA for Intrinsic Satisfaction and Type of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Type					
Between Groups	3	191.881	63.960	1.530	.207
Within Groups	319	13337.686	41.811		
Total	322	13529.567			

Hypothesis 8

Hypothesis 8 stated that there is no significant difference in the reported extrinsic level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals. An ANOVA was used to test

this hypothesis. Results of this analysis appear in Table 25. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was .772 with a p value of .510. Because no significant differences were found, this hypothesis was accepted.

Table 25

Results of ANOVA for Extrinsic Satisfaction and Type of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Type					
Between Groups	3	45.329	15.110	.772	.510
Within Groups	319	6245.210	19.577		
Total	322	6290.539			

Hypothesis 9

Hypothesis 9 stated that there is no significant difference in the reported general level of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 26. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was .796 with a p value of .497. Because no significant differences were found, this hypothesis was accepted.

Table 26

Results of ANOVA for General Satisfaction and Type of School

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
School Type					
Between Groups	3	290.913	96.971	.796	.497
Within Groups	319	38868.969	121.846		
Total	322	39159.882			

Hypothesis 10

Hypothesis 10 stated that there is no significant difference in the reported intrinsic level of leader job satisfaction among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 27. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among principals who have a master's degree as the highest degree

Table 27

Results of ANOVA for Intrinsic Satisfaction and Highest Degree Earned

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Degree					
Between Groups	3	184.697	61.566	1.472	.222
Within Groups	319	13344.869	41.833		
Total	322	13529.567			

earned and principals who have a degree higher than a master's degree. The F value (3, 319) was 1.472 with a p value of .222. Because no significant differences were found, this hypothesis was accepted.

Hypothesis 11

Hypothesis 11 stated that there is no significant difference in the reported extrinsic level of leader job satisfaction among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 28. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. The F value (3, 319) was .944 with a p value of .420. Because no significant differences were found, this hypothesis was accepted.

Table 28

Results of ANOVA for Extrinsic Satisfaction and Highest Degree Earned

Source	df	SS	MS	F	p
Degree					
Between Groups	3	55.342	18.447	.944	.420
Within Groups	319	6235.196	19.546		
Total	322	6290.539			

Hypothesis 12

Hypothesis 12 stated that there is no significant difference in the reported general level of leader job satisfaction among principals who have a master's degree as the

highest degree earned and principals who have a degree higher than a master's degree. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 29. The results revealed that there were no significant differences in the reported general satisfaction levels among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. The F value (3, 319) was 1.316 with a p value of .269. Because no significant differences were found, this hypothesis was accepted.

Table 29

Results of ANOVA for General Satisfaction and Highest Degree Earned

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Degree					
Between Groups	3	478.691	159.564	1.316	.269
Within Groups	319	38681.191	121.258		
Total	322	39159.882			

Hypothesis 13

Hypothesis 13 stated that there is no significant difference in the reported intrinsic level of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 30. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable,

Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.840 with a p value of .091. Because no significant differences were found, this hypothesis was accepted.

Table 30

Results of ANOVA for Intrinsic Satisfaction and SPS Label

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Degree					
Between Groups	6	456.834	76.139	1.840	.091
Within Groups	316	13072.732	41.369		
Total	322	13529.567			

Hypothesis 14

Hypothesis 14 stated that there is no significant difference in the reported extrinsic level of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 31. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.945 with a p value of .073. Because no significant differences were found, this hypothesis was accepted.

Table 31

Results of ANOVA for Extrinsic Satisfaction and SPS Label

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Degree					
Between Groups	6	224.043	37.341	1.945	.073
Within Groups	316	6066.495	19.198		
Total	322	6290.539			

Hypothesis 15

Hypothesis 15 stated that there is no significant difference in the reported general level of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. An ANOVA was used to test this hypothesis. Results of this analysis appear in Table 32. The results revealed that there were no significant differences in the reported general satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable,

Table 32

Results of ANOVA for General Satisfaction and SPS Label (excluding 1 case)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Degree					
Between Groups	6	1319.498	219.916	1.836	.092
Within Groups	316	37840.384	119.748		
Total	322	39159.882			

Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.836 with a p value of .092. Because no significant differences were found, this hypothesis was accepted.

Hypothesis 16

Hypothesis 16 stated that there is no significant relationship between reported general job satisfaction of principals and (a) gender, (b) size of school, (c) type of school, (d) level of education, (e) SPS label, (f) intrinsic job satisfaction, and (g) extrinsic job satisfaction. As shown in Table 33, a stepwise multiple regression was used to test this hypothesis with general job satisfaction as the dependent variable and (a) intrinsic job satisfaction, (b) extrinsic job satisfaction, (c) SPS label, (d) type of school, (e) gender, (f) size of school, and (g) level of education loaded as predictor variables. Because a significant relationship was found, this hypothesis was rejected.

Table 33

Results of Stepwise Multiple Regression Analysis

Model	R	R^2	df	F	p
Intrinsic Job Satisfaction	.931	.867	322	2096.431	.000
Intrinsic Job Satisfaction Extrinsic Job Satisfaction	.994	.987	322	12517.373	.000
Intrinsic Job Satisfaction Extrinsic Job Satisfaction SPS Label	.994	.988	322	8846.943	.000
Intrinsic Job Satisfaction Extrinsic Job Satisfaction SPS Label Type of School	.994	.988	322	6712.076	.000

As noted in Table 33, the variable of intrinsic job satisfaction had the greatest predictive power and accounted for 87% of the total variance. The extrinsic job satisfaction had the next highest predictive power and accounted for 10% of the total variance. The variables of SPS label and type of school, although significant, accounted for very little additional variance. As further shown in Table 34, the significance level was .000 for four of the variables (intrinsic satisfaction, extrinsic satisfaction, SPS label, and type of school) used in this study. The analysis of the relationship according to the independent predictor variables can be seen in Table 34.

As can be seen in Table 34, significant relationships were found between general job satisfaction and the variables of (a) intrinsic job satisfaction, (b) extrinsic job satisfaction, (c) SPS label, and (d) type of school.

Table 34

Relationship of Independent Variables

Independent Variable	Beta	<i>t</i>	<i>p</i>
Intrinsic Job Satisfaction	.931	45.787	.000
Extrinsic Job Satisfaction	.441	55.197	.000
SPS Label	.027	4.472	.000
Type of School	-.013	-2.154	.044

Note. * $p < .05$

Other Findings

In addition to the responses to the survey questions on the MSQ, participants were asked to respond to three additional open-ended questions to give additional insight to the issue of job satisfaction and the findings of this study. These data were analyzed

inductively to determine emerging themes or patterns which would better describe the levels of principal satisfaction. The responses to each question appear below in narrative. As is evident in the narrative, many emerging themes were noted.

