

Running head: AP JOB SATISFACTION

DEVELOPING A PREDICTIVE MODEL TO IDENTIFY JOB SATISFACTION
AMONG MISSOURI SECONDARY ASSISTANT PRINCIPALS USING THE
MINNESOTA SATISFACTION QUESTIONNAIRE

A Dissertation
presented to
the Faculty of the Graduate School
at the University of Missouri – Columbia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
ZAC COUGHLIN
Dr. Timothy J. Wall, Dissertation Supervisor
December 2018

AP JOB SATISFACTION

The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

DEVELOPING A PREDICTIVE MODEL TO IDENTIFY JOB SATISFACTION
AMONG MISSOURI SECONDARY ASSISTANT PRINCIPALS USING THE
MINNESOTA SATISFACTION QUESTIONNAIRE

presented by Zachary Coughlin,

a candidate for the degree of doctor of education,

and hereby certify that, in their opinion, it is worthy of acceptance.

Professor Timothy Wall

Professor Carole Edmonds

Professor Linda Gray-Smith

Professor Dan Gordon

AP JOB SATISFACTION

DEDICATION

There are a number of people whom I would like to thank for their help throughout this process. First, I would like to thank my wife and kids for the sacrifices they made throughout the seven years I worked on my doctorate. When I began, my wife was often home with a five and one year old, and while I am certain it was very challenging and tiring, she was always extremely supportive and encouraging. I know that it was not easy for her, especially when I was not nearly as motivated to finish as she would have liked me to be, but she continued to support me even though I know my timeline frustrated her. She will be finishing her doctorate soon, and I know it will take her far less time than it took me.

I also would like to thank my parents for their support. Both of my parents were educators and have advanced degrees, and I was raised in an environment where education was paramount. They were very supportive of me getting my doctorate and are extremely proud of me going beyond their education levels. Thank you both for your unwavering support throughout this process.

There are a number of people who have helped me whom I would like to thank. First, I would like to thank Dr. David Brax and Dr. Tim Mattson from the Savannah School District. When I was in my second year of my doctorate, I accepted the high school principal job in Savannah. My first month of working there was also my second summer in Columbia. They were very understanding and accommodating of my schedule when I had to miss 12 of my first 20 days working in Savannah.

AP JOB SATISFACTION

Lastly, I would like to thank Dr. Ebony Edwards and Kelcey McCauley for their help at the end of my dissertation. I am definitely not a statistician, and Dr. Edwards was patient with me when she explained what all the results meant and how to write up Chapter 4. She made sure we had a chance to meet and go over my results before she went on maternity leave, and I appreciate her helping me. I would not have been able to finish my dissertation without her help. And thanks to Kelcey for helping me with the formatting of my paper. I am definitely not technologically savvy, and I appreciate her willingness to help me out. She went through numerous revisions to help me get it looking the way it was supposed to. Thanks so much for your help.

ACKNOWLEDGEMENTS

First, I would like to thank Dr. Timothy Wall for working with me throughout this process. He worked with me for five years as I worked through my research. I greatly appreciate your support and feedback through the process.

Secondly, I would like to thank Dr. Carole Edmonds and Dr. Phillip Messner. Drs. Edmonds and Messner were my instructors throughout the first two years of my doctorate, and they greatly helped lead me and teach me throughout. Dr. Edmonds was also extremely supportive and helpful throughout my dissertation work as well. I greatly appreciate their dedication, instruction, and feedback throughout this process.

Finally, I would like to thank the other members of my dissertation committee. Thank you to Dr. Linda Gray-Smith and Dan Brown for their feedback and support during my dissertation defense and thereafter. Also, I would like to thank Virgil Freeman, who was on my dissertation committee at the beginning but retirement and health issues forced him to drop off at the end. Thank you all for supporting me and giving me valuable feedback to get my dissertation completed.

