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Job Satisfaction Experienced by Career Assistant Principals in the State of Georgia

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JOB SATISFACTION EXPERIENCED BY CAREER ASSISTANT PRINCIPALS

IN THE STATE OF GEORGIA

by

BARBARA F. HALL

(Under the Direction of Cindi Chance)

ABSTRACT

The Minnesota Satisfaction Questionnaire (MSQ) was used to examine the level of job satisfaction experienced by career assistant principals and whether gender, school level, or career aspirations impacted that job satisfaction. Then, a list of duties commonly performed by assistant principals was created and respondents were asked to use a Likert scale to indicate the level of satisfaction they received from performing the duties. Career assistant principals were defined as those with seven or more years of experience and/or those who did not want to move higher in education. Requests were sent (by e-mail and postal mail) to 519 public school assistant principals in Georgia asking them to complete the survey by logging on to www.quia.com/sv/100751.html. A response rate of 42.9% (220 surveys) was received: 66 of those responses matched the definition of career assistant principals. The percentage of participants considered satisfied with their jobs was 69.69%. An ANOVA was then calculated to determine if gender, school level, or career aspiration impacted job satisfaction. Results of the ANOVA showed there were no statistically significant relationships between job satisfaction and gender, job satisfaction and school level, or job satisfaction and career aspirations. Many of

the conclusions drawn from the data gathered in this study support the current research that gender and school level does not impact job satisfaction.

Creating the school master schedule provided the most job satisfaction with a Likert mean of 4.20. The duties were then classified as requiring a leader or a manger. Career assistant principals found satisfaction in duties requiring a leader and manager as seen by the mean satisfaction score of 3.86 for duties requiring a leader and 3.75 for duties requiring a manager. . A t-test was applied to determine if there was a significant difference between these two categories. It suggested that there was no significant difference. However, 91% of respondents performed at least 24 out of 30 of the duties listed and 80% performed all of the listed duties which reinforced the concept that assistant principals undertake a myriad of duties in their position.

INDEX WORDS: Assistant principal, Career assistant principal, Job Satisfaction, Duties of assistant principals, Job satisfaction of assistant Principals, leader, manager

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IN THE STATE OF GEORGIA

by

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DEDICATION

This dissertation is dedicated to my mother, Lois Hall. Through the struggles of completing this project, she never lost faith in me. She instilled a love of reading in me as a child and has nurtured that love throughout my life. I could have no better role model than this strong, independent, nurturing woman who in the 1940s and 1950s worked as a service club director in Okinawa, then married my dad, and raised a family. She has also volunteered her time to help people and make this world a better place. Thanks, Mom!

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Finally, thank you to my family who always support me. And even though he isn't what us anymore, I want to acknowledge my dad. I know he is proud of me.

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CHAPTER 1

INTRODUCTION

Catherine Marshall (1992c) described the role of assistant principal as

holding a critical position in education organizations because it is frequently an

entry-level position for administrative careers; it provides a mediator for the vast

conflicts that develop in schools; it has created a group who can generate an

accurate picture of current public education because assistant principals

encounter daily the problems of school systems, and it supplies a person to

support the principal in maintaining the norms and rules of the school culture.

Assistant principals have certainly grown more important, gained more

recognition, and garnered more attention in the research as an asset to their

schools (Hausman, Nebeker, McCreary, & Donaldson, 2002; Kaplan & Owings,

1999).

In addition, Pellicer and Stevenson (1991) reported that when surveyed,

the majority of assistant principals have a great deal of autonomy when carrying

out duties in ten major areas of school administration. These included

responsibilities for student discipline, teacher evaluation, the master schedule,

building use, and school policies. This increased role in leadership

responsibilities led the researchers to declare that the role of assistant principal

has shifted from being a subordinate to the principal to one who shares

leadership with the principal. Many states, including Georgia, are now changing

the requirements for becoming an assistant principal or indeed any education

administrator. Instead of just taking classes, prospective administrators must

intern in schools and prove they are capable of assuming the leadership responsibilities needed to run or help run a school.

Many frustrations involved in being an assistant principal have also been reported (Marshall, 1992c: Calabrese, 1991; Celikten, 2001; Johnson, 2000; Richard, 2000). Marshall (1992b) stated, "… no one really understands the complexities, lack of satisfaction, and dilemmas within the role of the assistant principal" (p. 2). Sutter (1996) reported that dissatisfaction among assistant principals has been widely reported in professional literature. With all of the complexities and frustrations one may wonder why anyone would make a career of being an assistant principal. Catherine Marshall (1993) answered that question by stating, "Far more prevalent, however, is a new breed of career assistants whose roles are as diverse as the students they serve. These career assistants view each day as a challenge" (p.1).

Neither Marshal (1993) nor Pellicer and Stevenson (1991) defined a career assistant principal; however, for the purposes of this study, a career assistant principal has held the position for at least seven years and/or does not want to move higher in education administration. Croft and Morton (1977) discovered in their survey of assistant principals that 94.4% had been in the position for six or fewer years, and Domozych (2004) used five years as the determining factor for her study of veteran assistant principals in North Carolina. After considering both of those factors, seven years was chosen as the amount of experience to be classified as a career assistant principal for this study.

Development of the Assistant Principal Position

The role of the assistant principal has evolved into a critical position in today's schools. While the position of principal was created after enrollments in schools increased and a head or principal teacher was appointed and given administrative duties, unfortunately little is known about the history of the assistant principal before the early 1920s (Atkinson & Maleska, 1962; Matthews & Crow, 2003). Kelley (1987) stated that the assistant principal was to assume many of the managerial duties required to run a school in order to allow the principal to spend more time on instruction. According to Kindsvatter and Tosi, "The earliest important article in the literature dealing with the assistant principal was the report of a survey on the functions of executive assistants in 1926 by Van Eman" (p. 457). However, because the assistant principal has been the forgotten person in literature, because the position is a relatively new one in schools, and because the assistant principal operates in shadow of the principal, the literature largely ignored the role until the 1970s (Kindsvatter & Tosi, 1971).

Early in the twentieth century, the role evolved as two administrative positions were created to provide classroom supervision: the special and general supervisor (Glanz, 1994). Glanz described the special supervisor as a female who was relieved of some teaching responsibilities to help teachers improve classroom teaching while the general supervisor was more likely to be a male who helped the principal with the managerial responsibilities of running a school. Gradually, the role of the special supervisor disappeared and the general

supervisor title changed from supervisor to assistant principal to more accurately portray the relationship between the principal and the supervisor (Glanz).

Kindsvatter and Tosi (1971) reported that, except for the 1950s, there has been a scarcity of literature on the subject up until their article was published in 1971. Mathews and Crow (2003) supported this point by verifying that the literature of the 1970s began to reflect the importance of the role of assistant principal. Panvako and Rorie (1987) reported that the significance and prestige of the assistant principal had been overlooked yet, they pointed out that the new role was perhaps the most dynamic feature of a school system. Fortunately they reflected the changing role as, "a new breed of assistant is entering school administration, and a quiet revolution is taking place" (p. 6).

Roles of an Assistant Principal

While little was written until the 1970s about the assistant principal, the elements that make up an assistant principal's work life are complex and intertwined (Hausman, Nebeker, McCreary, and Donaldson, 2002). In "Basic Competencies of the Assistant Principal," Fulton (1997) listed some of the administrative, teacher, student, and community relationships that are paramount to the training and duties of an assistant principal. Some of the 32 competencies described included: formulate and maintain the master schedule, learn the budget process, coordinate the school's transportation schedule, create guidelines for testing, maintain current knowledge of federal and state laws, execute the policies of the principal, observe and evaluate teachers, construct extra duty assignments, cultivate the ability to listen, cover classes occasionally,

deal with discipline, compile a student handbook, keep records of student disciplinary problems, maintain visibility, and develop a complete familiarity with local businesses. In another study supporting these duties, Norton and Kriekard (1987) found that participating assistant principals listed 59 competencies on a real scale and 91 competencies on an ideal scale that they must or should perform. The competencies were divided into five major categories: management of school, leader in staff personnel, community relations, instructional leader, and student activities.

Another way to divide the roles of an assistant principal has been to classify them as requiring either management or leadership skills. Weller and Weller (2002) explained, "The terms leader and manager tend to be used interchangeably, but major differences exist" (p. 4). According to these authors, managers often make things happen, while leaders provide vision and inspiration. Weller and Weller also stated that in many schools assistant principals take on the role of manager while principals assume the role of leader. Assistant principals need to learn essential leadership skills if they want to move higher in administration, to move into other leadership positions, or to remain as an assistant principal but elevate themselves "to a much higher plateau in the organization" (Weller and Weller, 2002, p. 5). Smith (1987) concluded that assistant principals want to be leaders but often end up as managers.

One of the most frustrating aspects of the work life of an assistant principal can be the time spent on managerial tasks, as described by some of the assistant principals that Koru (1993) interviewed. She described how assistant

principals spend a great portion of their day shuffling paperwork, dealing with building maintenance, performing student supervision duties, and handling discipline problems. All of these activities are seen as managerial tasks that do not require instructional leadership skills (Koru).

Challenges of Assistant Principals

Marshall (1992a) in *The Assistant Principal* described the ambiguity, conflict, and overload that accompany the position. She explained the gray areas of an assistant principal's life as "…ill-defined, inconsistent, and at time incoherent responsibilities, roles and resources" (p. 6). Often, the roles of an assistant principal are at cross-purposes, and duties are ambiguous, seldom evaluated, and never ending (Marshall, 1992a). Then when it becomes impossible to perform the duties adequately, role overload occurs (Marshall, 1992a).

Celikten (2001) supported Marshall's work and reported that one of the biggest challenges of being an assistant principal is the lack of a job description. He cited the feeling of frustration that many assistant principals had as a result of a poorly defined job description. Norton and Kriekard (1997) claimed that attempts to specifically define the position of assistant principal have been limited because of the broad scope of duties.

As Johnson (2000) explained, another challenge experienced by assistant principals is the middleman aspect of the job. He said about assistant principals, "Teachers love to hate them and principals hate to love them. They bear the burden of student contempt as they single-handedly hold the line, thin as it is,

between student anarchy and school policy" (p. 85). Marshall (1992c) also found that assistant principals were challenged by the middleman aspect of the job. She reported that assistant principals were often, "in the middle among constituents and participants in schools" (p.7).

Job Satisfaction

In attempting to deal with the frustrations associated with the position of assistant principal, one may study job satisfaction because, as Bruce and Blackburn (1992) stated, "…satisfied employees make a difference" (p. 4) in productivity and in successful companies. Beginning in the 1930s, job satisfaction has been studied systematically and repeatedly for over seventy years (Locke, 1976). According to Hopkins (1983), it is the most common topic studied in regards to work. Mercer (1997) described job satisfaction as an individual's affective reaction to his or her work. He further stated that job satisfaction is an area worthy of study, but job satisfaction has rarely been a focus of interest in education. According to Spector (1997), "As it is generally assessed, job satisfaction is an attitudinal variable" (p. 2). The emphasis placed on job satisfaction being affective and attitudinal is also reflected in other research which stresses the importance of an individual's feelings when defining job satisfaction (Locke,1976; Smith, Kendall, and Hulin, 1969). Job satisfaction can be analyzed globally or broken down to examine different facets of a job. In relating job satisfaction and school, Gaziel (2001) suggested that job satisfaction could be a guide to choosing and motivating school administrators.

Assistant principals, in limited studies, have reported feeling job satisfaction in different ways. Sutter (1996) found that secondary school assistant principals who hoped to advance in their careers, who felt their talents and skills were being used and appreciated, and who believed they were contributing to their schools had higher levels of job satisfaction. Cornell (2003) discovered that the elementary assistant principals from the inland empire of California whom she interviewed reported that the work itself and the achievement associated with that work contributed the most to job satisfaction.

Career Assistant Principals

Despite all the ambiguity, conflict, and cloudiness associated with being an assistant principal, many administrators still want to remain in the position for a number of years. Marshall (1993) described some of the reasons assistant principals give for choosing to remain in that position. These included the desire to maintain a modicum of control over family life, the concern about finding time to complete graduate work needed for higher positions, and the satisfaction of being a part of the community without the stresses of being a principal. Pellicer and Stevenson (1991) stated that it is vital that experienced educators remain assistant principals to share in the increasing duties of the principalship. They also proposed that something must be done to enhance the assistant principalship. As principals stay longer in positions, and as principal and assistant principal often share the responsibilities of administration, then the need to have the assistant principalship viewed as a legitimate terminal career becomes vital.

Statement of the Problem

Carrying out a myriad of duties and responsibilities, from monitoring students when they are not in class to designing and leading instructional improvement, assistant principals rush from activity to crisis, no sooner dealing with one urgent issue when another more urgent crisis develops. Assistant principals are overworked, overlooked, and overburdened. While many administrators (both principals and assistant principals) perceive that the job of an assistant principal is to support and help the principal, that can be an ambiguous and frustrating role. The statement, "Supporting the principal" is not a useful job description. In addition, so much is expected of assistant principals that the stress of not being able to complete a task can often add to the job frustration.

Not all assistant principals aspire to be principals or system administrators. Many assistant principals find satisfaction from being a positive influence in a student's life and helping to shape the instructional focus of a school. A person who is satisfied with his or her job will perform the duties of that position with greater efficiency and clarity. There is little research on the level of job satisfaction experienced by career assistant principals, demographics that impact job satisfaction, the duties that result in job satisfaction, and how career aspirations affect their job satisfaction. As Marshall asserted (1992c), the job of the assistant principal is complex and challenging; therefore, one may question why assistant principals remain in the position for seven or more years. This study examined what level of job satisfaction career assistant principals in

Georgia experience and if gender, school level, and/or career aspirations impact that job satisfaction as well as which duties provide assistant principals with the greatest job satisfaction.

Research Questions

The overarching research question guiding the study is: What is the level of job satisfaction experienced by career assistant principals in Georgia? From this question then came several sub questions:

1. Is there a relationship between gender and the job satisfaction of career assistant principals?

2. Is there a relationship between the three school levels (elementary, middle, and secondary) and the job satisfaction of career assistant principals?

3. Is there a relationship between career aspirations and the job satisfaction of career assistant principals?

4. From which duties and categories of duties (leader or manager) do career assistant principals in Georgia report getting the highest level of job satisfaction?

Significance of the Study

Little research has been conducted to examine assistant principal roles and even less on the job satisfaction experienced by career assistant principals. Only in the past fifteen years has much research been done on the roles and challenges of being an assistant principal. In the past ten years, more research has begun to examine the job satisfaction of assistant principals. At this time, no

study of this type has been conducted in Georgia. The researcher's findings can be important to principals, central office staff, colleges and universities, professional organizations, and assistant principals. Colleges and universities can use the information from this study to improve leadership preparation programs by developing curriculum to address the concerns and frustrations of all types of assistant principals (career or not). By identifying the elements of job satisfaction, supervisors can provide mentoring programs, workshops, and other support systems to improve the working conditions of career assistant principals. Studying the job satisfaction of career assistant principals may provide insight into recruiting quality personnel especially because more and more states report a shortage of professionals willing to move into administrative roles. This researcher thrives on the daily challenges she faces as an assistant principal, However, assistant principal duties are often managerial and can be boring. At the same time, the longer the researcher is in the role, the more comfortable she has become dealing with the challenges and stresses. Many assistant principals are content with their roles and have no desire to advance in administration. This study will be beneficial to not only maintain the job satisfaction of those assistant principals but can also help keep assistant principals in their positions, so they do make a career out of the role.