Biggest Challenge

The first question, “What do you view as your biggest challenge as a principal?” yielded many common themes. Of the 202 usable responses from the Internet-based returns, nearly one-fourth ($n = 52$, 25.7%) felt that a combination of time management, the amount of paper work, and instructional leader versus manager was the greatest challenge in their roles as principal. Four of these indicated that they are the only administrator on campus which compounded the problem. One principal stated, “The great amount of paperwork and responsibilities I have to do alone because I do not have an assistant.” Another principal stated, “I am the only administrator on a campus of 400 students. I have no Asst., *[sic]* no counselor, no reading specialist, etc. I can not physically do all that needs to be done alone.” With regards to being the only administrator on campus, a third principal stated,

...time management. Our school is VERY understaffed. We have apx. *[sic]* 500 k-12th grade students. I am the only certified administrator. We have one teacher who has a shortened schedule who serves as my ‘assistant.’ We have no guidance counselor. We have one office worker who has ALL the office responsibilities. She basically does all the scheduling and counseling.

Of those dealing more specifically with the amount of paperwork, one stated,

Too much paperwork. Everything filters down to the principal. They don’t always give you the power to make decisions you think are best for your school, but are

quick to point fingers when scores or whatever aren't where they think they should be.

Another principal stated,

So much paperwork, so little time. I feel that I need to be in the classroom more.

We are responsible for bringing up test scores but we don't have the time needed to devote to this problem. Also, since we are not a Title 1 school, we do not have the extra help. No curriculum facilitator, no accountability person, no assistant principal

as the biggest challenge as a principal. "The biggest challenge as a principal is the vast amount of time that is spent on paper work" seems to speak through many of the respondents in their view.

When looking at time and time management as a common theme, one principal stated "Time.....I can never get it all done. The people part of my job is the most important, however, the paperwork and deadlines are always looming overhead [*sic*] and seem to continue to grow each year." One principal felt that it is not just the issue of time, but an issue of "...having more time to get in the classrooms to observe and staying abreast of the latest educational research, materials, and ideas in order to be a more effective resource person for teachers." Another principal backed up this idea with the comment "Managing my time. It is hard to take care of every day things, yet still find time to observe teachers and be the instructional leader that I know I need to be." Time management, as one principal stated, seems to be troublesome in "...balancing the huge load of paperwork and being an instructional leader." As three principals put it with respect to the instructional leader, "having enough time to be an instructional leader

rather than a manger,” “finding the time to be a good instructional leader when we are so busy managing the school and doing paperwork,” and “balancing time between being the instructional leader of the school and the management of the school plant (cafeteria, transportation, custodial staff, general maintenance)” pose the biggest challenges to the role of principal.

When analyzing the 121 additional responses from the telephone interviews, it was found that nearly one-fifth ($n = 25$, 19.8%) viewed a combination of time management, paperwork, and instructional leader versus manager to be the leading challenge posed in their roles as principal. One principal stated, “time management; not enough time in the school day to get all of the things done that I’d like to complete.” Others cited “management of time” and “time constraints” as leading challenges. When a discussion was held regarding the amount of paperwork involved in the principalship, it was stated that “keeping up with the law and paperwork” were big challenges as well as “the paperwork for accountability” and “paperwork from the state department and NCLB.” One principal so aptly stated that “trying to juggle everything, constantly putting out fires, and trying to manage the school while being an instructional leader” were the biggest challenges faced as a principal.

Of the 202 usable responses from the Internet-based returns, nearly one-fourth ($n = 47$, 23.2%) felt that the accountability issue and school improvement was the greatest challenge. Comments ranged from specifically dealing with NCLB to school performance scores and district accountability. The issue of steadily increasing test scores was also included in this group of comments. As one principal stated, “...making sure that our school’s performance score continues to rise. Accountability is one of the most

important issues that I face as an administrator.” Another principal stated that the biggest challenge as a principal is “Continuing to meet the challenge of increased test scores from year to year. (Constantly comparing oranges to apples.)” “Continually trying to improve school performance scores with different children being tested every year and with more and more constraints being placed upon us” is another statement corroborating the idea of comparing apples to oranges. One principal viewed the standardized testing as “destructive testing.” Whatever the exact comments made by these respondents, one principal summed up what all were alluding to with, “Ensuring that every child achieves success as defined by the Louisiana State Accountability Plan” while another said, “School Performance Scores and compliance with NCLB.”

Twenty-three (19.0%) of the telephone interview respondents indicated that a second area posing the greatest challenge included accountability and testing issues. As one principal indicated, the biggest challenge is “...keeping up with state expectations and curriculum changes.” Another principal viewed the biggest challenge as “continuing to improve SPS when you already have a high standard set” while one stated “...maintaining the testing level is not easy to do; our state is unrealistic about this issue...” Still others were concerned that “...securing the resources and funding needed to provide teachers/students with necessary materials needed for success...” was the biggest challenge faced by principals.

A third common theme found among the Internet-based respondents was that dealing with the motivation and stimulation of faculty and staff, as well as team work among all involved (i.e., teachers, students, and parents). Twenty-one (10.3%) principals felt that this was an area that presented the biggest challenge in doing the job effectively.

As one principal stated, “The challenge of keeping faculty, students, and parents all align [*sic*] to reach our goals” is the biggest challenge faced. “Keeping up teacher morale with all of the new demands placed on them” and “working to keep the faculty and staff feeling good about themselves and the job they do” were other statements made with regard to this theme. Another principal stated that “My biggest challenge is helping all parties (parents, teachers, and students) understand the importance of working together as a team.”

This theme was addressed by the telephone respondents as well. One stated that “working with staff and behavior management” was challenging while another stated that “student and staff management” were challenges. “Teacher motivation” and “keeping morale up in lieu of underfunding...” were other challenges principals faced.

Another theme found when analyzing the first question dealing with the biggest challenged faced as a principal deals with the hiring and retaining of certified/highly qualified teachers. Fourteen of the respondents (6.9%) felt that “finding and retaining competent faculty” posed a challenge. As one principal stated, “...retaining quality staff members wading through the political issues of NCLB” is a big challenge. Another principal indicated that the biggest challenge faced is “obtaining certified and qualified teachers who are committed [*sic*] to students [*sic*] achievement!” One principal indicated that not only is the challenge in “maintaining quality teachers,” but it has most recently included “coaches which has caused lots of problems.” To sum it up, principals indicate that the biggest challenge is “...staffing competent people who are passionate about their jobs...” Only three telephone respondents alluded to the “hiring of competent teachers” and “making sure all faculty are all qualified...” as challenges they faced.