TABLE OF CONTENTS

Acknowledgements	ii
Chapter	
1.	
Introduction	1
Background	1
Problem Statement	4
Purpose of Study	5
Research Questions	6
Theoretical Framework	6
Design and Methodology	8
Limitations, Delimitations, and Assumptions	8
Definitions	10
Significance of Study	14
Summary	15
2.	
Review of Literature	16
Theoretical Framework	16
Independent Variables	25
Summary	29
3.	
Research Methodology	30

	Purpose	33
	Research Questions	34
	Design of the Study	38
	Data Collection and Instrumentation	39
	Limitations and Assumptions	45
	Summary	47
4.		
	Description of Sample	49
5.		
	Discussion	66
	Conclusions	71
	Recommendations	73
	Discussion	74
	References	75
	Appendix	
	A.	81
	B.	85
	C.	86
	Vita	87

CHAPTER 1

Over the past 30 years, the role of education administration has changed (Kaplan & Owings, 1999; Spillane & Kenney, 2012). Where principals and assistant principals were once managers of buildings, they have been forced to transition into new roles as educational leaders, including arbiter, disciplinarian, counselor, curriculum leader, staff evaluator and supervisor, and educational researcher (Garawski, 1978). Principals find themselves tasked with observing teachers, communicating with numerous stakeholders within and outside the school, leading department and staff meetings, planning a vision for the future, and being the instructional leaders in the school. This change in roles has pushed many responsibilities onto the assistant principal, as well as asking the assistant principal to handle new responsibilities (Kaplan & Owings, 1999; Smith, 1987; Munoz & Barber, 2011). These new responsibilities have led to ambiguity in the job description of assistant principals (Glanz, 2004).

Background

Hausman, Nebeker and McCreary (2002) noted that 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). However, as more responsibilities are shared with the assistant principal, such as instructional leadership, no previous responsibilities are removed (Kaplan & Owings, 1999), adding more work and stress to assistant principals without added compensation. Assistant principals now are asked to schedule classes, manage textbooks and supplies, coordinate

transportation, handle discipline and attendance issues, maintain records for extra-curricular activities, develop new curriculum, evaluate teachers, supervise custodial and support personnel, deal with school-community relations, monitor facilities, and maintain the safety of students and staff (Munoz & Barber, 2011, p. 132). Harris, Mujis, and Crawford (2003) found that “the expanded responsibilities not only placed additional time pressures on [assistant principals] but also frustrated those traditionally preoccupied with routing maintenance activities” (p. 351).

Much research has been dedicated to the changing role of the principal. However, researchers have largely neglected the assistant principal position. Petrides and Jimes (2013) note that there is “nascent scholarship regarding assistant principal school leadership” (p. 174). Kwan Yu-kwong and Walker claim that research in the principalship has increased, but this “has not been apparent in terms of the vice-principalship” (2010). Firestone and Riehl (2005) concur that there has been a dearth of research in the assistant principal position over the past 20 years.

The assistant principal position is vital to a school, and as more requirements continue to be added to education, the assistant principal is given more and more responsibility. Where assistant principals were once simply “caretakers” and “sophisticated policemen” (Koru, 1993), federal and state requirements have pushed more responsibilities onto the principal, thus forcing more responsibilities onto the assistant principals. However, few studies have

been done to identify what factors lead to assistant principals' workplace satisfaction.

Worker Motivation and Job Satisfaction

Job satisfaction and the impact it has on worker motivation and happiness is the background of this study. Motivation-Hygiene Theory, developed by Frederick Herzberg in the 1960s, is the theory through which this study will be viewed. In the first half of the twentieth century, researchers began investigating worker motivation and job satisfaction. The first studies by Elton Mayo, T.N. Whitehead, Fritz Roethlisberger, L.J. Henderson and George Homans focused on the effect of the physical workspace on worker productivity (Sonnefeld, 1985, p. 112). Although these studies focused on the physical environment, it led to research that connected job satisfaction with productivity and motivation (Judge et al, 2001), which this study will continue to explore.

Principalship

This study will explore the changing role of the principal and the impact it has had on the assistant principalship in Missouri schools. The principal was once the person who managed the school, dealing with the day-to-day operations and record keeping (Judd, 1918; Knudsen, 1939). However, it recently has been forced to change focus with new mandates from the local, state, and federal governments (Ediger, 2014).