Procedures

According to Spector (1997), "Job satisfaction is usually measured with interviews or questionnaires administered to the job incumbents in question" (p. 5). The research design of this project will consist of the short-form of the Minnesota Satisfaction Questionnaire (MSQ) which contains 20 items that measure how satisfied the respondent is with a reinforcer in his or her work environment (Weiss, Dawis, England, & Lofquist, 1967). The MSQ is research based and has been used in a number of studies (Spector, 1997). Respondents will be asked to use a Likert scale to complete the questionnaire items. In addition, respondents will be given a list of duties normally performed by assistant principals and use the same Likert scale used for the MSQ to assess the job satisfaction gained by the list of duties. This list of duties was created by Pellicer, Anderson, Keefe, Kelly, and McLeary (1988) using information supplied by surveying assistant principals and quoted by Catherine Marshall (1993c) in her book *The Assistant Principal: Leadership Choices and Challenges*. These duties were also chosen because they corresponded with the main duties that other researchers have reported (Austin & Brown, 1970; Smith, 1987; Calabrese, 1991; Black, 1980). The duties were then classified as needing managerial or leadership skills to accomplish. Weller and Weller's (2002) definitions of leader and manager were used to categorize the duties. The respondents were also asked demographic questions to gather demographic information such as years of service, gender, school level, and career aspirations. A systematic sample was chosen using the Georgia Department of Education web site. An e-mail

(and in some cases a letter) was sent to prospective respondents outlining the purpose of the student and requesting that they log on to www.quia.com/sv/100751.html and enter the password *Kleenex* (phrase used on the web site is secret word) to complete the survey. Two weeks after the original mailing, a follow-up e-mail was sent to participants who had not completed the survey requesting that they do so. Follow-up e-mails were sent until a satisfactory response rate was achieved. The data collected from the survey was analyzed only if a respondent indicated in the demographic section that he or she had been an assistant principal for seven or more years and/or did not want to move higher in education administration. The respondents were told that only the data from assistant principals considered to be career assistant principal would be analyzed for two reasons:

1. Data from assistant principals with fewer than seven years can be analyzed for future research.

2. Not revealing that only the data from assistant principals with seven years or more of experience will be analyzed may reduce bias among the respondents.

Each response on the MSQ is a number based on a Likert scale (1-5; 5 being the most satisfied). Sums of the Likert scores were calculated by the researcher to determine a satisfaction score. A score of 71 to 95 indicated that the assistant principal was satisfied with his or her job while a score from 19-52 indicated dissatisfaction. A score from 53-710indicated neither satisfaction nor dissatisfaction. Next, a factorial Analysis of Variance (ANOVA) was calculated

using Statistical Package for Social Sciences (SPSS) to determine if a significant relationship existed between school level, career aspirations, gender, and job satisfaction. For the list of duties a mean score was calculated for each duty. The highest scores indicated the duties which supplied the greatest amount of satisfaction. Then a mean score was calculated for the categories of duties (leader versus manager).

Limitations

These major limitations were imposed on this study by the researcher:

1. The instrument used in this survey was designed to measure the job satisfaction of a broad scope of workers such as professional business people. It was not designed specifically to measure the job satisfaction of career assistant principals.

2. The study was limited to career assistant principals in Georgia and the results may not be generalized to career assistant principals in other states.

3. The study was limited to career assistant principals in Georgia and so the results may not be generalized to non-career assistant principals in Georgia or other states.

4. The results of the study are accurate only in terms of the degree to which respondents were honest when completing the questionnaire.

Delimitations

The following delimitations have been identified by the researcher:

1. Only public school career assistant principals will be surveyed and interviewed.

2. A systematic sample of assistant principals will be used.

3. The respondents for this study will be from assistant principals who have seven or more years of experience.

Definition of Terms

Assistant Principal: Anyone in a public school in Georgia who has the title of assistant principal, deputy principal, vice principal or associate principal.

Career Assistant Principal: An assistant principal who has seven or more years of experience and/or does not want to move higher in education administration.

Job Description: This is a list of duties one would be expected to perform as a result of his or her job.

Job Satisfaction.: Job satisfaction refers to an individual's affective reaction to his or her work (Mercer, 1997). The term affective refers to the feelings one has about a subject.

Leader: Weller and Weller(2002) described leaders as "…visionaries, conceptualizers, and catalysts" who "…focus on developing human potential and on influencing and persuading others to accomplish organizational goals" (p.4). Leaders are ones who motivate others.

Manager: Weller and Weller (2002) described managers as those who take care of the "…nuts and bolts" (p. 4) of the organization.

School Level: The school levels used will be grades K-5 for elementary, 6-8 for middle school, and 9-12 for secondary school.

Summary

Although little is known about the early development of the role of the assistant principal, the position developed as a way to improve instruction and to help the principal. Assistant principals perform a large number of duties as they seek to support the principal and ensure that a school runs smoothly. These roles can be divided into managerial and leadership categories. One of the challenges facing assistant principals is they perform so many roles that assistant principals often do not have a clear job description which may lead to job frustration. Other job frustrations experienced by assistant principals include the ambiguity of the job, the middleman aspect present, and role overload.

Determining what type of job satisfaction an assistant principal experiences may be one way to alleviate some of the job frustrations. Job satisfaction is defined as the feeling and attitude an individual has toward his or her job. Another area of interest is whether demographics impact levels of job satisfaction. The overarching research question then becomes what is the level of job satisfaction experienced by career assistant principals. From that question comes other questions: is there a relationship between the demographics of career aspirations, gender, and school level and the job satisfaction of an assistant principal? Also to be studied is which duties provide the highest job satisfaction and if duties categorized as needing a manager or leader provide more satisfaction.

This study will fill a void in the literature since little has been written on assistant principals and even less on career assistant principals. An e-mail was

sent to a systematic sample of public school assistant principals in Georgia requiring responses to the MSQ, demographic questions, and duties survey on a secure web site www.quia.com/sv/100751.html. The scores from each MSQ were grouped to determine the highest level of job satisfaction. A score from 71 to 95 indicated that the assistant principal is satisfied with his or her job while a score from 19-52 indicated dissatisfaction. A score from 53-70 indicated neither satisfaction nor dissatisfaction. The data from the questionnaire was then analyzed using a factorial ANOVA to determine if school level, gender or career aspirations impact job satisfaction. The list of duties was evaluated using a Likert scale, and the scores from each duty were averaged to determine which duties provided the highest level of job satisfaction. A t-test was applied to determine if there was a significant difference between duties requiring a leader or manager. Finally, the duties were classified as needing a leader or a manager, and the mean scores of those duties analyzed to determine which category provided the greater job satisfaction.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Kindsvatter and Tosi (1971) concluded that the assistant principal was a forgotten person in educational literature. That characterization has changed, however, at least according to Hausman, Nebeker, McCreary, and Donaldson (2002), who say, "During the past three decades, the assistant principal has gone from being regarded merely as someone to take some of the burden off the principal to an integral and indispensable part of the aggregate referred to as educational leadership"(p. 136). This chapter presents an overview of the literature on the development of the role of the assistant principal, the duties of assistant principals, the frustrations of assistant principal, the definitions of job satisfaction, the major theories of job satisfaction, the job satisfaction experienced by assistant principals, other educators and people in jobs outside of education, and the life of a career assistant principal.

Development of the Assistant Principal Position

The role of the assistant principal has evolved into a critical position in today's schools. It is also the most recent role added to education administration (Croft and Marton, 1977). Panyoko and Rorie (1987) described the role as …"perhaps the most dynamic and changing feature of the school system today" (p. 6).

Even though the principal was the first administrator who had administrative and supervisory duties, during the nineteenth century, there was

an increase in the development of other administrative positions (Atkinson & Maleska, 1962). One of these administrative positions was the assistant principal who, Kelley (1987) stated, was to assume many of the managerial duties required to run a school in order to allow the principal to spend more time on instruction. Still Matthews and Crow (2003) described the history of the role of the assistant principal as vague, and according to Black (1980) the role evolved in a haphazard manner.

The assistant principal role evolved mostly in the early twentieth century, as two administrative positions were created to provide classroom supervision: the special and general supervisor (Glanz, 1994). Glanz described the special supervisor as a female who was relieved of some teaching responsibilities to help teachers improve classroom teaching, while the general supervisor was more likely to be a male who helped the principal with the managerial responsibilities of running a school. Gradually, the role of the special supervisor disappeared, and the general supervisor title changed from supervisor to assistant principal to more accurately portray the relationship between the principal and the supervisor (Glanz). In the 1940s and 1050s, the literature reflected the relationship between the principal and general supervisor by using the title "assistant principal" (Matthews & Crow, 2003).

The earliest literature on assistant principals was an article written about a survey on the functions of executive assistants in 1926 by Van Eman (Kindsvatter & Tosi, 1971). These authors also reported that the secondary assistant principal role was initiated in the early 1930s.

Duties of an Assistant Principal

The elements that now make up an assistant principal's work life are complex and intertwined (Hausman, Nebeker, McCreary, and Donaldson, 2002). Other authors have long commented on the many roles that assistant principals assume and the frustration involved with the lack of a clear job description (Marshall, 1992a; Kriekard & Norton, 1980; Scoggins & Bishop, 1993; NASSP, 1991; Norton & Kriekard, 1987; Celikten, 2001; Black, 1980; Kindsvatter & Tosi, 1971). Panvako and Rorie (1987) asserted that the assistant principal role must be redefined. In "A Review of the Literature Regarding the Roles and Responsibilities of Assistant Principals," Scoggins and Bishop (1993) stated that the average assistant principal did not have a clearly defined list of duties. Black (1980) reported that one assistant principal described the position as being a "jack of all trades and master of none" (p. 38).

Many early assistant principals assumed most of the administrative duties in order to allow principals to be instructional leaders (Glanz, 1994). Golden (1997) described the role as traditionally one of an administrative nature, instead of a supervisor-educator which is the role the assistant principal should play, and reported on the rising call for broadening the traditional role of assistant principals. Michel (1996) stated that barriers such as the different sources (superintendent, principal, parents and district office staff) of the duties assigned to an assistant principal prevented assistant principals from moving toward a leadership role as opposed to continuing the traditional role of being responsible for administrative duties.

Pounder and Crow (2005) reported that the assistant principal's role should include more instructional leadership responsibilities. However, redefining the assistant principal role is difficult when taking into account Kaplan and Owings' (1999) statement that a number of principals and other educators who participated in their study viewed the assistant principal in a non-instructional role. This view was contradictory to the information in a book released by the NASSP Council (1991) *Restructuring the Role of the Assistant Principal* which suggests that school boards should reassess the assistant principal role in terms of responsibilities, expectations, and reasonableness. In describing the duties of an assistant principal, Johnson (2000) suggested that assistant principals must know their own job descriptions (unclear as they may be) even though that job description can overlap almost everyone else's jobs.

Even though a clear job description has not been created for assistant principals, researchers have attempted to describe the many duties they performed. In 1988 Pellicer, Anderson, Keefe, Kelley, and McCleary published a national study that analyzed and described high school leaders (characteristics of school leaders, problems of school leaders, educational programs and issues, assistant principals, and principalship and their careers) in 1987 and then compared the results to a similar national study conducted in the early 1960s. In the 1987 survey, 65 duties were reviewed by assistant principals and ranked as being "not applicable, slight, shared, or full" in terms of the amount of responsibility the assistant principal assumed for each duty. The researchers designated those duties which received 50 percent of the assistant principals

describing them as shared or full as important for studying the role of assistant principals. Thirty duties remained after this process. They were grouped under the categories school management, staff, personnel, curriculum and instruction, community relations, student activities, and student services. This information was then compared with the results of the 1965 survey. The researchers found that 28 of the duties from the 1987 survey were listed as important in the 1965 survey. Articulation with feeder schools, school guidance program and providing instructional materials meet the criterion to be included on the 1965 list but did not on the 1987 list. Teacher selection met the criterion in 1987 but not in 1965. Duties that were added to the 1987 survey but not even mentioned in the 1965 survey included: graduation activities, instructional methods, staff in-service, and teacher incentives/motivation. As a result of these surveys, the researchers found that more similarities than differences occurred when comparing the role of the assistant principal in 1965 to 1987. There was an increase in responsibility for teacher evaluation and teacher selection in 1987, but many of the traditional duties in school management and student services remain key to the job description of the assistant principal.

In *The Assistant Principal: Leadership Choices and Challenges*, Marshall (1992c) used the duties listed in Pellicer, Anderson, Keefe, Kelley, and McCleary's (1888) study as the basis of her discussion on the tasks and roles of assistant principals. She made several assumptions about these tasks and roles. Among them that assistant principals find their roles at cross-purposes, that role ambiguity can lead to a lack of job satisfaction, that overload occurs when job

responsibilities leave little time for a personal life or professional development, and that assistant principals must limit risk taking.

Weller and Weller (2002) surveyed 100 assistant principals serving in rural, suburban, and urban schools. Of these 100 assistant principals, 77% reported that discipline and attendance were their major duties, while 13% reported their major duties as improving instruction or overseeing vocational programs. The assistant principals also reported that in schools that had at least two assistants, one was in charge of attendance and discipline while the other was in charge of curriculum issues. Other duties listed by the respondents included acting as a liaison to the community, developing the master schedule, preparing the school budget, performing clerical duties such as writing reports, enforcing school and system policy, supervising students, participating in faculty selection, evaluating faculty and staff, coordinating and leading staff development, student mentoring, and peer tutoring, placing student teachers and paraprofessionals, writing grants, and representing the principal. Twenty-five percent of those assistant principals surveyed felt that they lacked the leadership skills needed to complete some of their assigned duties. Weller and Weller also stated that in many schools assistant principals take on the duties requiring a manager while principals complete the duties requiring a leader. They defined leaders as "…visionaries, conceptualizers, and catalysts" who "…focus on developing human potential and on influencing and persuading others to accomplish organizational goals" (p.4) while managers are those who take care of the "…nuts and bolts" (p. 4) of the organization.

Oliver (2003) found in his study of assistant principals in Orange County, California that performing the management aspects of their jobs such as supervision, quantity of tasks, duties, politics, state mandates and budget and finance issues gave little satisfaction. Koru (1993) stated "The assistant principals spends a large part of each day performing various caretaker tasks"(p. 67) focusing on routine clerical tasks, custodial duties and discipline. Thompson and Jones (1977) as a premise to their study that assistant principals may still be performing duties that are clerical in nature as opposed to being viable members of the administrative team.