A fifth common theme found in this analysis deals with parents and their involvement in the education of their children. Twenty-two principals (10.9%) indicated that parental involvement, whether it was positive or negative, was the biggest challenge faced as a principal. "Getting the parents to become involved in their children's education" was a statement by one principal. Another stated "Obtaining and maintaining parental support to develop the potential of each student." As one principal stated so eloquently, "The biggest challenge of my job at [my school] as principal is getting the students and parents to value their education. We have far too much apathy and lack of parent involvement. Students come to school with many diverse backgrounds bring with them their problems [*sic*]. We need more parents involved in their child's educational life and make sure they are in school and applying themselves." Twelve (9.9%) of the telephone respondents indicated that parental support (or lack thereof) was a big challenge.

Sixteen of the principals (7.9%) indicated that the biggest challenge as a principal deals with "meeting the needs and promoting academic achievement with children living in high poverty" and "meeting the social and emotional needs that precede the educational needs of the children" while "making sure my children are safe and nurture [*sic*] at home and school." Principals are further concerned with the need to "meet the growth requirements without changing the home environment of my students." Sad though it may seem in the present day, principals are still concerned with "meeting the needs of my students. High poverty, special education and homeless populations are extremely high."

Other themes that emerged from Internet-based returns had to do with (a) discipline, (b) the total number of hours worked in a given day or week, and (c) providing the necessary training for the teachers and students for the students to pass the tests. “Politics” and “having to deal with district policy which doesn’t fit the school—No one size fits all” were other issues cited by principals on Internet-based returns.

In analyzing the responses from the telephone interviews, it was found that 13 (10.7%) respondents indicated discipline was a challenge for them as principals. One principal stated that discipline was a challenge because “...kids come to me undisciplined.” Another stated that “managing student behavior” was a big challenge in the role of principal. Other issues viewed as challenges cited by principals of telephone interviews included (a) teacher consistency in what they do, (b) getting students to work up to their potential, (c) changing school populations, and (d) change in the system. As one principal so eloquently stated,

Each time a new governor takes office, there is change. Since 1974 there have been many different changes in the educational system. We need consistency for students and teachers. Let’s stop teaching the tests and look at what is best for the students.

Table 35 shows a rank order with the frequency of recurrence of the major themes that emerged from analyzing the first open-ended question, “What do you view as your biggest challenge as a principal?”

Table 35

Rank Order of Biggest Challenge: Major Themes that Emerged

Themes	Rank	Frequency of Recurrence
Time Management, Paper Work, Instructional Leader vs. Manager	1	77
Accountability and School Improvement	2	70
Parental Involvement	3	34
Motivation/Stimulation of Faculty/Staff	4	29
Poverty/Safety Issues	5	16
Hiring/Retaining of Certified/Qualified Teachers	6	14

Major Obstacles

The second question, “What do you view as the major obstacle in improving school performance scores at your school?” offered a wide variety of responses. The theme most commonly referenced was that of parental apathy or lack of parental involvement/concern. Forty-three principals (21.3%) in the Internet-based returns indicated that parental apathy was a major obstacle in improving school performance scores at their schools. As one principal stated,

My school is making huge gains, but we do have challenges. The biggest one is lack of parental involvement when it comes to supervising students and supporting teachers in getting the best performance from students who are capable of doing very well, but won't perform.

Another principal indicated:

The lack of importance that many of my students' parents seem to have concerning acquiring a good education. Many of them do not have a high school education or above and so therefore they are not living according to the standards of educated citizens. As an educated parent, and an educator, I know the importance of an education and therefore I do not entrust my child's education solely in the hands of her teachers. I have a responsibility as her parent to be involved in educating her. That involvement means there's a lot of time spent outside the school day and during the summer with continuing education. Many of my students' parents seem to leave the education of their students solely up to us. There's simply not enough time in the day or days in the school year to teach all that we would need to teach without their help.

Not only does parent apathy play a part in this problem; it would appear that "the apathy of the home environment and the lack of role models in the students home [*sic*] environment" also serves as a major obstacle in improving school performance scores. As one principal indicated, "I cannot control what goes on in the home..."

Of the telephone interviews, 29 (24.0%) indicated that parental involvement and parental apathy were major obstacles to improving school performance scores in their schools. "Students without support at home," "...lack of parents understanding the importance of it..." and "parental involvement...making parents accountable" were all cited as major obstacles.

A second recognizable theme was that of the mandated tests in Louisiana and school performance scores. There seems to be concern among several in this group that

“inclusion students and 504 students” and “the inclusion of special education students [*sic*] scores in the SPS” are cause for concern in the calculations of these scores. As one principal stated, “...making sure that our subgroups, in particular, our special education students continue to improve on their standardized tests.” Another principal stated,

Raising scores when one’s school population over a year changes by at least 35% every year is daunting. The other issue is the number of special needs children who have been determined to have a learning problem and yet are expected to learn and be assessed on exactly the same material than general education students do. It is one thing to have high expectations, but some recognition of students’ ability to progress all the same rate despite learning issues must be made.

It was also noted by one principal that “The greatest obstacle in improving school performance scores is having the time to dedicate to the varying levels and needs of each student” especially where there is a “large number of special education students...included in SPS.”

When analyzing the responses from the telephone interviews, it was noted that the special education subgroups were again viewed as obstacles to improving the scores. One principal stated that the major obstacle was that of “...inability to control factors I have no control over—special education is held accountable for passing tests above their ability.” Another principal stated that “...the same demographics of students (i.e., high poverty) all clustered in the same school” posed as a major obstacle to improving the scores.

A third common theme that was identified by Internet-based returns was that of teachers and community not being willing to understand that "...you can not do what you have always done. Things must change." Further, one principal noted that "Getting teachers, *[sic]* community to understand that this is a slow, methodical process, that it will not be done overnight. If scores jump too high too quickly, look for them to go back down."

Yet another theme dealt with the number of transient students. One principal noted "the transient population...our students transfer in and out and our population is continually changing." This creates a problem in itself due to the fact that "...We have students move in and out of school. We may get students a week or two before testing that will count on our school score even though we have not had the opportunity to teach this child." *[sic]* These transient students create an added pressure "...for teachers and students that the 'tests' count so much." Not only do the number of students transferring in and out of the school district cause problems, but the number of student absences also contributes to the problem. "The major obstacle for me in improving school performance is improving student attendance."

The telephone interviews yielded a theme related to transient students and attendance as well. The "high mobility rate of students" and "kids coming in throughout the year that are not prepared" were cited as obstacles, as well as "student attendance and the transient population." It was further noted that "...children moving in and out and having to test those who are out of level" was problematic to improving school performance scores.

A final theme that emerged from the Internet-based returns was that of NCLB and accountability. One principal pointed out that “We keep changing the rules of the game in the middle of the contest. NCLB has put mandates on us that seem impossible to reach.” “The change in the accountability system and the levels of achievement required” as well as “the increasing number of unfunded mandates from state and federal gov’t [sic]” were also cited as major obstacles in improving school performance scores at schools in Louisiana. “A lack of resources” was cited as another obstacle.