As the principal position has changed, so too has the assistant principal position. At the beginning of the twentieth century, most assistant principals were part-time teachers who handled some discipline and administrative

issues (van Eman, 1926). However, the assistant principal is involved in all facets of school leadership from discipline and administrative issues to personnel, curriculum, and public relations (Hausman et al, 2002).

Minnesota Satisfaction Questionnaire

David Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist developed the Minnesota Satisfaction Questionnaire (MSQ) in 1967 for the Work Adjustment Project, “a continuing series of research studies being conducted on the general problem of adjustment to work” (Weiss et al, 1967). The MSQ measures 20 components of job satisfaction and identifies areas that provide job satisfaction and dissatisfaction among employees. The MSQ questionnaire makes it possible to “obtain a more individualized picture of worker satisfaction than was possible using gross or more general measures of satisfaction with the job as a whole” (Weiss et al, 1967). This instrument will be used to collect data to analyze in chapter 4 and used to make recommendations for practice in chapter 5.

Problem Statement

There is a significant lack of research regarding the job satisfaction of assistant principals in the state of Missouri. As No Child Left Behind, Race to the Top, Common Core State Standards, and Top 10 by '20 (www.dese.mo.gov) initiatives have increased the responsibilities of principals, many of their management and leadership duties have fallen to assistant principals. However, this is a change in the role of the assistant principalship, which historically consisted primarily of student discipline and building management (Kaplan &

Owings, 1999; Norton, 2015). Assistant principals who were accustomed to other responsibilities are seeing their job descriptions change. However, few researchers have focused on how these changes have impacted the assistant principals' job satisfaction.

While researchers have established a correlation between job satisfaction and job performance (Judge, Bono, Thorensen, & Patton, 2001), little research in the United States and no research in Missouri is available identifying which factors relate to job satisfaction in assistant principals.

Purpose of the Study

The purpose of this quantitative study is to determine if a predictive model can be created to identify job satisfaction among Missouri secondary assistant principals using the Minnesota Satisfaction Questionnaire (MSQ). A one-shot, non-experimental survey (Creswell, 2009) was created using Google forms and distributed to secondary assistant principals using the MSQ short form questionnaire. The MSQ identifies 20 categories related to job satisfaction and scores the respondent based on his/her answers. The MSQ and summary statistics will be used to identify which factors have the highest impact on assistant principal job satisfaction. Summary statistics will include assistant principal job satisfaction, years in assistant principal position, years teaching, size of building, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities. These ten data points will be analyzed in conjunction with the 20 MSQ categories using the Statistical Packages for the

Social Sciences V22.0 (SPSS). A backward stepwise regression analysis will be utilized in order to predict assistant principal job satisfaction.

Research Questions

Little work has been done to identify what factors influence job satisfaction of assistant principals in the United States or, more specifically, Missouri. This research adds to the relatively small body of work. The following questions were used to guide this study:

1. What are the summary statistics of assistant principals in the state of Missouri for the following variables: job satisfaction, years in position, years teaching, size of building, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities?
2. What factors impact job satisfaction among Missouri assistant principals as measured by the Minnesota Satisfaction Questionnaire?
3. Using a backward stepwise regression analysis, can predictions be made of assistant principal job satisfaction based on summary statistics and other sets of data?

Theoretical Framework

The theoretical framework is the lens through which the study will be viewed. All data will be analyzed using the Motivation-Hygiene Theory and recommendations will be made based on the major tenets of this theory.

Motivation-Hygiene Theory

Developed by Frederick Herzberg, motivation-hygiene theory (or two-factor or dual-factor theory) used Abraham Maslow's *Hierarchy of Needs* (1943)

and applied it to working environments. Herzberg's theory is based on the concept that individuals do not look for their basic needs to be met at work but rather the higher-level needs, such as self-esteem and self-actualization (Herzberg, 1966). Herzberg also argued that satisfaction and dissatisfaction are not contingent upon one another, but rather two separate entities. Thus, having high satisfaction does not necessarily mean there is low dissatisfaction, but rather there can be both factors that cause satisfaction and dissatisfaction at the same time (Herzberg, 1966).