In "Basic Competencies of the Assistant Principal," Fulton (1997) listed administrative, teacher, student, and community relationships that are paramount to the training and duties of an assistant principal. Some of the 32 competencies described included: formulate and maintain the master schedule, learn the budget process, coordinate the school's transportation schedule, create guidelines for testing, maintain current knowledge of federal and state laws, execute the policies of the principal, observe and evaluate teachers, construct extra duty assignments, cultivate the ability to listen, cover classes occasionally, deal with discipline, compile a student handbook, keep records of student disciplinary problems, maintain visibility, and develop a complete familiarity with local businesses.

In another study supporting the conclusions drawn by Fulton, Norton and Kriekard (1987) found that participating assistant principals listed 59 competencies on a real scale and 91 competencies on an ideal scale that they

must or should perform. The competencies were divided into five major categories: management of school, leader in staff personnel, community relations, instructional leader, and student activities.

Kriekard and Norton (1980) surveyed Arizona assistant principals to create definition for the position of assistant principal. They asked assistant principals to list competencies that could fall under the six major tasks that NASSP had defined as areas in the assistant principalship. Under school management, they listed five competencies such as ability to mange time, to prepare the budget, organize authority, practice effective communication, and perform the duties of the principal. Under being a co-leader of school personnel, four competencies were listed. Among them were organize and administer extra-curricular activities, manage guidance program, conduct professional learning, and hire, assist, and evaluate personnel. As someone who needs to develop and maintain community relations, an assistant principal must interact with and become familiar with community groups.

Another major task area described by Kriekard and Norton was to organize and administer student activities. The four competencies under this area were managing student activity accounts, supervising and administering student organizations and athletic programs, and planning and maintaining a master schedule. The last area, functioning as a leader for pupil personnel services contained three competencies: managing and supervising attendance, assuming responsibility for student management procedures, and managing the guidance program (also under acting as the school co-leader). While Kriekard

and Norton admitted that more attempts were needed to define the role of the assistant principal, they believed this listing of competencies would be useful in gaining practical information about the assistant principalship.

Calabrese (1991) categorized the 25 indicators of an assistant principal under the headings disciplinarian and instructional leader. The major indicators were change agent, motivator, knowledge base, ethical model, community relations agent, caring individual, and innovator. Black (1980) conducted a study of secondary assistant principals in Baltimore and classified 34 duties into six areas: instruction, professional development, student activities, personnel, pupil personnel, and school management. Black then used this list to develop a position guide for secondary assistant principals in Baltimore

In a study conducted by Chan, Webb, and Bowen (2003), assistant principals reported that they spent the majority of their time on five duties: student discipline, cafeteria supervision, meeting with parents, maintaining a safe climate, and conducting teacher observations and evaluations. Panyako and Roire (1987) stated that assistant principals must be knowledgeable in school management, curriculum design and implementation, vocational guidance, and assessment. Black (1980) surveyed secondary assistant principal in Washington state and developed a list of 26 duties and responsibilities that they performed. Among those most frequently mentioned were planning and working with teachers, supervising non-athletic and athletic events, helping with attendance, and working on budget problems.

The research in this section described assistant principals as performing anywhere from 26 to 91 duties. This wide variety of duties as well as the difficulty of trying to successfully accomplish them has led to frustration on the part of assistant principals.

Challenges of the Assistant Principal

Marshall (1992a) in *The Assistant Principal* described the role ambiguity, conflict, and overload that accompany the position. As previously stated, one of the biggest challenges of being an assistant principal was the lack of a job description. Kriekard and Norton (1980) used the term "elusive" when trying to define the role of an assistant principal. Mendoza (2000) described the role as having a job description (even as vague as it is) that few could handle. Celikten (2001) reported that 94% of the participants in his study said that lacking a role description inhibited instructional leadership activities. According to Kindsvatter and Tosi (1971), the basic problem of the assistant principalship position was the lack of a defensible job description. Celikten (2001) cites the feeling of frustration that many assistant principals have as a result of a poorly defined job description. The assistant principals Cornell (2003) interviewed in California suggested that their district office implement a consistent set of expectations for the position because the inconsistency from school to school contributed to job dissatisfaction. When describing his experience as an assistant principal, Potter (1980) stated that the principal created his duties and responsibilities by giving Potter everything to do that the principal did not want to do. Johnson (2000) reports assistant principals are "…crazy enough to accept a job where the final

description legally states anything goes—'other duties as assigned by the principal'." (p. 85). He also described the role as being least understood by assistant principals themselves.

Another challenge reported by assistant principals was the amount of work assigned to the assistant principal position.   Michel (1996) stated that the duties performed by an assistant principal cannot be accomplished by one person. Black (1980) found from interviewing secondary assistant principals that there was not enough time to do all of the work required in the position.

Also challenging in the work life of an assistant principal can be the time spent on managerial tasks, as described by some of the assistant principals that Koru (1993) interviewed for her study. She described how assistant principals spent a great portion of their day shuffling paperwork, dealing with building maintenance, performing student supervision duties, and handling discipline problems. Koru (1993) found that assistant principals felt as if the job was more clerical than anything else. One reasons for this frustration was the huge amount of paper work. Thirty-three percent of the assistant principals interviewed by Black (1980) stated that the most disliked aspect of the job were the clerical duties. As Weller and Weller (2002) stated, "In schools, principals often assume the role of leader, whereas assistant principals—due to the types of job responsibilities generally delegated by the principal, such as discipline and student supervision—are more often viewed as managers" (p.4).

Johnson (2000) explained, another challenge experienced by assistant principals is the middleman aspect of the job. He said of assistant principals,

"Teachers love to hate them and principals hate to love them. They bear the burden of student contempt as they single-handedly hold the line, thin as it is, between student anarchy and school policy" (p. 85). He also stated that assistant principals often serve as a conduit between the teacher and the principal which is a tough job. Even with the middleman aspect of the position, the lack of job description, the myriad of duties, and the huge workload, assistant principals have reported receiving satisfaction from performing the duties associated with assistant principal position.

<div align="center">Job Satisfaction</div>

Beginning in the 1930s, job satisfaction has been studied systematically and repeatedly for over seventy years (Locke, 1976). According to Hopkins (1983), it is the most commonly researched work-related topic. Locke (1976) reported that by 1976 a minimum of 3,350 articles or dissertations had been written on the subject. Cranny, Smith, and Stone (1992) stated that over 5,000 works on job satisfaction had undoubtedly been written by 1992.

Locke (1976) stated that identifying the epistemological roots of job satisfaction is the first step in identifying the concept and defined job satisfaction for the present as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p.1300). Spector (1997) defined job satisfaction in the following manner: "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs"(p.2). He did not include pleasurable or positive in his definition. Both definitions, however, include the sense that job satisfaction involves feelings. Cranny, Smith, and Stone (1992)

asserted that while definitions of job satisfaction vary, there is general agreement that job satisfaction is an affective (emotional) reaction.

Mercer (1997) described job satisfaction as dealing with an individual's affective reaction to his or her work. Smith, Kendall, & Hulin (1969) reported that different feelings were based on different aspects of the job. Bruce and Blackburn (1992) believed that job satisfaction often seemed like an unreachable goal of managers and employees because of the difficulty of achieving job satisfaction and maintaining high job performance. Job satisfaction is important, however, because companies that provide job satisfaction reap the benefits through higher quality work.

Locke (1976) stated that the early roots (pre 1930s) of the study of job satisfaction stressed the physical conditions of work and pay of workers. Gruneberg (1979) reported that in the early days, researchers were not concerned with the job satisfaction of workers but instead wanted to know how to increase productivity. He cited Frederick Taylor's 1911 study of the Bethlehem steel workers in which Taylor examined the effects of redesigning equipments and selecting the right men for the job and the impact of productivity as being one of the earliest studies of job satisfaction.

The 1920s Hawthorne studies in which productivity increased when the levels of illumination were increased in the factory were one of the earliest, major studies in job satisfaction (Gruneberg, 1979; Locke, 1976). According to Locke (1976), the Hawthorne studies began an era of study in which the focus was on social factors and the work group and shaped the trend of research until the

1950s. At that time, focusing on the effects of the work itself and worker attitudes became paramount in the research.

When studying contemporary job satisfaction, Locke (1976) reported that Maslow's Need Hierarchy theory and Herzberg's Motivator-Hygiene theory were the two most important theories. According to Croft and Morton (1977) the work of Maslow became the foundation for any work done in job satisfaction. While Maslow's theory did not focus on work motivation, Locke (1976) stated that, "… the implications of his theory for the design of incentive systems by management are obvious. The optimal job environment for a given employee would be the one which corresponded most closely to his position on the need hierarchy" (p. 1308).

In his book *Motivation and Personality,* Maslow (1954) outlined his need theory by dividing human needs into five categories: physiological (food, water, air), safety (freedom from harm and economic threats), belongingness and love (relationships with people), esteem (recognition, self-respect and respect of others), and self-actualization (desire to be self-fulfilled). Once physiological needs are met, higher needs emerge and dominate. The cycle then continues and creates a hierarchy of human needs. ultimately, gratification of these needs becomes as important as deprivation.

Along with Maslow's Need Hierarchy Theory, Herzberg's Motivation-Hygiene Theory has formed the basis of contemporary study of job satisfaction. Herzberg (1959) asked what a worker wanted from his or her job. In order to answer this question, he led a team to conduct several studies by interviewing workers from a variety of fields around the Pittsburgh area and analyzing those

responses. From this data, the Motivation-Hygiene Theory was developed which categorized conditions which led to job dissatisfaction as hygiene factors and conditions which led to job satisfaction as motivators. Hygiene factors are conditions such as working conditions, salary, supervision, and administrative policies. These factors can create an unhealthy psychological work environment, but even if they are removed or changed, Herzberg does not believe the satisfaction associated with the job will change because these are not associated with the job itself but with conditions surrounding the job. Motivators, however, are those factors such as recognition, the work itself, opportunity for personal growth, and responsibility which help an individual satisfy his or her need for self-actualization. Motivators are essential for job satisfaction because workers will often tolerate difficult hygiene factors (such as an overbearing boss) if they feel the job is satisfying and challenging.

Gaziel (2001) asserted that the validity of Herzberg's two factor theory had not been supported by subsequent tests. He stated that one reason for this was that the theory itself was not consistently stated by Herzberg. Gaziel tested the validity of the theory by developing a three-part questionnaire to send to elementary school principals in Israel and by analyzing responses to two open-ended questions in order to examine the sources of job satisfaction and dissatisfaction. From his survey and questions, he deduced that the two factor theory of job satisfaction was supported in the educational setting. Briefly, responsibility, salary, policies, and relationships with superiors were cited as a source of dissatisfaction and formal education, seniority on the job, interpersonal

relationships with teachers, and motivating the staff were sources of satisfaction. In addition, Gaziel found that the salary of principals in Israel had tripled in the three years before his study, but the administrators were not satisfied. This seemed to support Hertzberg's assertion that salary is not a motivator but a hygiene factor.

Gawel (1997) interpreted responses to a study of members of the Tennessee Career Ladder Program (TCLP) in which he applied both Herzberg's theory of motivators and hygiene factors and Maslow's hierarchy of needs. Classroom teachers were asked to what extent salary influenced their decision to participate in the TCLP program. Teachers responded by choosing a number from 1 (little influence) to 7 (large influence). Gawel stated that while achievement ranked as the most important motivational factor out of Herzberg's motivational factors, in the TCLP study, salary was the single most important motivating factor. In terms of Maslow's theory of needs, the teacher responses indicated that self-actualization is a proponent need for esteem. According to Gawel (1997), "…self-actualization provides the basis for self-esteem" (p.4). Gawel asserted that, in this case, salary was not a hygiene factor but a motivating factor and esteem was not a lower order need than self-actualization. Gawel believed that knowing this information might help explain why teachers are being lost to other positions.

The Minnesota Satisfaction Questionnaire (MSQ) has been used to measure job satisfaction in various fields including business and education. Developed as a result of research students begun in 1957 and known as the

Work Adjustment Project, the MSQ was first described in a 1964 article titled "Minnesota Studies in Vocational Rehabilitation XVIII" by Weiss, Dawis, England and Lofquist. (Weiss, Dawis, England, and Lofquist ,1967). According to the authors of the questionnaire, Weiss, Dawis, England, and Lofquist (1967), the long-form which consists of 100 items was first developed to measure both intrinsic and extrinsic motivation; the MSQ short-form which consists of 20 items (those that correlated the highest) was then created from the long-form. Darboe (2003) used the MSQ to determine the job satisfaction of plant science graduates (mixture of Bachelor and Master's degree of Science and Ph. D, in Philosophy) from a mid-Western university. He reported that respondents received job satisfaction from job security, the autonomy of decision making, a feeling of accomplishment, and working conditions. He found that salary, much as Hertzberg reported, was not a good indicator of job satisfaction; however respondents value self-development in their job because they are committed to life long learning which reinforces one of Herzberg's motivators.

The MSQ has been used to determine job satisfaction in fields other than education. Sweeney, Hohanshil, and Fortune (2002) used the long-form of the MSQ to examine the job satisfaction of employee assistance program (EAP) professionals and found that 9% of the respondents reported being very satisfied with the job, 71% were satisfied, and 20% were neutral. The EAP professional originally identified employees dealing with personal problems that negatively impacted their job performance. Now the EAP professional is also trained in conflict resolution and crisis management. Age, race, gender, work setting (rural

vs. non-rural) and national certification did not impact job satisfaction. The majority of EAPs were satisfied with their jobs and their scores were similar to score recorded for other types of helping professionals.

The MSQ has also been used to determine job satisfaction of other groups of educators. DeMato and Cuccio (2004) used the long form of the MSQ to determine the job satisfaction of Virginia counselors in 2001 and compare it with data from 1995 and 1988. They found that in 2001 90.9% of counselors were satisfied while in1988 93.4% of counselors were satisfied, and in 1995 96.3% were satisfied, so job satisfaction was similar. Two barriers that impeded the respondents' ability to be successful in 2001 were the increased time spent on administrative duties and the higher counselor to student ratio.

While Mercer (1997) described job satisfaction as rarely being a focus of interest in education, that is changing as can be seen in Gaziel's (2001) study of elementary school principals, Gawel's interpretation of teacher responses in Tennessee (1997) and other studies (DeMato and Cuccio, 2004; Sutter, 1996; Cornell, 2003; Croft and Norton, 1977). Brogan (2003) surveyed principals in Idaho using the short-form MSQ and found that principals with 10 or more years in their current position were most satisfied. When asked which duty principals would like removed, the overwhelming response was activities associated with supervision. It was listed three times as often as the next response. Idaho principals were also asked which task they would like to add to their responsibilities. The most frequent response was no additional tasks at all. Brogan found that principals felt they spend too much time on tasks and would

like to reduce the amount of time spent away from home. When asked what aspects of their job they liked, principals' most frequent responses were working with students and staff.

<p style="text-align:center">Job Satisfaction of Assistant Principals</p>

Assistant principals have reported feeling job satisfaction in different ways. Sutter (1996) concluded that secondary school assistant principals who hoped to advance in their careers, who felt their talents and skills were being used and appreciated, and who believed they were contributing to their schools had higher levels of job satisfaction. Also, female, secondary, assistant principals expressed higher levels of job satisfaction than males. One of the implications from Sutter's study was that assistant principals who experienced higher levels of job satisfaction were on the esteem level of Maslow's hierarchy which supported the assumption that feelings of achievement did contributed to feelings of job satisfaction.