A final theme that emerged from the telephone interviews was that of student apathy and teachers adapting to change. “Lack of student concern” and “lack of motivation of children” were cited as well as “getting older teachers to adapt to change” and “...getting everyone on board and accepting new strategies; teachers want to do the same old thing.”

Table 36 shows a rank order with the frequency of recurrence of the major themes that emerged from analyzing the second open-ended question, “What do you view as the major obstacle in improving school performance scores at your school?”

Table 36

Rank Order of Major Obstacles: Major Themes that Emerged

Themes	Rank	Frequency of Recurrence
Parental Apathy/Involvement	1	72
Mandated Tests and SPS	2	45
Transient Students	3	43
Things Must Change	4	18
Lack of Student Concern	5	15
Changing Rules of Game	6	7

Most Satisfying

The third open-ended question, “What is the most satisfying part of your job?” offered principals the opportunity to discuss the aspects they find most rewarding in their daily endeavors. The vast majority (n = 123, 60.9%) of the principals in the Internet-based returns stated specifically that the students themselves were the most satisfying part of their job. Of this number, 54 (26.7%) indicated that the satisfaction came from the opportunity to simply work with children. One principal stated “...being able to work with the students. I don’t have any problems with the students. My problems are with the teachers and parents.” “Interacting with the students,” “working with the students,” and “being engaged with the students,” were often given by principals as the most satisfying part of the job. Another principal stated that the most satisfying part of the job is “definitely the interaction I choose to have with the students at [my school]. I know they view me as someone who cares about them.” One principal summed it up best with “Helping students! I don’t care anything about the politics of the school system, and I’m not interested in advancing my own position. All I want to do is give the very best to the students all day every day.”

An additional 69 principals (34.2%) indicated that it had to do with more than just merely working with the children. It had to do with “seeing students achieve, learn, grow, and mature” and “seeing young people blossom into productive citizens.”

Seeing the smile on students’ faces when they meet goals that they have set for themselves. Knowing that we are making a difference in our students lives by *[sic]* comments they or their parents make about our staff and their attitude toward students and their job

was the statement made by one principal. Another principal wrote that the most satisfying part “is the love and glimmer in a child’s eyes when they [*sic*] know you care.”

Eighty-four (69.4%) of the principals who responded to the telephone interview indicated that the most satisfying part of their job had to do with the children themselves in one capacity or another. Twenty-two indicated that just the children themselves were the greatest source of satisfaction, while another 16 indicated that working and dealing with the children gave the greatest amount of satisfaction. One principal cited the most satisfying part of the job was “...being able to interact with these babies and being here for them.” Another principal stated, “...the children...the interaction with the children.” “Relationships formed with students over the years and hopefully giving them good guidance” was offered by yet another principal. It appeared that “getting a smile, a hug, and a thank you years down the road” afforded a source of satisfaction to principals.

A second theme in discussing the most satisfying part of the job dealt specifically with the opportunity to work with students, teachers, parents, and community members. Forty-four principals (21.8%) who responded to the Internet-based survey indicated in some way that this was indeed the most satisfying component of one’s job. One principal indicated that “working with good people. The students, teachers, and community” was the most satisfying part of the job while another indicated “working with teachers and parents who are sincere about academic achievement for All STUDENTS” was the most satisfying part of the job. Still another stated “The most satisfying part of my job is seeing my faculty, staff and students following my lead and working together to make our school successful.”

Other comments noted included the opportunity to see continued improvement each year by “being able to reach school growth target every year—so far” and when “scores improve despite [*sic*] the fact that education is not a priority in most households.” Others indicated that “being able to look in the mirror at the end of the day and have no regrets about the decisions I have made that affected the life of a child” and “knowing at the end of the day that I did everything that I possibly could to make [school] the best school it could be” were major factors to satisfaction of the job.

Additional comments noted from the telephone interviews included graduation, good teachers, and staffing as sources of satisfaction. Also included were academic growth, “watching children enjoy learning in a safe environment,” and “working with people,” “...all children, parents, co-workers, administration...”

Table 37 shows a rank order with the frequency of recurrence of the major themes that emerged from analyzing the third open-ended question, “What is the most satisfying part of your job?”

Table 37

Rank Order of Most Satisfying Part: Major Themes that Emerged

Themes	Rank	Frequency of Recurrence
Students/Children	1	279
Working with Children	2	44

Summary

In this chapter, data collection and analysis techniques used in this study were discussed. The intrinsic, extrinsic, and general satisfaction levels of principals by (a)

gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label were noted. Descriptive data were compiled for the principal population and for each group in terms of (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label. Descriptive data analysis consisted of means and standard deviations. These data were presented in tables with accompanying narrative.

The responses from the participants to the MSQ were analyzed by using the SPSS Graduate Pack 10.0 for Windows, a statistical software package. Statistical comparisons of the mean score between each group and within each individual group were conducted using the following statistical tests: one-way ANOVA. Statistically significant differences were determined using $p < .05$ level of significance. Statistical analysis results were reported using tables with accompanying narrative.

The statistical analysis revealed no significant differences found in 15 of the 16 hypotheses. There were no statistically significant differences between the reported intrinsic, extrinsic, and general satisfaction scores of principals with regard to (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label. However, a stepwise multiple regression analysis revealed the intrinsic satisfaction variable accounted for 88% of the total variance. For four of the variables (intrinsic satisfaction, extrinsic satisfaction, SPS label, and type of school), .000 was the significance level. Significant relationships were found between reported general satisfaction and the variables of (a) intrinsic satisfaction, (b) extrinsic satisfaction, (c) SPS label, and (d) type of school. Those findings are discussed in more detail in Chapter Five.

In analyzing the qualitative portion of the study, many common themes were found. Three open-ended questions were asked of the participants in an attempt to discover what each viewed as the biggest challenge as a principal, the major obstacle in improving the school performance scores at the respective schools, and the most satisfying part of the job. The common themes that emerged from the analyses will be discussed in Chapter Five. The findings, conclusions, limitations of the study, and recommendations based on the data analysis are presented in Chapter Five.

CHAPTER FIVE
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the relationship between school performance scores and job satisfaction of principals in Louisiana. The researcher wanted to determine if there is a difference in the levels of intrinsic, extrinsic, and general satisfaction when looking at specific variables (i.e., gender, size of school, type of school, highest degree earned, and SPS label).