Herzberg's motivation-hygiene theory posits that job satisfaction and dissatisfaction are independent of each other and that two separate factors can bring satisfaction and dissatisfaction to employees: motivation and hygiene factors, respectively (Herzberg, 1966). Hygiene-seeking employees want work to pay them well and stroke their ego; motivation-seeking employees want work that challenges them and gives them a sense of accomplishment (Herzberg, 1966). He argues that motivation-seeking employees are not concerned with lower-level needs at work but rather higher-level needs, and that separate factors increase and decrease job satisfaction. He believes satisfaction and dissatisfaction are independent and an increase in one does not necessitate a decrease in the other.

Using Herzberg's motivation-hygiene theory and the data received from the research questions, the data will identify which factors help improve assistant principal job satisfaction. These results can be used to match job responsibilities of assistant principals to factors that lead to happiness, thus increasing the

likelihood of improving their professional performance. Cooley and Shen (2000) claim that assistant principal job satisfaction has an impact on how well they do their job and their motivation to pursue principal positions.

Design and Methodology

Participants were selected based on membership records from the Missouri Association of Secondary School Principals to take a one-shot, non-experimental survey (Creswell, 2009). The Minnesota Satisfaction Questionnaire (Appendices A and C) and summary statistics were combined into a survey using Google forms. Participants were emailed a letter explaining the research, a consent form, and a link to the survey. Ten days later, a follow-up email was sent once again asking for participation. After three weeks, the survey ended and the data were downloaded into SPSS.

Limitations, Delimitations, and Assumptions

Limitations

The biggest limitation of this study is the number of secondary assistant principals surveyed. There are 554 school districts in the state of Missouri, and many of those districts have multiple high schools. The Missouri Department of Elementary and Secondary Education has records of every principal in the state; however, there is no record of assistant principals in Missouri. Every principal was emailed and asked to forward the survey to their assistant principals. Therefore, there is no way to accurately know how many assistant principals received the survey.

Delimitations

A delimitation of the study was the choice to use the short form of the Minnesota Satisfaction Questionnaire as opposed to the long form. The short form has 20 questions, one for each of the 20 factors. The long form has 100 questions, five for each of the 20 factors. The benefit of the long form is the more times a response is given for each factor, the more accurate the results. However, the short form can be completed in fewer than 10 minutes, while the long form can take 30-40 minutes to complete. Asking assistant principals to complete the long form could reduce the number of people who responded. Therefore, the short form was chosen to increase the number of people who respond to the survey.

Assumptions

One assumption being made in this study is that assistant principals knowingly and willingly accepted the assistant principal position. Generally, assistant principals move from a teaching position into the assistant principalship on their own volition; however, some assistant principals have been forced into these positions due to a myriad of reasons (reassignment, building closure, demotion). An assistant principal feeling like he or she was forced into a position could negatively affect his or her satisfaction.

Another assumption being made is that an increase in job satisfaction of assistant principals will have a positive impact on his/her job performance, thus positively impacting the students and staff within a building. According to Solanki (2013), "job satisfaction and motivation can contribute to the enhancement in the

employee performance” (p. 1). People who are satisfied in their work environment are happier and content, and those people make others around them enjoy their work more as well. Research from Judge, Bono, Thorenson, and Patton (2001) suggests a moderate positive correlation between job satisfaction and job performance, contrary to previously reported information. Therefore, those people who are happy with their work are likely to improve their job satisfaction.

A final assumption being made is that most people strive for satisfaction in their workplace. Abraham Maslow theorized that humans strive for higher-level needs when their basic needs are met (1943). Although work does provide money that can meet basic needs (food, water, shelter, etc.), work can also meet higher-level needs as well (self-esteem, self-actualization). Satisfaction is based on how well these needs are met. The degree to which these needs are important and how well these needs are met is the basis of this study.

Definitions

The following section provides an explanation of key terms and how they will be defined for the purposes of this study.

Job Satisfaction

For the purposes of this study, job satisfaction will be defined as “the psychological disposition of people toward their work” (Schultz, 1982, p. 287). In other words, job satisfaction is how much or how little a person likes his or her job

Years as an Assistant Principal

Years as an assistant principal refers to the amount of time the respondent has spent as an assistant principal at any school.