In a related study of elementary assistant principals in California, Cornell (2003) reported that the respondents indicated the work itself and the achievement associated with that work contributed the most to job satisfaction. In describing the work itself, assistant principals specifically stated working with students, staff, and parents. Recognition, possibility of growth, and interpersonal relations with subordinates were other job factors that contributed to job satisfaction while working conditions, district/site policy and administration, and interpersonal relations with superior were the three job factors that contributed the most to job dissatisfaction.

Chen, Blendinger, and McGrath (2000) used the short form of the MSQ to measure job satisfaction among assistant principals in Mississippi. The respondents professed the least satisfaction with salary and amount of work expected. The duties they preferred the least were student discipline, supervising after-school activities, and working with incompetent teachers, difficult parents, and unprofessional support staff. When asked which duties they would like to add, respondents most frequently listed curriculum and instructional tasks, personnel functions, and business matters such as school budget.

Croft and Norton (1977) stated that the work of Maslow in the field of needs and satisfaction is the foundation of any examination of job satisfaction. In their study, the authors surveyed assistant principals in Kansas and Houston to compare the satisfaction of a rural and an urban area. They found that 42% in Houston and 61% in Kansas were satisfied with their correct position while 48% in Houston and 39% in Kansas were not satisfied. The authors then compared their findings with earlier results from a study by Austin and Brown (1970) and found that the overall trend seemed to be a higher job satisfaction that found in Austin and Brown's study. Croft and Norton found that the highest degree of satisfaction was in the performance of duties which required a higher degree of expertise and administrative ability. By administrative ability the authors were referring to a role that involved a higher level of skill and ability as opposed to clerical-related duties. As they reported, "Satisfaction, therefore, becomes a function of the degree of skill and ability which is perceived in the performance of a task by an assistant principal"(p. 57). Croft and Norton also reported that public

school assistant principals feel a greater satisfaction with their positions than originally believed.

In a study of secondary assistant principals in Texas, Armstrong (2004) used the short-form of the MSQ and found that 67.5% were generally satisfied with their jobs. Males and females were almost equally satisfied with 68.1% of males reporting satisfaction as opposed to 66.9% of females. Assistant principals were also asked what jobs they performed. The top five were discipline, campus/building safety, student activities, building maintenance, and teacher evaluation.

Greska (2003) found that middle school assistant principals were generally satisfied with the job. Seventy-five percent, however, were dissatisfied or neutral toward their pay. Not surprisingly, those assistant principals who wanted to become a building principal or remain in their present reported significantly higher levels of overall job satisfaction than those assistant principals who said they had other plans for the future. Those who spent more time on program development activities reported a significantly higher level of overall job satisfaction than those who spent most of their time on student behavior.

Oliver (2003) developed and sent a questionnaire to middle and high school assistant principals in Orange County, California in 2000 and then again in 2002. He discovered that 92% of the respondents indicated being satisfied with being an assistant principal in 2002 as compared to the 80% reporting satisfaction in 2000. He concluded that, "… using Herzberg's motivation-hygiene

theory may allow greater insight into assistant principal job satisfaction and dissatisfaction (p.44).

Not all assistant principals have reported experiencing job satisfaction. Thirty-seven years ago, Austin and Brown (1970) asked assistant principals to compare their job satisfaction as an assistant principal to their job satisfaction as a teacher. In seven out of nine categories, the study participants experienced more job satisfaction as teachers as opposed to assistant principals. The two categories that the participants ranked higher as assistant principal were salary and amount of assistance received from immediate supervisors. In addition, one of the general conclusions drawn by Austin and Brown from this study was, "The satisfactions to be found in the assistant principalship are few and unimpressive to most who occupy this office" (p. 83). However, when assistant principals are given the opportunity to work to improve curriculum and add to the success of a school as well as tackle more challenging tasks such creating budgets, the level of job satisfaction increases.

<center>Career Assistant Principals</center>

With the ambiguity, conflict, and confusion that are sometimes associated with an assistant principal's role, why would anyone choose to remain in the position for a number of years? Marshall (1993) described some of the reasons assistant principals give for choosing to remain in their position. They included the desire to maintain a modicum of control over family life, the concern about finding time to complete graduate work needed for career advancement, and the

satisfaction of being a part of the administrative community without the stresses of being a principal.

Little research exists on the role of the career assistant principal (Marshall, 1993; Pellicer and Stevenson, 1991). When Croft and Morton (1977) surveyed assistant principals in Houston, Texas and rural Kansas, they found that 94.4 percent had held the position for six years or less. They also found that only 25 percent wanted to remain an assistant principal. Pellicer and Stevenson (1991) stated that it is vital that experienced educators remain assistant principals to share in the burden of the principal. One way to accomplish this is by enhancing the assistant principal position. As principals stay longer in positions and as principal and assistant principal often share the responsibilities of administration, the need to have the assistant principalship viewed as a legitimate terminal career becomes vital.

Summary

The assistant principal has been described as the forgotten person in educational literature as evidenced by the scarcity of literature on the topic. Throughout the 1900s, the position of assistant principal was generally described in administrative terms—someone to handle discipline, attendance, and managerial tasks that the principals did not have the time or inclination to handle.

Assistant principals have a variety of duties but often have no clear job description. Many of these duties fall into categories such as school management, personnel, instruction/curriculum, assessment, innovator, student activities, student behavior, and community relations. In recent years, studies

(Pounder and Crow, 2005; NASSP, 1991) have indicated that assistant principals should concentrate more on the instructional leadership role and less on the managerial role. Some of the biggest frustrations experienced by assistant principals include an ambiguous job description, amount of work, time spent on managerial tasks, and the middleman aspect of the job.

As the most common work-related topic studied, job satisfaction has been extensively studied for over seventy years. Spector's (1997) definition of job satisfaction, "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs " is a good, representative definition, although Locke (1976) includes the words *pleasurable* or *positive* in his definition. (p.2) Early work in job satisfaction such as the Bethlehem steel workers and the Hawthorne studies focused on how to increase job productivity. Maslow's theory of motivation and Herzberg's two factor theory provided much of the basis for the next stage of job satisfaction research which focused on worker attitudes. These needs were physiological, safety, belongingness and love, esteem, and self-actualization. While Maslow's theory of motivation did not focus on job satisfaction, Locke believed that the importance of meeting employee needs in order to create an optimal job environment was obvious. Gawel (1999) reported teacher responses in the Tennessee Career Ladder Program indicated that self-actualization is a propend need for self-esteem. To develop his Motivation-Hygiene Theory, Herzberg conducted several studies and then categorized conditions as being hygiene factors (led to job dissatisfaction) and motivators (led to job satisfaction). Gaziel's (2001) discovered the Herzberg's theory was

supported in the educational setting when he surveyed elementary school principals in Israel.

More work is now being done to study the job satisfaction of personnel in education. One way to determine job satisfaction in education (as well as other professions) is by using the long or short-form of the MSQ. Assistant principals have reported that work itself, the feelings of achievement and appreciation, and the desire to move ahead all contribute to job satisfaction.

While little research exists on the role of the career assistant principal, some people chose to remain in the position to maintain control over family life and because they do not want the stresses associated with being a principal. Other career assistant principals described the satisfaction experienced by working as part of an administrative community. Knowing what contributes to job satisfaction for career assistant principal is especially important in light of Pellicer and Stevenson's (1991) conclusion that it is vital for experienced assistant principals be available to share in the principal's burden.

CHAPTER 3

METHODOLOGY

The purpose of Chapter 3 is to report the methodology used in collecting and analyzing the data for this study. It is divided into the following sections: subjects, instrumentation, validation, data collection, data analysis and reporting, and summary.

In this study, the overarching research question is as follows: What is the level of job satisfaction experienced by career assistant principals in Georgia? From this question then come several sub questions:

1. Is there a relationship between gender and the job satisfaction of career assistant principals?

2. Is there a relationship between the three school levels (elementary, middle, and secondary) and the job satisfaction of career assistant principals?

3. Is there a relationship between career aspirations and the job satisfaction of career assistant principals?

4. From which duties and categories of duties (leader or manager) do career assistant principals in Georgia report getting the highest level of job satisfaction?

Subjects

  The survey population of this study was Georgia public school assistant

principals. The population was obtained from the Georgia Department of

Education website. Because of the large number of schools in Georgia, a

systematic random sample was obtained by selecting every third elementary,

middle and secondary school on the Georgia Department of Education web site.

Then one assistant principal from the school was chosen to receive the survey.

If a school has more than one assistant principal, then the first name listed on the

school directory was used.   According to Huck (2004), the starting position on

the list should be determined randomly, so each entry on the list has the same

chance of being chosen. He suggested using a random decision to determine

the beginning point of the list. The starting position on the Georgia Department

of Education list was determined by putting the numbers 1, 2, 3, and 4 in a cup

and drawing a number which determined the first member of the population. This

was done to choose elementary, then middle, then secondary population. Only

data obtained from questionnaires completed by those who have been an

assistant principal for at least seven years and/or do not want to move higher in

administration was used in the study. Croft and Morton (1977) discovered in their

survey of assistant principals that 94.4% had been in the position for six or fewer

years, and Domozych (2004) used five years as the determining factor for her

study of veteran assistant principals in North Carolina. No definition for career

assistant principals (other than the Domozych study) was found in the literature.

The information that only the data supplied by career assistant principals will be

used was included in the cover letter sent with the questionnaire in order to reduce bias among the participants.

For the purpose of this study, elementary school assistant principals were defined as those assigned to grades pre-K through 5, middle school assistant principals as 6-8, and secondary assistant principals as 9-12. Information provided by the Georgia Department of Education indicated that there were 1284 elementary schools, 450 middle schools, and 415 secondary schools in Georgia as of December 2006 (all public schools in Georgia are included under these classifications) for a total of 2149.

Instrumentation

The Minnesota Satisfaction Questionnaire (MSQ) short-form was chosen because of its popularity with researchers, the acceptable internal consistency reliabilities reported by several studies for extrinsic, intrinsic, and total scores and the specificity of the facets (Spector 1997). According to J.S. Evans Consulting, Inc., the MSQ is "easy to use, easy to understand, valid and reliable, applicable to any organization, and applicable for managers, supervisors, and employees" (p. 2). The MSQ was developed as a result of a series of research studies know as the Minnesota Studies in Vocational Rehabilitation or the Work Adjustment Project (Weiss, Dawis, England, and Lofquist ,1967). The short form consists of 20 items which represent 20 attributes of job satisfaction. These attributes and a satisfaction item describing each one are listed below:

Ability utilization – The chance to do something that makes use of my abilities.

Achievement – The feeling of accomplishment I get from the job.

Activity – Being able to keep busy all the time.

Advancement – The chances for advancement on this job.

Authority – The chance to tell people what to do.

Company policies and practices – The way company policies are put into practice.

Compensation – My pay and the amount of work I do.

Co-workers – The way my co-workers get along with each other.

Creativity – The chance to try my own methods of doing the job.

Independence – The chance to work alone on the job.

Moral values – Being able to do things that don't go against my conscience.

Recognition – The praise I get for doing a good job.

Responsibility – The freedom to use my own judgment.

Security – The way my job provides for steady employment.

Social service – The chance to do things for other people.

Social status – The chance to be "somebody" in the community.

Supervision-human relations – The way my boss handles his men.

Supervision-technical – The competence of my supervisor in making decisions.

Variety – The chance to do different things from time to time.

Working conditions – The working conditions.

Respondents choose one of five possible choices: very dissatisfied, dissatisfied, neither, satisfied, and very satisfied.

Three scales can be determined using the short-form MSQ: intrinsic satisfaction, extrinsic satisfaction, and general satisfaction. For the purposes of

this study, only a score for general satisfaction was calculated since the research problem and questions focus on overall job satisfaction.

Respondents answered demographic questions adapted from the demographic portion of the MSQ because not all of the information requested on the MSQ was relevant to the survey, and some additional information was need to answer the research questions. For example, on the MSQ demographic section, the respondent is asked to give his or her name which negates the promise of confidentiality. Therefore, the first part of the questionnaire consisted of a section created by the researcher that included the necessary demographic information. The section consisted of self-reported information (see Appendix E) asking respondents for their gender, school level, years of service, and career aspirations.

Nineteen of the twenty items from the short form of the MSQ along with demographic questions and a list of duties section (see Appendix A) were entered in www.quia.com to allow respondents to complete the survey on-line. One item "The way my boss handles his men" was inadvertently left off the survey. The creators of the MSQ allowed the survey to be posted on a secure web site. Asking respondents to complete the survey on-line as opposed to by pen or pencil was done to hopefully improve the response rate. The respondents completed the survey by going to www.quia.com/sv/100751.html and entering the password *kleenix* (although the term *secret word* is used by the web site).

Quia, which stands for Quintessential Instructional Archive, was founded in 1998 with the goal of using web-based technology to improve education. The

corporation offers a variety of tools on the web site along with web books. Among the tools for use on the web site are online testing tools; activities such as flash cards, memory games, cloze exercises, and challenge board; grading and reporting abilities; class web pages; a network for a school or district; and on-line surveys. In order to access a survey, the respondent must have an exact url which makes stumbling across the survey by accident difficult. Also, for additional security, the survey creator may require a password. Participants in this study were required to enter a password before the survey could be accessed.

The duties section consisted of a list of duties that respondents were asked to evaluate using a Likert Scale and respond by indicating 1 for Very Dissatisfied, 2 for Dissatisfied, 3 for Neutral, 4 for Satisfied or 5 for Very Satisfied. Kerlinger (1964) reported that this type of scale could be used to record the agreement or disagreement of subjects toward a set of attitude values. The list of duties section resulted from a survey conducted by Pellicer, Anderson, Keefe, Kelly and McLeary (1988) which documented assistant principals' duties and was used in Catherine Marshall's book *The Assistant Principal: Leadership Choices and Challenges* (1992c) to illustrate the main duties of the assistant principal. Additional duties were added based on research. The list of duties and the research from which they were derived is listed in table form in Appendix A. The duties used as part of this research were the following: student discipline, evaluation of teachers, student attendance, school policies, special arrangements, school master schedule, emergency arrangements, instructional

methods, building use—school related, orientation program for new students, administrative representative at community function, informing public of school achievements, graduation activities, orientation program for new teachers, faculty meetings, substitute teachers, teacher selection, curriculum development, teacher "duty" roster, assemblies, school public relations program, innovations, experiments, and research, school daily bulletins, liaison with community youth-serving agencies, clerical services, teacher incentives, motivation, organizing professional development, supervising extra-curricular activities, and school budget; These duties have also been classified as requiring a manager or leader based on the definitions of Weller and Weller (2002). This classification is discussed in the Data Analysis and Reporting section.