The sample for this study consisted of 1328 principals of elementary, middle, high, and PK-12 public schools in the state of Louisiana as identified by the *2004-2005 Louisiana School Directory*. The participants were contacted via e-mail and asked to complete a survey via the Internet. The e-mail contained a link to a website where the MSQ could be accessed upon consent by participant to participate in this study. After one week, principals within the state were contacted a second time via e-mail. After one more week had passed, superintendents of each school system in the state of Louisiana were contacted (see Appendix E) and asked to help the researcher increase the response rate by sending an e-mail from the School Board office. Due to a low initial return rate, principals were then contacted by phone to conduct a phone interview. Those participants in the telephone interview were sent a facsimile of the Human Subjects Consent Form for their signature indicating they did give permission for their responses to be used in data analysis. This contact did increase the total return rate. Participants completed the *Short-*

Form Minnesota Satisfaction Questionnaire (MSQ) designed to determine job satisfaction levels. As part of this questionnaire, participants were also asked to describe what they viewed as their biggest challenge as a principal, what they viewed as the major obstacles in improving school performance scores at their respective schools, and what they viewed as the most satisfying part of their job.

The *Short-Form Minnesota Satisfaction Questionnaire (MSQ)* was used to collect data on the intrinsic, extrinsic, and general satisfaction of participants with regard to the present job as principal in an elementary, middle/junior high, high, or PK-12 school. Responses to the MSQ were reported in means and standard deviations for each independent variable (i.e., gender, size of school, type of school, highest degree earned, and school performance scores). Statistical comparisons of the mean score between each group were performed using a one-way Analysis of Variance (ANOVA).

The null hypotheses for this study were tested at the $p < .05$ level of significance. Post hoc analyses were performed for any statistically significant differences found using ANOVA tests.

Findings

Statistical analysis revealed that no significant differences were found in testing 15 of the 16 hypotheses. For descriptive purposes, it was determined for each of the three levels of satisfaction (i.e., intrinsic, extrinsic, and general) that a score of 80% or higher would be considered “relatively satisfied” and a score of 60%-79% would be considered “somewhat satisfied.” For intrinsic satisfaction, the “relatively satisfied” score would be a mean score of 50 or higher and “somewhat satisfied” would be a mean score of 40-49. For extrinsic satisfaction, the “relatively satisfied” score would be a mean score of 25 or

higher and “somewhat satisfied” would be a mean score of 20-24. For general satisfaction, the “relatively satisfied” score would be a mean score of 84 or higher and “somewhat satisfied” would be a mean score of 68-83. As a result of the descriptive data analysis, the following is a summary of the findings:

1. The reported intrinsic satisfaction mean score for gender indicated that both males and females were relatively satisfied with their jobs (see Table 3).
2. The reported extrinsic satisfaction mean score for gender indicated that both males and females were somewhat satisfied with their jobs (see Table 4).
3. The reported general satisfaction mean score for gender indicated that both males and females were somewhat satisfied with their jobs (see Table 5).
4. The reported intrinsic satisfaction mean score for size of school indicated that all principals were relatively satisfied regardless of the size of school served (see Table 6).
5. The reported extrinsic satisfaction mean score for size of school indicated that all principals were somewhat satisfied regardless of the size of school served (see Table 7).
6. The reported general satisfaction mean score for size of school indicated that all principals were somewhat satisfied regardless of the size of school served (see Table 8).
7. The reported intrinsic satisfaction mean score for type of school indicated that elementary and high school principals were relatively satisfied, while middle school and PK-12 principals were somewhat satisfied (see Table 9).

8. The reported extrinsic satisfaction mean score for type of school indicated that all principals were somewhat satisfied regardless of the type of school served (see Table 10).

9. The reported general satisfaction mean score for type of school indicated that all principals were somewhat satisfied regardless of the type of school served (see Table 11).

10. The reported intrinsic satisfaction mean score for highest degree earned indicated that principals holding a Master's +30 and a Specialist degree were relatively satisfied, while principals holding a Master's or Doctorate degree were somewhat satisfied (see Table 12).

11. The reported extrinsic satisfaction mean score for highest degree earned indicated that all principals were somewhat satisfied regardless of the highest degree earned (see Table 13).

12. The reported general satisfaction mean score for highest degree earned indicated that all principals were somewhat satisfied regardless of the highest degree earned (see Table 14).

13. The reported intrinsic satisfaction mean score for SPS label indicated that principals of schools with SPS labels of Academically Unacceptable, One Star*, Two Stars**, and Three Stars*** were relatively satisfied, while principals of schools with SPS labels of Academic Warning, Four Stars****, and Five Stars***** were somewhat satisfied (see Table 15).

14. The reported extrinsic satisfaction mean score for SPS label indicated that, with the exception of the principal of the Five Star***** school, all principals were somewhat satisfied regardless of the SPS label of the school (see Table 16).

15. The reported general satisfaction mean score for SPS label indicated that, with the exception of the principal of the Five Star***** school, all principals were somewhat satisfied regardless of the SPS label of the school (see Table 17).

As a result of statistical data analysis, the following is a summary of the findings:

1. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .008 with a p value of .927.

2. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .979 with a p value of .323.

3. The results revealed that there were no significant differences in the reported general satisfaction levels between principals who are male and principals who are female. The F value (1, 321) was .217 with a p value of .642.

4. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. The F value (2, 320) was .919 with a p value of .400.

5. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who serve a small school, principals who

serve a medium school, and principals who serve a large school. The F value (2, 320) was .188 with a p value of .829.

6. The results revealed that there were no significant differences in the reported general satisfaction levels among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. The F value (2, 320) was .712 with a p value of .491.

7. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was 1.530 with a p value of .207.

8. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was .772 with a p value of .510.

9. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among elementary school principals, middle school principals, high school principals, and PK-12 principals. The F value (3, 319) was .796 with a p value of .497.

10. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. The F value (3, 319) was 1.472 with a p value of .222.

11. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. The F value (3, 319) was .944 with a p value of .420.

12. The results revealed that there were no significant differences in the reported general satisfaction levels among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. The F value (3, 319) was 1.316 with a p value of .269.

13. The results revealed that there were no significant differences in the reported intrinsic satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.840 with a p value of .0915.

14. The results revealed that there were no significant differences in the reported extrinsic satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.945 with a p value of .073.

15. The results revealed that there were no significant differences in the reported general satisfaction levels among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. The F value (6, 316) was 1.8369 with a p value of .092.

16. The results revealed that there was a significant relationship between reported general job satisfaction scores and the variables of (a) intrinsic job satisfaction, (b) extrinsic job satisfaction, (c) SPS label, and (d) type of school. The R^2 value was .867 with a p value .000.

Additional findings that should be noted are those patterns or themes that emerged from the three open-ended questions. When asked to discuss the biggest challenges faced as an administrator, the themes discovered included a combination of time management, the amount of paper work, and instructional leader versus manager. The accountability issue and school improvement were also noted by many, as well as motivation and stimulation of faculty and staff and team work among all involved (i.e., teachers, students, and parents). The hiring and retaining of certified, as well as highly qualified, teachers posed a challenge as well as dealing with parents and their involvement in the education of their children.