Years Teaching

Years teaching is the number of years the assistant principal spent as a teacher before becoming an assistant principal.

Size of Building

Size of building refers to the total number of students serviced in the respondent's building. Size of building will be separated into five categories: 1-118, 119-230, 231-558, 559-1274, or 1275+. These categories were determined based on the Missouri State High School Activities Association divisions (2014), which attempt to equal out the number of schools in each category.

Salary

Salary refers to the amount of remuneration the assistant principal receives for his/her job. The five divisions are based on survey data that were collected by the National Association of Secondary School Principals in 2009 (see Table 1).

Table 1

Assistant principal salary ranges

	Mean of Lowest Salaries in Plains Region of US	Mean of Average Salaries in Plains Region of US	Mean of Highest Salaries in Plains Region of US
Middle School	\$76,272	\$80,174	\$84,798
High School	\$76,613	\$82,636	\$89,130

Note. (NASSP, 2009)

Salary ranges will be divided into five categories: Less than \$76,500

(approximate average of mean of lowest salaries), \$76,501-\$81,000

(approximate average of mean of average salaries), \$81,001-\$85,000 (mean of

highest middle school salaries), \$85,001-\$89,000 (mean of highest high school

salaries), and more than \$89,001.

Age

Age refers to the age of the assistant principal.

Gender

Gender refers to whether the assistant principal identifies as male or female.

Education Level

Education level refers to the highest academic degree completed by the assistant principal (Bachelor's, Master's, Specialist, Doctorate).

MSIP5 percent of points earned

MSIP5 percent of points earned is a designation by the state government on how well a school or district is making adequate yearly progress (AYP). Established in the No Child Left Behind Act of 2001 (www.ed.gov), schools can either be labeled “Met” or “Not Met” AYP expectations in numerous categories, including the different tested areas and grade levels (ex. Grade 3 math, Grade 9 communication arts, etc.) and subgroups (ex. Special Education, Free and Reduced Lunch, African American, etc.). A total number of points is earned, which determines the school’s status.

Responsibilities

Responsibilities refers to the specific primary job responsibilities assigned to the assistant principal. Examples of job responsibilities would be to schedule classes, manage textbooks and supplies, coordinate transportation, handle discipline and attendance issues, maintain records for extra-curricular activities, develop new curriculum, evaluate teachers, supervise custodial and support personnel, deal with school-community relations, monitor facilities, and maintain the safety of students and staff (Munoz & Barber, 2011, p. 132).

MSQ

The Minnesota Satisfaction Questionnaire (MSQ) was developed by David J. Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist in 1967 for the Work Adjustment Project at the University of Minnesota. The purpose of the

20-question likert scale survey is to determine what factors lead to worker satisfaction (Weiss et al, 1967). The MSQ was developed for Vocational Psychology Research by the University of Minnesota (<http://vpr.psych.umn.edu/instruments/msg-minnesota-satisfaction-questionnaire>) (Appendix C).

Significance of Study

Satisfaction and dissatisfaction among assistant principals has a significant impact in schools. Because assistant principals deal directly with students, staff, parents, and the community, their satisfaction in their professional life can greatly improve the lives of many others. However, their dissatisfaction can have a significant negative impact on these groups as well. As Solanki (2013) notes, “job satisfaction and motivation can contribute to the enhancement in the employee performance” (p. 1). This study could impact what roles and responsibilities principals give to assistant principals and how much structure/autonomy assistant principals are allowed. Principals need to know what responsibilities lead the most to job-related satisfaction for assistant principals to help increase those areas that improve satisfaction while decreasing those areas that cause dissatisfaction.

This study will also have significance to assistant principals and prospective assistant principals. Knowing what areas are likely to bring satisfaction and dissatisfaction can help assistant principals identify what areas they can concentrate on. Also, prospective administrators can use this study to understand, before accepting a position, what is likely to bring them satisfaction

and dissatisfaction so they can identify which positions are most likely to make them the most happy.