<div align="center">Validation and Reliability</div>

The reliability coefficients obtained for the MSQ short-form were generally high. According to Weiss, Dawis, England, and Lofquist (1967), "On the General Saitsfaction scale, the coeffieients varied from .87 (for assemblers) to .92 (for engineers). Median reliability coefficient was ".90 for General Satisfaction" (p. 24). The short-form of the MSQ comes from the long-form of the MSQ, and according to the MSQ manual, the validity of the short form can be derived form the validity of the long form. This validity comes mainly from the MSQ performing according to theoretical expectations and is called construct validity. In addition, Weiss, Dawis, England, and Lofquist (1967) stated "Other evidence for the validity of the short-form MSQ is available from two sources: (1) studies of occupational group differences and (2) studies of the relationship between

satisfaction and satisfactoriness, as specified by the Theory of Work Adjustment (Weiss, Dawis, England, and Lofquist, 1966)" (p.24).

Validity for using the short-form of the MSQ to determine the job satisfaction of career assistant principals in the state of Georgia can be derived from the fact that other researchers used the MSQ to determine the job satisfaction of assistant principals. Armstrong (2004) used the short-form of the MSQ to measure the job satisfaction of secondary assistant principals in Texas. Chen, Blendinger, and McGrath (2000) used the short form of the MSQ to measure job satisfaction among assistant principals in Mississippi.

Hoyt reliability coefficients for the MSQ items range from .97 on ability utilization and working conditions to .59 on variety. 567 Hoyt reliability coefficients were reported in the MSQ manual (27 groups). 83% were.80 or higher and 2.5% were lower than .70. Hoyt reliability coefficients exist for elementary school teachers (only group from education profession). They range from a low of .74 for security to a high of .91 for working conditions.

After all of the responses were received Cronbach's ά was run on the MSQ responses to test reliability. According to Field (2005), above.7 signifies acceptable reliability. The reliability for the MSQ responses was .854. Cronbach's ά was also run on the responses from the Likert scores of the list of duties which resulted in a score of .942

Data Collection

Permission was given by the committee to conduct the study on January 8, 2007. The researcher then obtained permission from the University of

Minnesota to use the MSQ as her instrument. An application was then sent to the Georgia Southern University Internal Review Board (IRB) to obtain approval to conduct the study. Approval was obtained from IRB on July 27, 2007 in an e-mail with a follow-up letter dated August 14, 2007. The population to receive the survey was chosen using a systematic approach. Six hundred and thirty- six assistant principals were chosen as the original sample. Out of those, 519 received surveys. Surveys could not be sent in the other cases because the school did not employ an assistant principal, the school did not list administrators, or the school did not have a web site.

Beginning on September 3, 2008, assistant principals in the sample population were e-mailed a message explaining the purpose of the study, asking them to participant in the study, and outlining instructions for completing the survey at www.quia.com/sv/100751.html. Initial requests to complete the survey were sent throughout September with the last e-mails being sent on September 29, 2008. Participants were also asked to reply to the original e-mail once the survey has been completed, so the researcher could only send follow-up e-mails to those who had not completed the survey. Anonymity for participants was guaranteed by not requiring participants to log in with any sort of user name to complete the survey or to reveal personal information which could reveal the participants identities. No attempt was made to link who replied as completing the survey to the survey results. In order to raise the response rate, any participant who replied that he or she completed the survey was entered into a

drawing for one of two $50 electronic gift certificates from Amazon.com. Two gift certificates were given away on October 16, 2007.

Approximately ten to fourteen days after the original e-mails were sent (sometime during September 2008), a follow-up message was e-mailed to participants reminding them to complete the survey. A third e-mail was sent during the middle two weeks of October 2007.

One hundred and ninety-four responses were received as a result of the e-mails. Some e-mails came back as not deliverable; therefore an informed consent form, survey, and self-addressed stamped envelope were mailed to those assistant principals in September and the first two weeks of October. Eighty-one surveys were mailed to those assistant principals, and 27 responses were received. By November 1, 2008, 220 responses had been received for a response rate of 42.39%. Babbie (1973) reported that a response rate of 50 percent is generally considered to be adequate, a 60 percent response rate is good, and a 70 percent response rate is very good.

Data Analysis and Reporting

The first step in analyzing the data from the MSQ surveys was to assign each survey a numeric score based on the Likert scale participants used to respond to the survey items. Very satisfied was 5, satisfied 4, neutral 3, dissatisfied 2, and very dissatisfied 1. According to Weiss, Dawis, England, and Lofquist (1967), authors of the MSQ, it is possible to interpret MSQ raw scores by ranking them. The lower the raw score, the lower the job satisfaction experienced by the respondent and vice versa. Each survey was assigned a

level of job satisfaction (ranging from 19-95) by the researcher which was determined by adding up the 19 individual scores. The data was then analyzed by examining the percentages of respondents in the various classifications (gender, school level, and career aspirations) who report job satisfaction and dissatisfaction. For example, the responses were broken down to determine the percentage of woman who reported job satisfaction, males, by school level, and career aspirations.

Scores for job dissatisfaction, job satisfaction, and neither satisfaction nor dissatisfaction were determined by first deciding what Likert score would be used to determine each category. The Likert scores were then multiplied by the number of items on the MSQ (in this case nineteen because one was inadvertently omitted). From 3.75 to 5 on the Likert scale was considered satisfied; therefore scores from 71 to 95 were in the satisfied range because 3.75 times 19 equals 71 and 95 is the highest score that can be earned. Those assistant principals who completed surveys with a score from 19 to 52 were considered dissatisfied because the Likert scores for dissatisfaction were 1 to 2.75. Assistant principals who completed surveys with a score of 53-70 were considered neither satisfied nor dissatisfied because those scores fell between the dissatisfied and satisfied ranges.

The score from each survey was then entered into SPSS and classified according to the demographics: gender, career aspirations and school level. A factorial analysis of variance (ANOVA) was used to determined if relationship

exists among school level, career assistant principals and the three classifications of school level (elementary, middle, and secondary).

The next step in analyzing the data was to determine which duties provide the most job satisfaction for career assistant principals. The web site Quia automatically calculated the mean Likert score for each duty. The duties were then ranked from high score to low score thereby determining those duties which provide the highest job satisfaction.

Because much of the research (Weller and Weller, 2002: Chen, Blendinger, McGrath, 2000: Panyako and Rorie, 1987) reported that assistant principals were frustrated by the amount of time spent on managerial tasks when they should be spending time on instructional leadership tasks, the next step in analyzing the data was to determine which of those duties are performed by a leader or manager. This classification was accomplished by using Weller and Weller's (2002) definition of a leaders which are …"visionaries, conceptualizers and catalysts" who "…focus on developing human potential and on influencing and persuading others to accomplish organizational goals" (p.4).   According to the same authors, leaders also motivate others. Weller and Weller (2002) described managers as those who take care of the "…nuts and bolts" (p. 4) of the organization. Based on these definitions, the duties of student discipline, student attendance, school policies, special arrangements, school master schedule, emergency arrangements, building use—school related, orientation program for new students, graduation activities, teacher "duty" roster, assemblies, school daily bulletins, clerical services, teacher incentives, faculty meetings, substitute

teachers, supervising extra-curricular activities, and creating the school budget require a manager. The duties of acting as a liaison with community youth-serving agencies, as an administrative representative at a community function, an evaluator of teachers, organizing professional development, communicating instructional methods, informing the public of school achievements, creating an orientation program for new teachers, teacher selection, curriculum development, school public relations program, innovations, experiments, and research, and motivation require a leader when applying Weller and Weller's (2002) definition. This classification of the duties added richness to the discussion of the duties which the respondents found gave them the most satisfaction. A t-test was applied to determine if a significant difference existed between the leader and manager duties.

<div align="center">Summary</div>

To determine the level of job satisfaction experienced by career assistant principals and whether or not there is a relationship between gender and/or the career aspirations of assistant principals and among the three types of school levels, a message asking assistant principals to respond to the short-form of the MSQ, demographic questions, and a list of duties was e-mailed or mailed to 519 Georgia public school assistant principals. Respondents were asked to complete the survey by going to www.quia.com/sv/100751.html and entering the word *kleenex* as the password. The electronic survey di notd use the demographic section used in the MSQ. Instead demographic questions that provided answers to the research questions were used. When a sufficient response rate was

achieved, the data was analyzed in several ways. First a score was established for each MSQ returned by adding the individual values for each item. If a survey had a score of 71 to 95, then that assistant principal was considered satisfied with his or her job. Next, a factorial ANOVA was applied to determine if a relationship existed among school levels of assistant principals, gender, career aspirations, and job satisfaction. In addition, the percentage of respondents satisfied and dissatisfied was analyzed according to the research question categories (gender, school level, career aspirations).

A mean score for each duty was then obtained to determine which duties provided the most job satisfaction for career assistant principals in Georgia. A t-test was applied to determine if a statistically significant difference existed between the type of duty (requiring a leader or a manager) and satisfaction derived from performing those duties.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

Introduction

The role of the assistant principal has developed and led the

assistant principal to become important in the successful operation of schools. In

order to study the job satisfaction of career assistant principals in Georgia, the

Minnesota Satisfaction Questionnaire (MSQ), demographic questions, and a list

of duties were sent to a sample of public school assistant principals in the state

of Georgia using e-mail and postal mail. The results were analyzed using mean

scores and an ANOVA to calculate the level of job satisfaction experienced by

assistant principals, whether or not school level, gender, or career aspirations

impacted job satisfaction, and from what duties assistant principals received the

most job satisfaction.

Research Questions

 In this study, the overarching research question is as follows: What is the

level of job satisfaction experienced by career assistant principals in Georgia?

From this question then come several sub questions:

1. Is there a relationship between gender and the job satisfaction of

    career assistant principals?

2. Is there a relationship between the three school levels (elementary,

    middle, and secondary) and the job satisfaction of career assistant

    principals?

3. Is there a relationship between career aspirations and the job satisfaction of career assistant principals?

4. From which duties and categories of duties (leader or manager) do career assistant principals in Georgia report getting the highest level of job satisfaction?

<div align="center">Research Design</div>

The survey consisted of three sections which were entered on-line at www.quia.com. The respondents completed the survey by going to www.quia.com/sv/100751.html and entering the password *kleenix* (although the term *secret word* is used by the web site). The survey was sent to a sample of public school assistant principals in Georgia, but only those surveys completed by career assistant principals (those who have seven or more years of experience or do not plan to move higher in education administration) were analyzed for this study.

The first section contained demographic questions. The demographic questions on the original MSQ did not fulfill the research requirements; therefore, respondents answered adapted demographic questions which asked for gender, school level, years of service, and career aspirations. Next came the Minnesota Satisfaction Questionnaire (MSQ) short-form which consists of 20 items that represent 20 attributes of job satisfaction. Because of a data entry error, only 19 items were included in the survey. The item omitted was Supervision-human relations (The way my boss handles his men.). Respondents choose one of five

possible choices: 1=very dissatisfied, 2=dissatisfied, 3=neither, 4=satisfied, and 5=very satisfied.

The third section of the survey consisted of a list of duties that respondents evaluated using a Likert Scale and responded to by indicating 1 for Very Dissatisfied, 2 for Dissatisfied, 3 for Neutral, 4 for Satisfied or 5 for Very Satisfied.   The list of duties section was created by combining duties from a survey conducted by Pellicer, Anderson, Keefe, Kelly and McLeary (1988) which documented assistant principals' duties and was used in Catherine Marshall's book *The Assistant Principal: Leadership Choices and Challenges* (1992c) as well as other important duties included as the result of the literature review (Appendix A). The duties were also classified as requiring a leader or manager to accomplish as based on Weller and Weller's definitions (2002). Based on these definitions, the duties of student discipline, student attendance, school policies, special arrangements, school master schedule, emergency arrangements, building use—school related, orientation program for new students, graduation activities, teacher "duty" roster, assemblies, school daily bulletins, clerical services, teacher incentives, faculty meetings, substitute teachers, supervising extra-curricular activities, and creating the school budget require a manager. The duties of acting as a liaison with community youth-serving agencies, acting as an administrative representative at a community function, acting as an evaluator of teachers, organizing professional development, communicating instructional methods, informing the public of school achievements, creating an orientation program for new teachers,

selecting teachers , working with curriculum development, leading the school public relations program, working with innovations, experiments, and research, and leading motivation efforts require a leader.

The first step in analyzing the data from the MSQ surveys was to assign each survey a numeric score based on the Likert scale participants used to respond to the survey items. Very satisfied was 5, satisfied 4, neutral 3, dissatisfied 2, and very dissatisfied 1. Each survey was assigned a level of job satisfaction (ranging from 19-95) by the researcher which was determined by multiplying the Likert scores (1 for lowest, 2.75-3.75 for neutral) by 19 (number of items). The data was then analyzed by examining the percentages of respondents in the various classifications (gender, school level, and career aspirations) who reported job satisfaction and dissatisfaction. Those assistant principals who completed surveys with a score 71 to 95 were considered satisfied with their job. Those assistant principals who completed surveys with a score from 19 to 52 were considered dissatisfied. Assistant principals who completed surveys with a score of 53 to 70 were considered neither satisfied nor dissatisfied.

The score from each survey was then entered into SPSS and classified according to the demographics: gender, career aspirations and school level. A factorial analysis of variance (ANOVA) was used to determined if a relationship exists between job satisfaction and school level, job satisfaction and career assistant principals, and job satisfaction and school level (elementary, middle, and secondary).

The next step in analyzing the data was to determine which duties provide the most job satisfaction for career assistant principals. The web site Quia automatically calculated the mean Likert score for each duty. The duties were then ranked from high score to low score thereby determining those duties which provide the highest job satisfaction. The next step in analyzing the data was to determine which of those duties are performed by a leader or manager. This classification of the duties added richness to the discussion of the duties. Classifying the duties was also done because some research (Chen, Blendinger, and McGrath, 2000; Weller and Weller, 2002) concluded that assistant principals are more satisfied when performing duties requiring a leader as opposed to a manager. A t-test was applied to determine if a significant difference between duties requiring a leader and manager.

Population

The survey population of this study consisted of public school assistant principals in the state of Georgia and was obtained from the Georgia Department of Education website. Because of the large number of schools in Georgia, a systematic random sample was obtained by selecting every third elementary, middle and secondary school on the Georgia Department of Education web site. Then one assistant principal from each of those schools was chosen to receive the survey. If a school had more than one assistant principal, then the first name listed on the school directory was used. Six hundred and thirty-six schools were chosen, however, 117 (92 elementary, 13 middle, and 12 secondary) schools did not have assistant principals, did not have information about assistant principals

on-line, or did not have a web site. Therefore, 519 assistant principals in Georgia were sent e-mails or surveys by mail (if the e-mails were returned as non-deliverable) asking them to complete the survey. Total responses received were 220: 27 by mail and 193 on-line for a response rate of 42.39%. Amazon gift certificates were awarded as an incentive to encourage responses. One way to improve this response rate would have been to complete the paperwork that several large counties require (Dekalb and Cobb) before their employees may complete surveys. However, the time-consuming nature of that process was determined not to be worth the possible increase in the response rate. Some of the population from those counties did participate in the study, but many e-mailed that they could not unless their central office gave permission.

From the responses received, 66 met the definition of a career assistant principal and were analyzed. Demographic information on gender and school level for the original sample population, the participants who responded, and the participants who met the definition of career assistant principal is listed in Table 1.