When asked to reveal what principals viewed as the major obstacle in improving school performance scores at their school, the theme most commonly referenced was that of parental apathy or lack of parental involvement or concern. A second recognizable theme was that of the mandated tests in Louisiana and school performance scores. Teachers and community not openly acknowledging the fact that things must change was another theme discovered. The number of transient students, NCLB, and accountability issues were also noted.

When principals were asked to discuss the most satisfying part of their job, it was very evident that the students themselves provided the greatest source of satisfaction. It was not just the mere fact of being able to work with the students; it had more to do with

watching them grow into productive citizens. Other sources of satisfaction included (a) the opportunity to work with students, teachers, parents, and community members, (b) having the opportunity to see continued improvement each year, and (c) being able to know at the end of each day that decisions made that day were the right decisions.

Discussion

In this study, 16 hypotheses were tested in order to look at the relationship between school performance scores and job satisfaction of principals. Hypotheses 1, 2, and 3 dealt with intrinsic, extrinsic, and general levels of leader job satisfaction between principals who are male and principals who are female. As research reported earlier suggested, general job satisfaction across groups appeared to be related to age but not to gender (Bryant, 2001). Brogan (2003) reported a small level of difference between high school principals related to gender, with males having a marginally higher level of general job satisfaction. In Stemple's (2004) study, no significant difference in job satisfaction for male and female participants was found. The findings of this study are supported by the literature. This study found no significant difference in reported job satisfaction for male and female participants. It is assumed that the reason for this finding is due to the fact that all principals, regardless of gender, shared the same common desires and worries. This was evident when analyzing the open-ended questions, and it was noted that males and females alike made the same observations.

Hypotheses 4, 5, and 6 dealt with the intrinsic, extrinsic, and general levels of leader job satisfaction among principals who serve a small school, principals who serve a medium school, and principals who serve a large school. Haezebrouck (1989) found that there were differences in satisfaction means among school sizes for the scale of parents

and community but no statistical difference for the existence of a relationship between leadership style and school size. Lehman (1991) found no significant differences in the relationship between school size and principal job satisfaction. He further found evidence suggesting that intrinsic facets (i.e., recognition and achievement) served as satisfiers for principals in both small and large schools. It was further found that principals of large schools were significantly more satisfied with General Satisfaction than those of small schools (Newby, 2000). Stemple (2004) found no significant difference in job satisfaction and school size. The findings of the research study presently under consideration indicated that there was no relationship between the reported levels of job satisfaction with regard to the size of school. All were relatively equal in reported levels of job satisfaction. It appears that the size of the school is not a factor in determining levels of job satisfaction.

Hypotheses 7, 8, and 9 dealt with the intrinsic, extrinsic, and general levels of leader job satisfaction among elementary school principals, middle school principals, high school principals, and PK-12 principals. In a study by Graham (1997), it was found that there were no significant differences among the different groups and reported levels of job satisfaction. In Graham's study, all were very satisfied with their colleagues, their job, level of responsibility, working conditions, and supervisors. They were less satisfied with the opportunity for advancement, fringe benefits, and pay. This literature supports the findings of the current study. No significant differences were found with regards to reported intrinsic, extrinsic, and general job satisfaction levels among elementary, middle/junior high, high, and PK-12 principals.

Hypotheses 10, 11, and 12 dealt with the intrinsic, extrinsic, and general levels of leader job satisfaction among principals who have a master's degree as the highest degree earned and principals who have a degree higher than a master's degree. Newby (2000) found that principals with educational specialist degrees were significantly more satisfied in the Achievement (a subscale of the Long-Form MSQ) area than those who held master and doctorate degrees. In a study conducted by Brogan (2003), academic degrees made no difference in job satisfaction. The current research found no significant differences in reported levels of job satisfaction with regard to the highest degree earned. This is supported by the literature.

Hypotheses 13, 14, and 15 dealt with the intrinsic, extrinsic, and general levels of leader job satisfaction among principals who serve in schools with an SPS label of Academically Unacceptable, Academic Warning, One Star*, Two Stars**, Three Stars***, Four Stars****, and Five Stars*****. Bryant (2001) found that, when comparing male and female principals from school performance groups separately, significant differences were found. Educational level and experience were not related to general job satisfaction for principals from either group. Bryant further found that predictors of general job satisfaction from both school performance categories included the variables of age, gender, educational level, and activity. In this study, there were no significant relationships found in the reported levels of job satisfaction with regard to SPS labels.

Hypothesis 16 dealt with overall job satisfaction of principals and (a) gender, (b) size of school, (c) type of school, (d) level of education, (e) SPS label, (f) intrinsic job satisfaction, and (g) extrinsic job satisfaction. In analyzing each of these variables, a

stepwise multiple regression analysis revealed the intrinsic satisfaction variable accounted for 88% of the total variance. For four of the variables (intrinsic satisfaction, extrinsic satisfaction, SPS label, and type of school), .000 was the significance level. Significant relationships were found between general satisfaction and the variables of (a) intrinsic satisfaction, (b) extrinsic satisfaction, (c) SPS label, and (d) type of school.

When analyzing the open-ended questions, a variety of themes emerged as contributing factors to the biggest challenge as perceived by the participants. Although it appears that the participants are relatively satisfied with their jobs, many viewed time management, the amount of paper work, and being an instructional leader versus a manager to be areas of potential concern for practicing administrators. This would lead one to believe that, although principals are now relatively satisfied, in time they may possibly become dissatisfied due to the constraints placed upon them in this age of accountability.

In addition to these constraints, principals also viewed the demands placed upon them by the accountability mandates as challenges that may possibly lead to a sense of dissatisfaction. NCLB as well as state mandates places a perceived burden on all to increase test scores and continue to improve with each passing year. Parental involvement in the educational process appears to be another source of challenge to principals. Therefore, it would appear that principals should continue to work with faculty, staff, and parents to improve the involvement level.

There were several areas posed as potential sources of dissatisfaction when analyzing the major obstacles to improving school performance scores. The first area, parental apathy or lack of parental involvement/concern, may possibly be an area that can

be investigated at not only the site level, but also the district level. It would be interesting to note that, if districts are not already implementing some type of parent/student night, districts may be able to improve this area by helping the parents learn about ways that they can become more involved in the educational process of their children.

Again, NCLB and accountability seem to be problematic areas for principals. It would appear that this stress could potentially be alleviated somewhat if the guidelines were not subject to change so quickly. The lack of funding that is necessary to implement many of these changes seems to add to the possibility of dissatisfaction later. It might be helpful for state and local departments of education to readjust the funding for programs in the schools.