Summary

The assistant principal position has been changing for the past 30 years. A position that at one time was “largely responsible for administering student discipline, supervising substitute teachers, monitoring student activities, and attendance” (Kaplan & Owings, 1999) now is responsible for teacher evaluation, data collecting, and school improvement. However, little research has been done on the assistant principal position, and even less has focused on what factors lead to the assistant principals’ job satisfaction or dissatisfaction. This study will use the Minnesota Satisfaction Questionnaire (MSQ) to identify what areas have the most impact on job satisfaction among Missouri assistant principals.

Seven hundred and seventy seven principals were asked to forward the survey of the summary statistics of assistant principals and the MSQ short form to determine what factors impact assistant principal satisfaction. The data was analyzed using SPSS, and backward stepwise regression analysis tests were run to determine which factors are associated with assistant principal satisfaction.

CHAPTER 2

Review of the Literature

The purpose of this quantitative study is to determine what factors influence assistant principals' job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ). This chapter will summarize relevant literature pertaining to job satisfaction, theories being used to guide this study, the assistant principal position, and the independent variables being studied.

Theoretical Framework

The theoretical framework being used for this study is Frederick Herzberg's Motivation-Hygiene. Herzberg developed Motivation-Hygiene Theory (or two-factor or dual-factor theory) in the mid-1960s to apply the work of Maslow to working environments. Herzberg theory is based on the concept that individuals do not look for their basic needs to be met at work but rather the higher-level needs (self-esteem, self-actualization). He also argued that satisfaction and dissatisfaction are not contingent upon one another, but rather two separate entities. Thus, having high satisfaction does not necessarily mean there is low dissatisfaction, but rather there can be both factors that cause satisfaction and dissatisfaction at the same time.

Worker Motivation and Job Satisfaction

The first comprehensive studies into job satisfaction and the relationship to job performance were the Hawthorne studies conducted between 1924 and 1932 (Muldoon, 2012). These studies, performed by Elton Mayo, T.N. Whitehead, Fritz Roethlisberger, L.J. Henderson, and George Homans, initially

sought to determine effects of illumination on worker productivity and, later, “physical factors causing fatigue and monotony” (Sonnenfeld, 1985, p. 112). However, these studies would also be the basis for research into the “link between workplace attitudes and productivity” (Judge et al, 2001).

In his article “A Theory of Human Motivation” (1943), Abraham Maslow introduced five levels of needs that humans strive to achieve (see figure 1). The most basic level, physiological needs, consists of those needs necessary to survival. Maslow identifies these needs as food, water, and oxygen, and he calls these “the most pre-potent of all needs” (p. 373). A person struggling to meet these needs will only be motivated to fulfill these basic needs because “no other interests exist but food” (p. 374). Maslow next identifies the safety needs (the desire to feel secure) and social and belonging needs (the desire to be accepted).

The fourth level of needs is the esteem needs, which consist of the desire to have a “high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others” (p. 381). The fifth level, which is rarely realized and can only be fulfilled by content individuals who have had the previous four levels fulfilled, is self-actualization. This level is reserved for people who “become everything that one is capable of becoming” (p. 382).

At work, all five levels defined by Maslow can be met; however, levels three, four and five are the most prominent (Rossiter, 2009). Level three, the need for love and belonging, is an important factor in the workplace, as “camaraderie...develops among coworkers” (Rossiter, p. 60). Level four and

level five (self-esteem and self-actualization, respectively) are met through recognition from others and fulfilling responsibilities (Rossiter, 2009). Maslow's Hierarchy of Needs explained how humans are motivated and what can be used to motivate employees in the workplace.

Figure 1.