Table 1

Gender and School Level Demographic Information for the Sample Population

Gender	School Level	Total	Percent
Male	Elementary	55	10.60
	Middle	47	9.05
	Secondary	48	9.24
	Total Males	150	28.9
Female	Elementary	205	39.50
	Middle	57	10.98
	Secondary	45	8.67
	Total Females	307	59.54
Unknown	Elementary	38	7.32
	Middle	14	2.69
	Secondary	10	1.92
	Total Unknown	62	11.95
	Total of Sample	519	

The unknown category was added to the original population because this was

the population that received the requests to complete the survey. Gender was

determined by researching the names on the school websites; however, some

schools listed names that were not gender specific, did not list complete names

(just first initials), or did not list the names of faculty members. When names

were not listed on the website, a survey was mailed to the school with the

generic label assistant principal. The number of female assistant principals in the

original sample was slightly over double that of male assistant principals.

Gender and school level information for the members of the population who

returned the survey is available in Table 2.

Table 2

Gender and School Level Demographic Information for Respondents

Gender	School Level	Total	Percent
Male	Elementary	24	10.91
	Middle	21	9.55
	Secondary	24	10.91
	Total Males	69	31.36
Female	Elementary	102	46.36
	Middle	28	12.73
	Secondary	21	9.55
	Total Females	151	68.36
	Total Respondents	220	

The percent of males and females in Table 2 is similar to those in Table 1

especially when looking at males.

Table 3

Gender and School Level Demographic Information for Career Assistant

Principals

Gender	School Level	Total	Percent
Male	Elementary	6	9.09
	Middle	8	12.12
	Secondary	7	10.61
	Total Males	21	31.82
Female	Elementary	30	45.45
	Middle	7	10.61
	Secondary	8	12.12
	Total Females	45	68.18
	Total Career Asst. Principals	66	

The percent of female elementary participants in both the Table 2 and Table 3

are within one point of each other. The percentages of male and females

responding in Tables 2 and 3 are close to the percentages of males and females

sent the survey especially when examining the percentage of the population whose gender is unknown. One interesting finding was that in Tables 2 and 3 the total number of females was higher than males by more than twenty percent.

Findings

Job Satisfaction of Career Assistant Principals

The major research question of this study is what is the level of job satisfaction of career assistant principals in Georgia? Forty-six assistant principals or 69.69% completed the survey with a score 71 to 95 and are considered satisfied with their job. Out of the 69.69%, 39.39% fell in the bottom half of the satisfied range (71-83). One assistant principal or 1.5% completed the survey with a score of 28 which is in the dissatisfied range. Nineteen or 28.78% assistant principals completed surveys with a score of 53-70 which is considered neither satisfied nor dissatisfied. The mean score from the survey was 76.3 while the low mean score was 28, and the high mean score was 94.

Table 4 shows the frequency distribution of the job satisfaction scores for all 66 of the participants.

Table 4

Frequency Distribution of Job Satisfaction Experienced by Georgia Career

Assistant Principals

Score	Frequency	Valid Percent
28	1	1.5
48	1	1.5
57	2	3.0
59	1	1.5
60	1	1.5
61	1	1.5
63	1	1.5
65	3	4.5
66	2	3.0
67	1	1.5
68	1	1.5
69	1	1.5
70	4	6.1
71	1	1.5
72	2	3.0
73	1	1.5
74	1	1.5
75	1	1.5
76	4	6.1
77	6	9.1
79	3	4.5
80	2	3.0
82	3	4.5
83	1	1.5
84	4	6.1
85	2	3.0
86	1	1.5
87	2	3.0
88	1	1.5
89	3	4.5
90	1	1.5
91	2	3.0
92	2	3.0
93	2	3.0
94	1	1.5
Total	66	100.0

Statistical (SPSS) was used to calculate the descriptive statistics for gender,

school level, and career aspirations and job satisfaction. The results are

displayed in Table 5.

Table 5

Descriptive Statistics for Gender, School Level, and Career Aspirations by

Job Satisfaction

Dependent Variable: Job Satisfaction

Gender	Sch Level	Car Asp	Mean	Std. Dev	N
Male	Elementary	Higher[a]	73.67	7.23	3
		Stay[b]	79.67	10.21	3
		Total	76.67	8.57	6
	Middle	Higher	72.67	17.21	3
		Stay	73.40	5.13	5
		Total	73.13	9.99	8
	Secondary	Higher	72.67	7.51	3
		Stay	80.00	6.63	4
		Total	76.86	7.49	7
	Total	Higher	73.00	10.06	9
		Stay	77.17	7.18	12
		Total	75.38	8.57	21
Female	Elementary	Higher	70.33	21.79	6
		Stay	77.50	11.34	24
		Total	76.07	13.87	30
	Middle	Higher	86.67	9.29	3
		Stay	76.75	16.19	4
		Total	81.00	13.71	7
	Secondary	Higher	74.50	18.34	4
		Stay	75.00	3.37	4
		Total	74.75	12.21	8
	Total	Higher	75.38	18.47	13
		Stay	77.09	11.07	32
		Total	76.60	13.42	45
Total	Elementary	Higher	71.44	17.68	9
		Stay	77.74	11.06	27
		Total	76.17	13.035	36
	Middle	Higher	79.67	14.556	6
		Stay	74.89	10.706	9
		Total	76.80	12.126	15
	Secondary	Higher	73.71	13.708	7
		Stay	77.50	5.555	8
		Total	75.73	9.989	15
	Total	0	74.41	15.33	22

Table 6 shows the results of the ANOVA.

Table 6

ANOVA Results for Gender, School Level, and Career Aspirations by Job

Satisfaction

ANOVA

Source	Type III SS	df	MS	F	Sig.
Intercept	270970.49	1	270970.49	1703.49	.000
Gender	24.52	1	24.52	.154	.696
Sch_Level	39.20	2	19.60	.123	.884
Car_Asp	45.41	1	45.41	.285	.595
Gender * Sch_Level	299.88	2	149.94	.943	.396
Gender * Car_Asp	86.58	1	86.58	.544	.464
Sch_Level * Car_Asp	263.59	2	131.80	.829	.442
Gender * Sch_Level * Car_Asp	75.12	2	37.56	.236	.790
Error	8589.62	54	159.07		
Total	392758.00	66			
Corrected Total	9411.03	65			

a R^2 = .087 Adj R^2 = -.099 p<.05 where p values are adjusted using the Bonferroni method

[a]Higher=APs had more than 7 yrs exp and want to move higher in administration. [b]Stay-APs who did not want to move higher in administration

Results of the ANOVA reported above suggested there were no statistically

significant relationships between job satisfaction and gender, job satisfaction and

school level, or job satisfaction and career aspirations. According to Table 6, a

career assistant principal's gender, school level or career aspiration did not

impact job satisfaction.

Gender and Job Satisfaction

Is there a relationship between gender and the job satisfaction of career

assistant principals was the next research question. As seen in Table 6, gender

did not impact job satisfaction. The number of male respondents was 21 or 31%,

and the number of the female respondents was 45 or 68%.   Table 7 shows the

mean, standard error, and confidence interval for job satisfaction and gender.

Table 7

Descriptive Statistics for the Job Satisfaction of Career Assistant Principals by

Gender

Dependent Variable: Job Satisfaction

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	75.34	2.81	69.72	80.97
Female	76.79	2.39	72.00	81.58

The standard error for the male population of 2.81 and for the female population

of 2.39 indicates the variability of the sample across the population. The small

standard errors for both male and female indicate the sample populations are

fairly accurate represented. The fairly narrow 95% confidence intervals for males

and for females suggested that the value of the parameter for the interval can be

accepted.

School Level and Job Satisfaction

Is there a relationship among the three school levels (elementary, middle,

and secondary) and the job satisfaction of career assistant principals? The

results of the ANOVA as illustrated in Table 4 showed no statistically significant

relationship between job satisfaction and school level. Thirty-six or 54.54% of the

respondents worked in an elementary school, 15 or 22.72% worked in a middle

school, and 15 or 22.72% worked in a secondary school. In terms of the

percentage of career assistant principals who were satisfied with the position,

73.3% of secondary career assistant principals, 60% of middle career assistant principals, and 63.8% of elementary career assistant principals were satisfied. Table 8 illustrates the mean, standard error, and confidence interval for job satisfaction and school level.

Table 8

Descriptive Statistics for the Job Satisfaction of Career Assistant Principals by School Level

Dependent Variable: Job Satisfaction

Sch Level	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Elem	75.29	2.95	69.38	81.21
Mid	77.37	3.33	70.69	84.05
Sec	75.54	3.28	68.96	82.12

The standard errors for elementary at 2.95, middle at 3.33, and secondary at 3.28 as well as the narrow confidence intervals suggested that not much dispersion exists among the school levels.

Career Aspirations

Question three asked, is there a relationship between career aspirations and the job satisfaction of career assistant principals? There was no statistically significant relationship between career aspiration and job satisfaction. Twenty-two or 33.33% of the respondents had seven or more years of experience and did want to move higher in administration while 44 or 66.66% did not want to move higher in administration regardless of numbers of years of experience.

Table 9 illustrates the descriptive statistics for job satisfaction and career

aspirations.

Table 9

Descriptive Statistics of Job Satisfaction of Career Assistant Principals and

Career Aspirations

Car Asp	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Higher	75.08	2.78	69.51	80.66
Stay	77.05	2.42	72.20	81.90

Standard errors of 2.78 for those who wanted to move higher in education

administration and 2.42 for those who wanted did not want to move higher

suggested that the prediction of job satisfaction is fairly accurate. The

confidence interval for those career assistant principals who wanted to move up

in administration differs from the confidence interval for those who did not want to

move up because the lower level of the interval includes scores that would be

considered neither satisfied nor dissatisfied. The confidence interval for those

who wanted to stay an assistant principal only encompasses scores in the

satisfied range.

Duties

The final research question was from which duties and categories of

duties (leader or manager) do career assistant principals in Georgia report

getting the highest level of job satisfaction? Respondents were asked to rate

from one (very dissatisfied) to 5 (very satisfied) the amount of job satisfaction

they received from performing a list of 30 duties. If the respondent did not

regularly perform one of the listed duty, her or she was asked not to rate the

item. Table10 provides the average ranking for each duty and ranks them from

highest to lowest.

Table 10

Duties of Assistant Principals and the Mean Job Satisfaction Score For Each

Duty

Duty	Av Rating
School master schedule	4.20
Instructional methods	4.03
Informing public of school achievements	4.03
Teacher "duty rooster"	4.03
Emergency arrangements	3.95
Faculty meetings	3.94
Curriculum development	3.94
School policies	3.89
Special arrangements	3.89
Graduation activities	3.89
School public relations program	3.89
Evaluation of teachers	3.88
School daily bulletins	3.88
Teacher selection	3.86
Assemblies	3.85
Building use-school related	3.84
Motivation	3.84
Clerical services	3.81
Orientation program for new teachers	3.79
Organizing Professional Development	3.77
Student attendance	3.75
Innovations, experiments, and research	3.73
Student discipline	3.64
Administrative representative at community function	3.63
Liaison with community youth-serving agencies	3.56
Orientation program for new students	3.50
Supervising Extra-Curricular Activities	3.49
Teacher incentives	3.48
School Budget	3.44
Substitute teachers	3.41

The range between the duty of creating the school master schedule which received the highest mean score of 4.20 and the duty of monitoring substitute teachers which received a mean score of 3.41 was .79. All of the duties had a rating above 3 which is the neutral job satisfaction score. Twelve of the duties had mean scores within one-tenth of one point.

The mean score of all the duties performed by a leader (acting as a liaison with community youth-serving agencies, as an administrative representative at a community function, an evaluator of teachers, organizing professional development, communicating instructional methods, informing the public of school achievements, creating an orientation program for new teachers, teacher selection, curriculum development, school public relations program, innovations, experiments, and research, and motivation) was 3.86. The duties and mean scores for each duty are listed in Table 11.

Table 11

Mean Scores of Duties Requiring a Leader

Leader Duties	Mean
School Master Schedule	4.2
Informing public of school achievements	4.03
Instructional methods	4.03
Curriculum development	3.94
School public relations program	3.89
Evaluation of teachers	3.88
Teacher selection	3.86
Motivation	3.84
Orientation program for new teachers	3.79
Organizing Professional Development	3.77
Innovations, experiments, and research	3.73
Administrative representative at community function	3.63
Liaison with community youth-serving agencies	3.56
Mean	3.86

The mean score for the duties classified as being performed by a manager (the duties of student discipline, student attendance, school policies, special arrangements, school master schedule, emergency arrangements, building use—school related, orientation program for new students, graduation activities, teacher "duty" roster, assemblies, school daily bulletins, clerical services, teacher incentives, faculty meetings, substitute teachers, supervising extra-curricular activities, and creating the school budget) was 3.75. These duties are outlined in Table 12.

Table 12

Mean Scores of Duties Requiring a Manager

Manager Duties	Mean
Teacher "duty rooster"	4.03
Emergency arrangements	3.95
Faculty meetings	3.94
School policies	3.89
Graduation activities	3.89
Special arrangements	3.89
School daily bulletins	3.88
Assemblies	3.85
Building use-school related	3.84
Clerical services	3.81
Student attendance	3.75
Student discipline	3.64
Orientation program for new students	3.50
Supervising Extra-Curricular Activities	3.49
Teacher incentives	3.48
School Budget	3.44
Substitute teachers	3.41
Mean	3.75

A t-test was applied to see if there was a statistically significant relationship between the type of duty (requiring leader versus manager) and the satisfaction derived from performing that duty. The descriptive statistics for these duties are found in Table 13.

Table 13

Descriptive Statistics for Duties Requiring a Leader or Manager

| | Mean | Standard Deviation | N | 95% Confidence Interval | | df |
				Lower Bound	Upper Bound	
Leader	3.86	0.172	13	3.75	3.97	28
Manager	3.75	0.206	17	3.65	3.84	28

T=1.58 which lead to a p value of .1253; therefore, there is no significant difference between duties requiring a leader versus duties requiring a manager. The small confidence interval suggested that even through the sample size is small, the margin of variability is small as well.

Summary

After choosing every third public school elementary, middle, and secondary school on the Georgia Department of Education web site and then creating the sample population from the assistant principals from those schools (first one on the school web site in cases of multiple assistant principals), a list of e-mail addresses was created and a request sent to 513 assistant principals to go to www.quia.com/sv/100751.html, enter the password "kleenex," and complete a three part survey to analyze the job satisfaction of career assistant principals. After the e-mails were sent, 81 messages were returned as non-deliverable, so informed consent and surveys were mailed to those assistant principals. A total of 220 responses were received for a response rate of 42.3%. Out of those responses 66 fit the definition of an assistant principal which was someone who has seven years of experience and/or someone who does not want to move higher into education administration.

The first part of the survey consisted of demographic questions, the second part the short form of the MSQ, and the third part a list of duties to be rated according to the satisfaction derived from performing that duty. Each of the items in the MSQ section of the surveys was added by the reviewer to arrive at

an overall job satisfaction score from 19-95. The Quia web site supplied a mean score for each of the 30 duties listed in the third section of the survey.