In analyzing the question regarding the most satisfying part of the job, many participants indicated succinctly that the children themselves appeared to be the greatest source of satisfaction. In spite of the potentially problematic areas mentioned, it appears that principals continue to derive a sense of accomplishment from being allowed to spend an integral portion of their day interacting with the students. Principals seem to have a sense of accomplishment just from having helped a child be successful and achieve to the fullest of his or her potential. Principals also appear to be satisfied with the opportunity to work with students, teachers, parents, and community members in general. It may be beneficial to ascertain some way to allow the principals to become more of the instructional leaders they seem to desire to be as opposed to the managers that many feel they have become.

Conclusions

With respect to the intrinsic, extrinsic, and general levels of satisfaction as explored and measured in this study, there were no statistically significant differences found with regard to the five independent variables of (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS label. The purpose of this study was to determine the relationship between school performance scores and job satisfaction of principals in Louisiana. The researcher anticipated that there would be a statistically significant difference in the intrinsic, extrinsic, and general levels of satisfaction as they related to (a) gender, (b) size of school, (c) type of school, (d) highest degree earned, and (e) SPS scores of their respective schools. Data analysis showed that there were indeed no significant differences. However, there were significant relationships between general satisfaction and (a) intrinsic satisfaction, (b) extrinsic satisfaction, (c) SPS label, and (d) type of school.

The key findings of this study suggested that principals, whether they served elementary, middle/junior high, high, or PK-12 schools, were generally satisfied with their jobs. There were no statistically significant differences found based on the independent variables.

Limitations

The following limitations are presented for this study:

1. The study included all elementary, middle/junior high, high, and PK-12 schools in Louisiana as identified by the *2004-2005 Louisiana School Directory* with the exception of alternative, drop-out recovery, charter, and laboratory schools; thus the results are generalizable only to the population of said schools in the study.

2. The use of a self-report instrument, demographic questionnaire, and open-ended response questions may not have provided sufficient information to fully identify the job satisfaction levels of principals.

3. This study is further limited by the use of an older instrument. A newer, more recently normed instrument could have provided a more accurate measurement of current job satisfaction levels of school principals. The MSQ, although useful in many occupational settings, may not have been the best instrument to measure the job satisfaction of school principals. An instrument developed specifically for the population of school principals would have been more appropriate.

4. The principals may not have correctly reported their actual levels of job satisfaction for fear of being identified by superintendents, supervisors, or other superiors.

5. Although the same procedures were followed for both telephone and online data collection, it is possible that principals who participated in the telephone interview may have responded differently than those who completed the survey online.

6. The time of year during which the survey was sent may have affected the participants' responses. This survey was administered in the early spring; if the data had been collected in the fall or during the summer, the levels of reported satisfaction could have been different.

Recommendations

The following recommendations are presented to be considered for further research:

1. With the emphasis on school accountability and the expected increase in academic growth, it is anticipated that the number of schools labeled as Four Star**** and Five Star***** will increase. In light of this increase, this study should be repeated to include the principals of more Four Star**** and Five Star***** schools.

2. The accountability standards have now mandated a highly qualified status for educators. In order for this mandate to be met, educators are continuing their pursuit of additional degrees and certification. This study should be repeated as the number of principals holding specialist and/or doctorate degrees increases.

3. In conducting this study again, it might be helpful to include contact with the State Superintendent to get his or her support for such a study. This might prove to be beneficial in increasing the number of responses returned.

4. Caution is advised in the use of online or Internet based surveys and instruments. Factors such as lack of technological expertise, unfamiliarity with Internet-based formats, and concerns of system integrity may have influenced participation in this study. Future researchers should take into consideration not only the availability of technology, but also the technological literacy of potential study participants.

The following recommendations are presented to be considered for future practice:

1. It is interesting to note, in analyzing the open-ended responses from the participants, that principals believe themselves to be overwhelmed with the feeling that

they are more a manager than an instructional leader. This study did not determine how many, if any, assistant principals were working with the principals who responded to the survey. It would be interesting to ascertain this information to determine if this may be a factor that could improve the instructional leadership capacity of a principal.

2. Accountability issues and funding appear to be areas that the state department may need to revisit. Many principals indicated that the funding is not supplied for the accountability mandates. For those schools in poorer areas, this proves to be a complicated issue.

3. Principals should continue to work with parents, school personnel, and community members to facilitate parental involvement in the education of the students.

Summary

This chapter presented the major findings of this study. A discussion of how each finding was similar to or different from the literature was included. In addition, conclusions, limitations of the study, and recommendations for further research or future practice were presented.

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APPENDIX A
HUMAN USE COMMITTEE APPROVAL



LOUISIANA TECH
UNIVERSITY

OFFICE OF UNIVERSITY RESEARCH

MEMORANDUM

TO: Dr. Randall Parker, Mrs. Vickie Wheelis

FROM: Nancy Fuller, University Research

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: 12/15/04

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

“The Relationship Between School Performance Scores and Job Satisfaction
of Principals in Louisiana ”
Proposal # HUC-116

The proposed study procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Further, the subjects must be informed that their participation is voluntary.

Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

This approval is granted for one year from the date shown above. Projects should be renewed annually. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of University Research.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study.

If you have any questions, please contact Mary Livingston at 257-2292.

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

P.O. BOX 3092 • RUSTON, LA 71272 • TELEPHONE (318) 257-5075 • FAX (318) 257-5079
AN EQUAL OPPORTUNITY UNIVERSITY

APPENDIX B

MINNESOTA SATISFACTION QUESTIONNAIRE – LETTER OF APPROVAL

*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*

February 1, 2005

Vickie L. Wheelis
1470 Hwy 821
Ruston, LA 71270

Dear Vickie L. Wheelis:


We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire 1977 short form in the version you requested for your research. Please note that each of the 682 copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

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 C

E-MAIL LETTER TO PRINCIPALS

Dear Principal:

I am a doctoral candidate in the Louisiana Educational Consortium through Louisiana Tech University. I am conducting research for my dissertation that will explore the relationship between job satisfaction and school performance scores of principals in Louisiana, and I need your help in this matter.

You have been selected to participate in an internet survey to identify intrinsic, extrinsic, and general satisfaction levels of principals. The survey will require about 10 minutes of your time. You can access the survey by visiting the site: www.latech.edu/jobsatisfaction. Your response to this survey is vital to my research. Please answer each of the questions completely and honestly. This information will be held in the strictest of confidence.

As an educator myself, I understand and appreciate how valuable your time is. Let me thank you in advance for your cooperation and assistance in this matter. Should you have any further questions, please feel free to contact me by phone. Again, thank you for your assistance in this study.