Maslow's Pyramid of Hierarchy of Needs

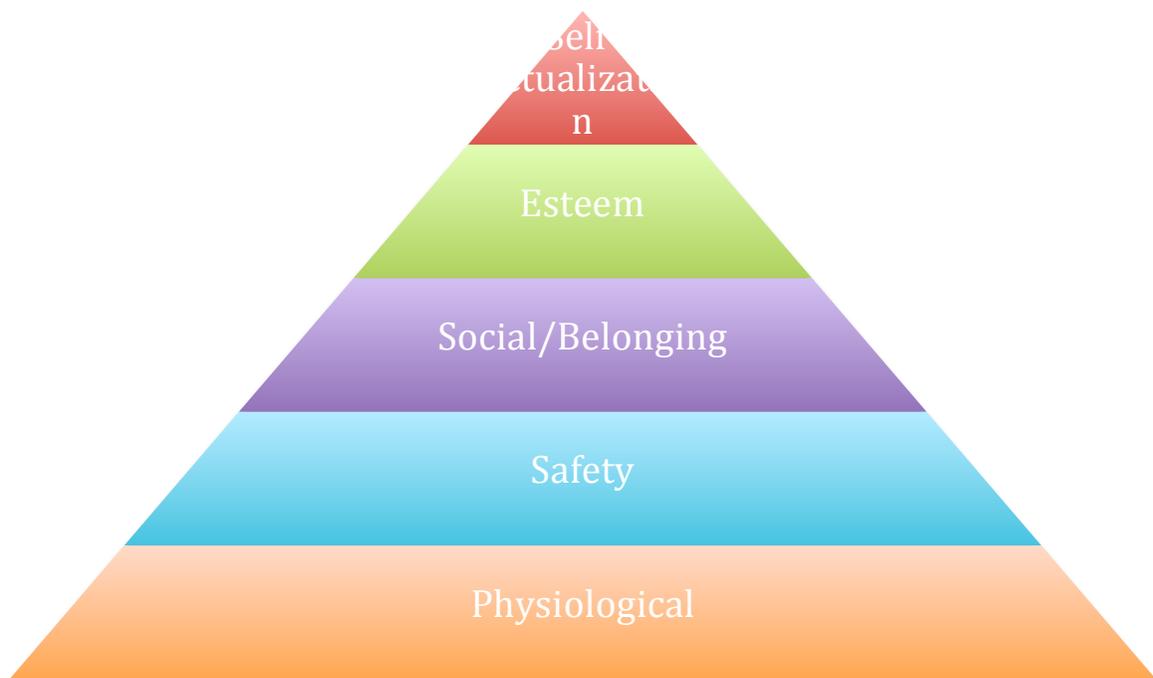


Figure 1. Five levels of human needs from Abraham Maslow's "A Theory of Human Motivation" (1943).

In the 1960's, two other important studies focused on motivation and job satisfaction. The first, a 1964 study by Victor Vroom, attempted to analyze what motivated workers. Vroom's Expectancy Theory (1964) determined that a worker's effort in multiple facets of his or her job affected the task performance, which led to job-specific outcomes (see Figure 2).

For example, a worker who works hard (effort) to increase his or her negotiation skills (task performance) might receive a raise (outcome). Conversely, a worker who does not try (effort) to make it to work on time (task performance) might be demoted or fired (outcome). Vroom determined that these factors work together to improve worker motivation and job performance (1964).

Figure 2.

Flow of Vroom's Expectancy Theory



Figure 2. Flow of Vroom's Expectancy Theory (1964) from worker effort to worker outcome.

Dawis, England, and Lofquist developed the Theory of Work Adjustment (TWA) in 1964 as they researched the worker and the workplace at the University of Minnesota. They state that there is a relationship between the worker and the workplace, and there are specific needs each must provide in order for satisfaction and, eventually, tenure, to occur. This relationship (called correspondence) is the basis for the Minnesota Satisfaction Questionnaire and the primary instrument used in this study. The TWA holds 7 principles to be true:

- A. Work is conceptualized as an interaction between an individual and a work environment.
- B. The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks.
- C. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.
- D. The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.
- E. Work adjustment is the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individual with the work environment and by the satisfaction of the work environment with the individual, by the individual's satisfaction.
- F. Satisfaction and satisfactoriness results in tenure, the principal indicator of work adjustment.
- G. Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions. (Dawis, England & Lofquist, 1964)

Assistant principal job satisfaction. The assistant principal position and job satisfaction has not garnered much attention or research. As Kwan (2011) states, “Research into the intricacies of the [vice-principalship] has lagged far behind in-depth studies into the principalship itself” (p. 350). However, there has been some research that discusses assistant principal job satisfaction.