In terms of the career assistant principles who completed the survey, 69.69% are considered satisfied with their job, 1.5% dissatisfied and 28.78% assistant principals completed surveys with a neutral score. A factorial ANOVA was then performed to see if gender, school level, or career aspirations impacted job satisfactions. There was no statistically significant relationship among the groups, so neither, gender, school level, nor career aspirations impacted job satisfaction.

Next the list of duties and the mean score was reported. Career assistant principals reported deriving the most job satisfaction from designing the school master school and the least from substitute teachers. Because research indicates that assistant principals derive more satisfaction from leadership tasks and less on managerial duties, a mean score was then calculated for the duties classified as those requiring a leader and those requiring a manager. A t-test was applied and results indicated that there was no significant preference for duties requiring a leader over duties requiring a manager.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The focus of this study was to determine the level of job satisfaction experienced by career assistant principals (those with seven or more years of experience and/or those who did not want to move higher in education) in Georgia public schools. In this study, the overarching research question is as follows: What is the level of job satisfaction experienced by career assistant principals in Georgia? From this question then come several sub questions:

1. Is there a relationship between gender and the job satisfaction of career assistant principals?

2. Is there a relationship between the three school levels (elementary, middle, and secondary) and the job satisfaction of career assistant principals?

3. Is there a relationship between career aspirations and the job satisfaction of career assistant principals?

4. From which duties and categories of duties (leader or manager) do career assistant principals in Georgia report getting the highest level of job satisfaction?

Requests were sent through e-mail and postal mail to 519 public school assistant principals in Georgia. The sample population was not told that only the results from career assistant principals would be used in order to lessen bias, and so the responses could be used for future research. A response rate of

42.% (220 surveys) was received, and 66 of those responses matched the definition of career assistant principals.

The Minnesota Satisfaction Questionnaire (MSQ) was used to examine the level of job satisfaction experienced by career assistant principals and whether gender, school level, or career aspirations impacted that job satisfaction. An ANOVA was applied to the job satisfaction score and the gender, school level, and career aspirations to determine if a significant relationship existed between job satisfaction and each demographic category. Results of the ANOVA suggested no statistically significant relationship between job satisfaction and gender, job satisfaction and school level, or job satisfaction and career aspirations.

Also studied was the amount of job satisfaction experienced by Georgia career assistant principals in the performance of individual duties. This was done by creating a list of duties commonly performed by assistant principals (see Appendix A) and asking respondents to use a Likert scale to indicate the level of satisfaction they received from performing the duties. The duties were also classified as needing a leader or a manager based on the work done by Weller and Weller (2002). Next, a mean score for each classification was established to determine which classification of duties, requiring a leader or a manager, provided career assistant principals with the highest level of job satisfaction. A t-test was calculated, and the results suggested that there was no significant preference for duties requiring a leader over duties requiring a manager.

Analysis of Research Findings

In terms of the overarching research question what is the level of job satisfaction experienced by career assistant principals in Georgia, the majority of career assistant principals or 69.69% reported satisfaction with their positions. Having 69.69% of career assistant principals satisfied may indicate a problem especially when compared to a study of job satisfaction in other professions.

Sweeney, Hohanshil, and Fortune (2002) used the long-form of the MSQ to examine the job satisfaction of employee assistance program (EAP) professionals. The percentage of respondents who reported that they were very satisfied with the job was 9%, 71% were satisfied, and 20% were neutral. As with the Georgia study, gender had no statistically significant impact on job satisfaction. Overall 80% of EAP professionals were satisfied as opposed to the 69.69% of Georgia career assistant principals. A 10% difference in job satisfaction between EAP professionals in 2002 and Georgia career assistant principals in 2008 may warrant further study as to why so many more EAP professionals were satisfied although the small sample size of the Georgia study may negate this difference.

In terms of job satisfaction for other educators, the level experienced by career assistant principals may also be considered low at least when looking at counselors in Virginia. DeMato and Cuccio (2004) determined the job satisfaction of counselors in Virginia in 1988, 1995, and 2000. In 1988 93.4% of counselors were satisfied, in 1995 96.3%, and in 2001, 90.9%. On an average,

23.84% more counselors in Virginia expressed job satisfaction than career

assistant principals in the Georgia study.

Other researchers found lower levels of job satisfaction for assistant

principals in other states than the two studies described in the previous

paragraphs. Croft and Norton (1977) surveyed assistant principals in rural

Kansas and urban Houston and found that 61% of Kansas assistant principals

and 42% of Houston assistant principals were satisfied. Armstrong surveyed

secondary assistant principals in Texas and found that 67.5% of were satisfied.

Oliver (2003) surveyed middle and secondary assistant principals in Orange, CA

at two different times. In 2000, 80% were satisfied while in 2002, 92% were

satisfied. Oliver did not list specific reason for the improvement in job satisfaction

in only two years. Although differing factors such as the year the study was

conducted, possible sample size, and the instrument used does limit the

usefulness of the information, the fact that in the following studies (Houston,

42%; Kansas, 61%; Georgia, 69.69%; Texas, 67.5%; California, 80%, and 92%)

the percentage of assistant principals who were satisfied fluctuated probably

indicates a need for further study.

The first research question asked if there were a relationship between

gender and the job satisfaction of career assistant principals? The data from the

ANOVA suggested that gender did not impact job satisfaction. This finding was in

contrast to research conducted by Sutter (1996) and Armstrong (2004) which

found that female assistant principals reported higher job satisfaction than males.

Research question two asked if a relationship exists between the three school levels (elementary, middle, and secondary) and the job satisfaction of career assistant principals. The results of the ANOVA suggested that school level did not impact job satisfaction. One of the more interesting findings of the Georgia study, however, was that 80% secondary career assistant principals were satisfied as opposed to 66.6% of elementary career assistant principals and 66.6% of middle career assistant principals. The small sample size of 66 (15 secondary, 15 middle, and 36 elementary) must be considered when determining if any importance should be placed on the higher percentage of satisfied secondary career assistant principals.

Is there a relationship between career aspirations and the job satisfaction of career assistant principals? There was no statistically significant relationship between career aspirations and job satisfaction. Of the career assistant principals surveyed in the Georgia study, 56% wanted to remain an assistant principal which is higher than the 25% of assistant principals in Croft and Morton's (1977) study who wanted to remain in the position. The two surveys were the only research found that asked assistant principals if they wanted to move higher in education administration, and the fact that 30 years took place between the two studies must be considered as a limitation to drawing any conclusions from the comparison.

Greska (2003) found that middle school assistant principals who wanted to become a building principal or remain in their present reported significantly higher levels of overall job satisfaction than those assistant principals who said

they had other plans for the future. While it makes sense that those assistant

principals who wanted to move higher in education administration would have

high job satisfaction than those who had other plans for the future, it is surprising

that the assistant principals in the Georgia study who did not want to move higher

in education administration experienced more job satisfaction than those who

did. Two reasons may be that those who do not want to move higher are more

content and settled with what they do or those who are more content and settled

do not want to move higher.

From which duties and categories of duties (leader or manager) do career

assistant principals in Georgia report getting the highest level of job satisfaction

was the final research question. The career assistant principals in this study

indicated the satisfaction they derived from 30 duties. Participants were asked

not to respond to duties they did not perform. Out of the 30 duties listed, 91%

performed 24 of the 30 duties while 80% performed all 30. The wide variety of

duties performed by assistant principals has been one of the challenges faced by

all assistant principals (Cornell, 2003; Panvako & Rorie, 1987; Kindsvatter &

Tosi, 1971).

Creating the school master schedule received the highest Likert mean

score at 4.20 while substitute teachers received the lowest at 3.41. The range

from the high mean to the low was .79. Only four duties (supervising extra-

curricular activities, teacher incentives, school budget, and substitute teachers)

fell below 3.5 mean score which indicates assistant principals were neutral about

these duties. None of the duties had a mean score that indicated dissatisfaction.

Black (1980), Koru (1993), and Weller and Weller (2002) reported from studies that assistant principals were often frustrated by the amount of managerial duties involved in the position. Likewise, Austin and Brown (1970) reported the level of job satisfaction increased when assistant principal duties included improving curriculum, adding to the success of the school, and tackling challenging tasks such as creating budgets. Chen, Blendinger, and McGrath (2000) found that the assistant principals in Mississippi who participated in their study would most like to add the duties of curriculum and instructional tasks, personnel functions, and school budgets. Assistant principals in this Georgia study did not respond precisely in the same manner as assistant principals in Chen, Blendinger, and McGrath's study. In this Georgia study, school budget was the second to last duty in terms of job satisfaction although instructional methods, curriculum development, and teacher selection were in the top 50% of duties.

In the Georgia study of career assistant principals, the mean score of 3.75 for managerial duties was only .25% below a satisfied score of 4 which indicated assistant principals experienced some satisfaction with managerial duties. The results of the t-test suggested that there was no statistically significant relationship between the type of duty and satisfaction received from the performance of that duty. This information does not support Oliver's (2003) conclusion that managerial jobs did not provide satisfaction.

Conclusions

Many of the conclusions drawn from the data gathered in this study support the current research. The differences found were in the degree of satisfaction experienced by these participants when compared to participants in other studies. However, the small sample size of 66 and the way job satisfaction was determined in each of the studies should be considered when attempting to draw conclusions.

The MSQ has been used to find the overall job satisfaction of other professionals. Helping professionals usually have higher job satisfaction according to Sweeney, Hohanshil, and Fortune (2003). This may also apply to career assistant principals because as Sutter (1996) described secondary school assistant principals had higher job satisfaction when they believed they were contributing to their school. This supports Maslow's hierarchy of needs and Herzberg's Motivator-Hygiene theory.

With all of the research conducted on the lack of a clear job description being one of the challenges of assistant principals, it is ironic that the item "being able to keep busy all of the time" had a mean score of 4.52 which was one of the higher scores. It is ironic because so much of the literature focuses on how frustrating assistant principals find the number of duties and the lack of time to complete those duties (Kriekard & Norton, 1980: Black, 1986; Marshall, 1992a; Michel, 1996)

One of the more interesting results of the study was that creating the school master schedule provided the most job satisfaction to career assistant

principal with a mean score of 4.20. While this duty was discussed in the review

of literature, no specific emphasis was given to it. It does fall under the category

of requiring a leader. In fact, two out of the three duties which received the

highest satisfaction (school master schedule and informing public of school

achievements) were not emphasized in the literature.

Some of the research (Pounder and Crow, 2005: Kaplan and Owings,

1999; NASSP Council, 1991) suggested that assistant principals should play a

larger role in curriculum. According to the results from the duties section of this

Georgia study, most career assistant principals do work with curriculum in some

way. This was determined by the number of career assistant principals who

indicated they work on curriculum duties: 65 out of 66 for instructional methods,

and 64 out of 66 for curriculum development.

Implications

1. Fifty-six percent of the respondents did not want to move higher in

   administration as opposed to 43% who did. This may be welcome news

   to central office personnel as they work to find and keep qualified

   personnel because as Pellicer and Stevenson (1991) reported it is vital

   that experienced assistant principals remain in the position to help the

   principal. However, it may also cause difficulty when trying to replace

   principals as they retire.

2. Only 69.69% of career assistant principals reported being satisfied with

   their jobs.

3. Knowing what leads to increased level of secondary job satisfaction may improve the job satisfaction of elementary and middle school career assistant principals even though no statistically significant relationship existed between school level and job satisfaction.

4. As colleges and universities update their programs of study for administrators, studies like this one can be used to better prepare all administrators, including assistant principals to complete the duties they are most likely to perform. This is true especially in Georgia because the state is implementing a performance based program for certification in education leadership. When a participant receives a leadership position, he or she will serve an internship and chose a performance path plan based on a pre-assessment. Performance modules will be matched with the participant's needs. The work done in the higher education classroom will be reinforced by the practical experience the participant receives completing the internship. Knowing which duties assistant principals commonly perform can help higher education schools prepare the curriculum for education leadership programs.

5. Career assistant principals found satisfaction in duties requiring a leader and manager; however, the fact that 91% of respondents performed at least 24 out of 30 of the duties listed and 80% performed all reinforces the concept that assistant principals undertake a myriad of duties in their position. Creating a clearer job description for assistant principals than is usually found may also lead to more productive assistant principals.

Recommendations

Colleges and universities, superintendents and other central office personnel, and principals may find implementing the following strategies helpful in retaining assistant principals and improving their job satisfaction:

1. Fifty-three percent or 44 respondents wanted to remain an assistant principal. Universities and school administrators should consider the information that not all administrators want to move higher and develop training that deals with the challenges faced by assistant principals. Colleges and universities should also consider this information as they develop leadership preparation programs.

2. School districts should work to improve the percentage of career assistant principals satisfied with their jobs by developing a clear job description as well as train principals on what should type of duties assistant principals should perform.   This can lead to increased job satisfaction which may improve job performance.

3. If a school has more than one assistant principal, a job description should be developed that is based as much as possible on the assistant principal's duty preference. Central office personal may want to also consider narrowing the scope of those duties so the assistant principal can focus on a few areas as opposed to often being pulled in so many directions by a myriad of duties.

4. Principals should share the role of instructional leader with assistant principals. Time and time again the research supports the idea that assistant principals should be instructional leaders.

The following questions should be considered for further study:

1. What can be done to increase the job satisfaction experienced by career assistant principals?

2. How does the job satisfaction of career assistant principals compare to the job satisfaction of other professionals? If the job satisfaction of other professionals is higher, what can be done to improve job satisfaction for career assistant principals?

3. To what degree is the lack of a clear job description and the number/variety of duties a contribution to the job satisfaction of assistant principals?

4. What is the job satisfaction of career assistant principals as compared to non-career assistant principals?

5. Do career assistant principals who did not want to move higher in education administration really have higher job satisfaction than those who do want to advance, and if so, why?

6. If gender, school level, and career aspirations do not impact job satisfaction then what are the factors involved in job satisfaction of career, non-career assistant principals or both?

Dissemination

The information is this study will be disseminated using one or all of the following three approaches. The first approach is to use the research from this study and write a paper for publication and/or presentation at a conference presenting the conclusions. The second approach is to analyze the 154 surveys completed by non-career assistant principals and compare those results to the results from this study. Finally, all 220 responses can be analyzed (using the same methods as for this study), and those results used to write a paper for publication and/or presentation at a conference.

In addition, the deputy superintendent of the researcher's school system has requested the results of the survey. The school system has implemented a leadership academy for assistant principals, and the information from this study may be beneficial in preparing modules for study in that leadership academy.

Other entities that can use this information in this study are universities as the curriculum for education leadership must be modified and education organizations such as GAEL (Georgia Association of Education Leaders) and GLISI (Georgia Leadership Institute for School Improvement) as they provide help with the new education leadership requirements. Private organizations which study job satisfaction of a variety of professionals may find this information helpful.

Concluding Thoughts

Being an assistant principal is challenging, stressful, exhilarating, frustrating, and complicated. One of the reasons this study was conducted was

to learn if assistant principals remain satisfied after a number of years in the position.