Sincerely,

Vickie Wheelis
Louisiana Tech University
Curriculum, Instruction, and Leadership
P. O. Box 3161
Ruston, LA 71272-0001
318-768-2205
318-245-8057

APPENDIX D
HUMAN SUBJECTS CONSENT FORM

HUMAN SUBJECTS CONSENT FORM

The following is a brief summary of the project in which you are asked to participate. Please read this information before signing the statement below.

Title of Project: The relationship between school performance scores and job satisfaction of principals in Louisiana.

Purpose of Study/Project: To investigate the intrinsic satisfaction, extrinsic satisfaction, and general satisfaction levels of principals in the state of Louisiana and the relationship of school performance scores to the job satisfaction level.

Procedure: The researcher will send an e-mail with a link to an online survey to each participant, explaining the role of the researcher and the anticipated role of each participant. The survey will consist of a 20 item questionnaire plus 4 open-ended questions. Before participant can access the survey, he/she must click on "Submit" button indicating consent for participation. Approximately one day before the close of the survey, the researcher will send out a reminder e-mail containing the link to the online survey, encouraging administrators to respond if they have not already done so. The researcher will analyze the results of the survey to determine the relationship between school performance scores and job satisfaction of principals in Louisiana.

Instruments: The Minnesota Satisfaction Questionnaire (MSQ) short-form will be administered via the Internet. Descriptive statistics for (a) return rate, (b) each of the five independent variables, and (c) participant scores on the MSQ will be presented in charts, graphs, and tables, with accompanying narrative. Frequency tables, demographic data, as well as, Means and Standard Deviations for MSQ scores will be included. The MSQ will yield scores for intrinsic, extrinsic, and general satisfaction.

School Performance scores will be obtained via the Louisiana State Department of Education website.

Risks/Alternative Treatments: There are no risks associated with participation in this study. It requires the principals to access the MSQ via the Internet and complete the questionnaire.

Benefits/Compensation: None.

I attest that I have read and understood the following description of the study, "The relationship between school performance scores and job satisfaction of principals in Louisiana" and its purposes and methods. I understand that my participation in this research is strictly voluntary and my participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University or the state of Louisiana in any way. Further, I understand that I may withdraw at any time without penalty. Upon completion of the study, I understand that the results will be freely available to me upon request. I understand that the results of my survey will be confidential, accessible only to the principal investigators, myself, or a legally appointed representative. I have not been requested to waive nor do I waive any of my rights related to participating in this study.

CONTACT INFORMATION: The principal investigators listed below may be reached to answer questions about the research, subjects' rights, or related matters.

Dr. Randy Parker 318-257-2834
Mrs. Vickie Wheelis 318-257-2966 or 318-768-2205 or 318-245-8057

Members of the Human Use Committee of Louisiana Tech University may also be contacted if a problem cannot be discussed with the investigators:

Dr. Les Guice (318-257-4647)
Dr. Mary Livingston (318-257-2292)
Stephanie Herrmann (318-257-5075)

I Agree

I Decline

APPENDIX E

MINNESOTA SATISFACTION QUESTIONNAIRE
AND DEMOGRAPHIC QUESTIONS

SCHOOL NAME:

Counting this year, how many years have you served as principal?

What is the highest educational degree that you hold?

Minnesota Satisfaction Questionnaire

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

Below you will find statements about your **present job**.

*Read each statement carefully.

*Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

--if you feel that your job gives you **more than you expected**, check the box under "**Very Sat.**" (Very Satisfied);

--if you feel that your job gives you **what you expected**, check the box under "**Sat.**" (Satisfied);

--if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under "**N**" (Neither Satisfied nor Dissatisfied);

--if you feel that your job gives you **less than you expected**, check the box under "**Dissat.**" (Dissatisfied);

--if you feel that your job gives you **much less than you expected**, check the box under "**Very Dissat.**" (Very Dissatisfied).

*Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.

*Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your **present job**.

Ask yourself: How **satisfied** am I with this aspect of my job?

◇ **Very Sat.** means I am very satisfied with this aspect of my job.

◇ **Sat.** means that I am satisfied with this aspect of my job.

◇ **N** means that I can't decide whether I am satisfied or not with this aspect of my job.

◇ **Dissat.** means I am dissatisfied with this aspect of my job.

◇ **Very Dissat.** means that I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about...

	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The chance to work alone on the job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The chance to do different things from time to time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The chance to be "somebody" in the community.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The way my boss handles his/her workers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The competence of my supervisor in making decisions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Being able to do things that don't go against my conscience...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The way my job provides for steady employment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The chance to do things for other people.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The chance to tell people what to do.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The chance to do something that makes use of my abilities....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The way company policies are put into practice.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My pay and the amount of work I do.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The chances for advancement on this job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The freedom to use my own judgment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The chance to try my own methods of doing the job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The working conditions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The way my co-workers get along with each other.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The praise I get for doing a good job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The feeling of accomplishment I get from the job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you view as your biggest challenge as a principal?

What do you view as the major obstacle in improving school performance scores at your school?

What is the most satisfying part of your job?

Submit Responses

APPENDIX F

E-MAIL LETTER TO SUPERINTENDENTS

Dear Superintendent:

My name is Vickie Wheelis, a doctoral candidate at Louisiana Tech University. I am currently gathering data to complete my dissertation. I am attempting to survey each public school principal in the state of Louisiana and am not getting the response that I need. I am seeking your assistance in this matter. The original letter that I e-mailed to the principals will follow this cover letter. Essentially, I am asking principals to visit a specified web site www.latech.edu/jobsatisfaction and complete the Minnesota Satisfaction Questionnaire (MSQ) short form. It will take only about 5 minutes of their time to do this, and it will mean so much to me. I am planning to graduate in May, but without the responses, that date will not be met. Thank you in advance for any assistance that you may be able to afford me in this quest.

Sincerely,

Vickie Wheelis
Louisiana Tech University
Curriculum, Instruction, & Leadership
P. O. Box 3161
Ruston, LA 71272-0001
318-768-2205
318-245-8057

VITA

Vickie L. Wheelis is currently on sabbatical leave from the Lincoln Parish School System where she taught sixth grade language and social studies for the preceding six years. Prior to teaching sixth grade, she taught for nine years in grades one, three, and five at various times. During her fourteen years of teaching experience, she has served on various textbook adoption committees, represented her school on the Superintendent's Advisory Council, and led the school 4-H group. She also was the department chair for language during her tenure in sixth grade. She received a Bachelor of Arts in Elementary Education grades 1-8 in 1990 and a Master of Science in Educational Leadership in 1997, both from Louisiana Tech University. She recently became a member of the Louisiana Education Research Association. She will receive a Doctorate of Education in Educational Leadership from the Louisiana Education Consortium (Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe) in 2005. Upon completion of this degree, Mrs. Wheelis would like to teach at the collegiate level.