School level did not impact job satisfaction, but while the research described all levels of assistant principals as being satisfied, based on the discussions the researcher has held with other assistant principals, elementary career assistant principals seemed to be more satisfied because they do not handle the amount of discipline or supervise as many after school activities as secondary assistant principals. The research says that discipline is one of the least satisfying duties, so it make sense that since secondary assistant principals or even middle school assistant principals do more discipline, they would not be as satisfied. To learn that a higher number were more satisfied was surprising; however, the small sample size does limit the possible importance of this information.

In many ways, the value of this study arises from the questions that have been raised. Specifically, if gender, school level, and career aspirations did not impact job satisfaction, what does? Much of the research focuses on the vague job description, the amount of work that must be accomplished, and the middleman aspect of the job. However, career assistant principals responded positively to the item "being able to keep busy all the time" on the MSQ, so one may wonder if the amount of work required in the position and the vague job description does negatively impact the job satisfaction of career assistant principals.

The most surprising result of this Georgia study was that just over 69% of career assistant principals were satisfied. While extensive research was not conducted on the job satisfaction of other professions, the research mentioned in this study stated more of the people in these professionals were satisfied. The job satisfaction of career assistant principals should be studied further, and strategies developed to improve that job satisfaction.

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APPENDIX A

SUPPORTING RESEARCH FOR THE DUTIES OF ASSISTANT PRINCIPAL'S

SURVEY

Table 1 Supporting Research for the Duties of Assistant Principal's Survey

Duty	Supporting Research
Student discipline	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997; Calabrese, 1991; Chan, Webb, and Bowen, 2003; Scroggins and Bishop, 1993
Evaluation of teachers	Kriekard and Norton, 1980; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997; Weller and Weller, 2002
Student attendance	Black, 1980; Kriekard and Norton, 1980; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Weller and Weller, 2002; Scrobbins and Bishop, 1993
School policies	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997
Special arrangements	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
School master schedule	Kriekard and Norton, 1980; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997; Weller and Weller, 2002; Scroggins and Bishop, 1993
Emergency arrangements	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Instructional methods	Panyako and Roire, 1987; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Weller and Weller, 2002
Building use-school related	Black, 1980; Panyako and Roire, 1987; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Orientation program for new students	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Administrative representative at community function	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997
Informing public of school achievements	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Weller and Weller, 2002
Graduation activities	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Orientation program for new teachers	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Faculty meetings	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Substitute teachers	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Scroggins and Bishop, 1993
Teacher selection	Kriekard and Norton, 1980; Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Weller and Weller, 2002
Curriculum development	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Panyako and Roire, 1987; Scroggins and Bishop, 1993
Teacher "duty rooster"	Pellicer, Anderson, Keefe, Kelly, and McLeary,

	1988; Fulton, 1997
School public relations program	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Fulton, 1997
Innovations, experiments, and research	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Liaison with community youth-serving agencies	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
Clerical services	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988; Weller and Weller, 2002
Teacher incentives	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
School daily bulletins	
Supervising Extra-Curricular activities	Scroggins and Bishop, 1993
Assemblies	
Motivation	Pellicer, Anderson, Keefe, Kelly, and McLeary, 1988
School Budget	Black, 1980; Kriekard and Norton, 1980; Fulton, 1997; Scroggins and Bishop, 1993
Organizing Professional Development	Black, 1980; Kriekard and Norton, 1980; Weller and Weller, 2002

APPENDIX B

REQUEST TO USE THE MSQ

607 Goldenrod Way
St Marys, GA 31558

April 9, 2007

Vocational Psychology Research
University of Minnesota
N657 Elliott Hall
75 East River Road
Minneapolis, MN 55455-0355

Dear Sir or Madam:

I am writing to request permission to use the Minnesota Satisfaction Questionnaire Short Form as the primary survey instrument for my doctoral dissertation. Instead of mailing the instrument to participants, I would like to ask them to complete it on-line using the secure website www.quia. com. Participants will need a specific web address as well as a password to access and complete the survey. I did speak to someone in your office who stated that the MSQ can be put on-line if a secure website is used and a .17 royalty fee per survey is paid.

I would also like permission to modify the demographic information I request and have attached that information to this request. The information I have requested focuses more clearly on the data I wish to collect in my study. If you would like to send any correspondence by fax, the number is 912-729-7627. If you have any questions, please feel free to contact me by calling 912-882-712 or e-mailing bhall@camden.k12.ga.us. Thank you for your time.

Sincerely,

Barbara F. Hall

APPENDIX C

PERMISSION TO USE THE MSQ

UNIVERSITY OF MINNESOTA

Twin Cities Campus	*Department of Psychology* *College of Liberal Arts*	*N218 Elliott Hall* *75 East River Road* *Minneapolis, MN 55455* *Office: 612-625-2818* *Fax: 612-626-2079* *www.psych.umn.edu* *Email: psymain@umn.edu*

May 1, 2007

Barbara Hall
607 Goldenrod Way
Saint Marys, GA 31558

Dear Barbara Hall:

We are pleased to grant you permission to use 800 copies of the Minnesota Satisfaction Questionnaire 1977 short form on a secured web site as you requested for use in your research. Also, you are grant permission to modify the demographical information.

Please note that you 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,
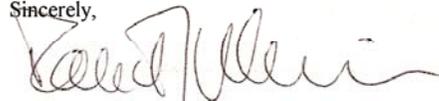
Dr. David J. Weiss, Director
Vocational Psychology Research

APPENDIX D

ELECTRONIC SURVEY

Home Instructor Zone Student Zone Shared Activities FAQ Log Out

Activity Editor – Survey – Job Satisfaction of Assistant Principals

Instructor Zone
Welcome, Barbara Hall

Comments and suggestions
Brochures and presentation materials
Quia Web tutorial

Classes Quizzes Activities Surveys Files Preferences

Surveys > Survey Editor > Survey Preview

Survey Preview

Job Satisfaction of Assistant Principals

As part of the requirements for my doctoral program, I am researching job satisfaction experienced by assistant principals as well as the job satisfaction experienced by assistant principals in the performance of certain duties. Please read the directions listed below and complete the items. Your responses will be confidential. Thank you for your help.

* required question

1. Gender*
   - ○ Male
   - ○ Female

2. Current School Level Assignment*
   - ○ Elementary (K-5)
   - ○ Middle School (6-8)
   - ○ Secondary (9-12)

3. Do you want to move higher (above the rank of assistant principal) in K-12 education administration?*
   - ○ Yes
   - ○ No

4. How many full years have you served as an assistant principal?*
   - ○ Less than one
   - ○ One
   - ○ Two
   - ○ Three
   - ○ Four
   - ○ Five
   - ○ Six
   - ○ Seven
   - ○ Eight

C Nine

C Ten

C 11-15

C 16-20

C 20+

5. 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 you 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 fell abou the aspect of your job described the statement.

Keeping the statement in mind:

If you feel that your job gives you more that you expected, check the box next to "very sat."

If you feel that your job gives you what you expected, check the box under 4;

If you cannot make up your mind whether or not the job gives you what you expected, check the box under 3;

If you feel that your job gives you less that you expected, check the box under 2;

If you feel that your you job gives you much less than you expected, check the box next to "Very dissat."

Remember: Keep the statement in minde 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.

Very Satisfied (5)means I am very satisfied with this aspect of my job.

4 represents satisfied which means I am satisfied with this aspect of my job.

3 represents neither means I can't decide whether I am satisfied or not with this aspect of my jog.

2 represents dissatisfied which means I am dissatisfied with this aspect of my job.

Very dissatisfied (1) means I am very dissatisfied with this aspect of my job.

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

*

	1	2	3	4	5	
Being able to keep busy all the time	Very Dissatisfied	C	C	C	C	C	Very Satisfied
The chance to work alone on the job	Very Dissatisfied	C	C	C	C	C	Very Satisfied
The chance to do different things from time to time	Very Dissatisfied	C	C	C	C	C	Very Satisfied
The chance to be "somebody" in the community	Very Dissatisfied	C	C	C	C	C	Very Satisfied
The competence of my supervisor in making decisions	Very Dissatisfied	C	C	C	C	C	Very Satisfied
Being able to do things that don't go against my conscience	Very Dissatisfied	C	C	C	C	C	Very Satisfied
The way my job provides for steady employment	Very Dissatisfied	C	C	C	C	C	Very Satisfied

	1	2	3	4	5	
The chance to do things for other people	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The chance to tell people what to do	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The chance to do something that makes use of my abilities	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The way company policies are put into practice	Very Dissatisfied ○	○	○	○	○	Very Satisfied
My pay and the amount of work I do	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The chances for advancement on this job	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The freedom to use my own judgement	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The chance to try my own methods of doing the job	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The working conditions	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The way my co-workers get along with each other	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The praise I get for doing a good job	Very Dissatisfied ○	○	○	○	○	Very Satisfied
The feeling of accomplishment I get from the job	Very Dissatisfied ○	○	○	○	○	Very Satisfied

6. The following is a list of common duties performed by assistant principals. Please evaluate each duty and check the descriptor which best describes how much satisfaction you receive from performing each one.

Chose 5 next to Very Satisfied if you feel that very satisfied when performing this duty.

Chose 4 if you feel satisfaction when performing this duty.

Chose 3 if you cannot make up your mind whether or not the duty gives you the satisfaction.

Chose 2 under if you feel that the duty little satisfaction when permforming this duty.

Chose 1 next to Very Dissatisfied if you feel very dissatisfied when performing this duty.

Do not click on any rating if this duty is not part of your job description.

	1	2	3	4	5	
Student discipline	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Evaluation of teachers	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Student attendance	Very Dissatisfied ○	○	○	○	○	Very Satisfied
School policies	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Special arrangements	Very Dissatisfied ○	○	○	○	○	Very Satisfied
School master schedule	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Emergency arrangements	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Instructional methods	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Building use--school related	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Orientation program for new students	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Administrative representative at community function	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Informing public of school achievements	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Graduation activities	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Orientation program for new teachers	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Faculty meetings	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Substitute teachers	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Teacher selection	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Curriculum development	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Teacher "duty" roster	Very Dissatisfied ○	○	○	○	○	Very Satisfied
Assemblies	Very Dissatisfied ○	○	○	○	○	Very Satisfied
School public relations program	Very Dissatisfied ○	○	○	○	○	Very Satisfied

Innovations, experiments, and research	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
School daily bulletins	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Liaison with community youth-serving agencies	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Clerical services	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Teacher incentives	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Motivation	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
School Budget	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Supervising extra-curricular activies	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied
Organizing professional development	Very Dissatisfied ⃝ ⃝ ⃝ ⃝ ⃝ Very Satisfied

Continue editing...

Appendix E

INFORMED CONSENT

GEORGIA SOUTHERN UNIVERSITY

COLLEGE OF Education

DEPARTMENT OF Education Leadership

1. My name is Barbara Hall, and I am a graduate student at Georgia Southern University. As part of my graduate work, I am conducting a study on the job satisfaction experienced by assistant principals in the state of Georgia.

2. The purpose of this study is to examine the level of job satisfaction experienced by assistant principals in the state of Georgia based on their years in the position, their gender, school level, and career aspirations as well as the duties which prove the greatest amount of job satisfaction

3. Participation in this research will include completion of an electronic survey to deter the level of job satisfaction experienced by assistant principals in Georgia. An e-mail will be sent to a sample population of public school assistant principals in Georgia. The e-mail will contain instructions on completing the survey. The survey is expected to take approximately 15 minutes to complete. Participants will be asked to complete the survey within 5 days.

4. The risks involved with this research are those experienced in everyday life.

5. This research can be beneficial because by identifying the elements of job satisfaction, supervisors can provide mentoring programs, workshops, and other support systems to improve the working conditions of career assistant principals. Studying the job satisfaction of career assistant principals may also provide insight into recruiting quality personnel especially because more and more states report a shortage of professionals willing to move into administrative roles.

6. Participants will be allowed to remain anonymous so that there will be no risk of confidentiality being broken. Participants will be asked to reply to the original e-mail sent by the researcher when they have completed the survey, but no attempt will be made to connect who has completed the surveys with the results. Replying that the survey has been completed will be done only so the researcher will not have to send reminder e-mails to those who have completed the surveys.

7. Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-681-0843.

8. Participation in this study will be voluntary; however, if a participant e-mails the researcher that the survey has been completed, the participant will be entered into a drawing to receive one of two $50 electronic gift certificates to Amazon.com. The drawing will be held during the first week of October. Any participant who wants to know who receives the gift certificates may e-mail the researcher.

9. Participants may end their participation at any time by not submitting the survey. Participants do not have to answer any questions they do not want to answer.

10. There will be no penalty if participants chose not to participate in this study.

11. Participants are required to be 18 years of age or older to consent to participate in this research study. Completion and submission of the survey implies that individual participants have made the decision to agree to participate. Submission of the survey will also indicate that participants' data may be used in this research.

Please keep this informed consent document for your records.

Title of Project: Job Satisfaction of Assistant Principals in Georgia
Principal Investigator: Barbara Hall
                607 Goldenrod Way
                Saint Marys, GA 31558
                912-882-5712
                bhall@camden.k12.ga.us

Faculty Advisor: Cindi Chance
                College of Education
                P.O. Box 8131
                Georgia Southern University
                Statesboro, GA 30460-8131
                912-681-5643
                lchance@georgiasouthern.edu

Appendix F

IRB PERMISSION

<div style="text-align: center">

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

</div>

Phone: 912-681-5465		Administrative Annex
		P.O. Box 8005
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Barbara Hall
           607 Goldenrod Way
           Saint Marys, GA-31558

CC: Dr. Cindi Chance
           P.O. Box-8013

From: Office of Research Services and Sponsored Programs
           Administrative Support Office for Research Oversight Committees
           (IACUC/IBC/IRB)

Date: August 14, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H07259**, and titled **"Job Satisfaction of Assistant Principals in the state of Georgia"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

N. Scott Pierce
Director of Research Services and Sponsored Programs

Appendix G

E-MAIL REQUESTING PARTICIPATION IN THE STUDY

Dear Fellow Assistant Principal:

As part of the research for my doctoral degree, I am examining the job satisfaction of assistant principals. Please read the information listed below and follow the directions to complete a short survey. Thank you so much for your help.

Barbara F. Hall

Appendix H

FOLLOW-UP E-MAIL REQUESTS

Dear Fellow Assistant Principal:

Please help! Recently I sent you information about research I am conducting for my dissertation. I need more responses! Please click on http://www.quia.com/sv/100751.html, enter the secret word "kleenex" and complete a survey on the job satisfaction of assistant principals (takes 10-15 minutes). If after completing the survey you respond to this e-mail, I will enter your name into a drawing for a $50 gift certificate from Amazon.com (I will be giving 1 away the Oct. 20).

Thank you.
Barbara F. Hall

I recently sent two e-mails about research I am conducting on the job satisfaction of assistant principals in Georgia. I still need help! If you have completed the survey and told me you have, I apologize for bothering you. I have tried to keep accurate records on e-mail responses. However, my response rate is now 42%, and I have been told I need 50%.

If you have not completed the survey, please click on the following address http://www.quia.com/sv/100751.html and type "kleenex" for the secret word. Thank you so much for your help.

Barbara F. Hall