Most studies of assistant principals have found them not to be satisfied with many aspects of their jobs. Oleszewski *et al* (2012) found that “an overwhelming amount of tasks related to discipline and student management can have negative effects on assistant principals’ effectiveness and job satisfaction” (p. 277). Nickerson and Rissmann-Joyce (1991) found that a lack of role definition of assistant principals led to feelings of frustration, while a study by Harvey (1994) found that the majority of assistant principals had negative feelings toward their work. Oleszewski *et al* (2012) determined that “the lack of a specific job description leads to feelings of frustration and decreased job performance” (274). This lack of a job description is a common cause of frustration among assistant principals.

Another source of frustration of assistant principals is a lack of preparation for the principal position. A study by Ribbins (1997) found that assistant principals “considered their experience as a vice-principal disappointing and frustrating because they did not feel supported or prepared for principalship by their principals” (350). Oleszewski *et al* (2012) determined that the “assistant principalship often does not prepare someone to assume the principalship” (p. 265), leading to frustration and job dissatisfaction.

Principalship and Assistant Principalship

Principalship. Secondary school leadership is vastly different today than it was at the beginning of the twentieth century. In the early 1900s, the principalship was primarily focused on managing the daily operations of the school (Judd, 1918; Knudsen, 1939; Colebank, 1949). According to a study by Judd (1918) in the early 1900s, the principal must be responsible for the “coordination of the activities of the school; he must see that the teachers are working together as a unit; he must bring pupils and the community into harmony with the general plans of the school” (642). Davis notes that principals “are too frequently servile subjects engaged in trivial, picayunish, inconsequential matters of varied kinds and form” (338). Too often, these were the job duties of the principal of the early twentieth century.

Over the next three decades, the role of the principal did not change dramatically. Knudsen (1939) noted that “the public demands little of a high-school principal” (56) in terms of curriculum leadership. He even notes that “the high-school principal as a rule has not reached the status that rightfully should be his as a supervisory officer” (55). Ten years later, Colebank (1949) made the case that the principalship had changed from the early twentieth century; however, most of the job duties were still managerial or clerical in nature. Although the mid-century principal was beginning to work with teachers to improve classroom instruction, the principal was oftentimes also teaching courses, meeting with new students and enrolling them in classes, and doing numerous other managerial jobs (Colebank, 1949). Recent literature shows that

the role of the secondary school principal has changed significantly in recent years (Ediger, 2014). As Ediger notes, the principal “was formerly thought of as a manager and management of the local school” (p. 265). However, “bureaucracy and politics have become substantial barriers to the work of the school” (Goodwin, Cunningham, & Childress, 2003, p. 29). Boyer (1983) notes that, “in the early days, the principal possessed almost total autonomy” (p. 224). However, Goodwin, Cunningham and Childress (2003) mention “a loss of autonomy brought about by legislative and bureaucratic mandates” (p. 31). These changes have increased the workload and stress of secondary school principals (Ediger, 2014; Goodwin, Cunningham, & Childress, 2003).

Assistant Principalship. The job of the assistant principal has changed over the past 200 years. By as early as 1839, head assistant was becoming a job to manage the building when the principal was teaching classes or dealing with other administrative tasks (Norton, 2015). Toward the end of the 19th century, head assistants were transitioning from being lead teachers who also had administrative duties to full-time positions without classroom responsibilities (Norton, 2015).

In the early part of the twentieth century, the job of the assistant principal was primarily concerned with supervision of records and activities (van Eman, 1926). In a study by Charles van Eman (1926), only 25 percent of assistant principals dealt with supervision of teaching and faculty and working with curriculum. In fact, assistant principals spent more time teaching courses than supervising teachers (van Eman, 1926).

Fifty years later, the job description of the assistant principal had not

changed much. According to Austin (1972), “the two most common functions of the assistant principal clearly deal with discipline and with attendance, both routine and extraordinary” (p. 70). He further notes that the role of the assistant principal is “one which is more oriented to crisis than to security and stability” (p. 70). The assistant principal spends too much time on details and deskwork that others less qualified could do instead (Austin, 1972). The role of the assistant principal was essential the same as it had been at the beginning of the century.

Two decades after Austin’s work, the role of the assistant principal was beginning to change. Calabrese (1991) noted that some assistant principals were beginning to be responsible for curriculum, staff development, and instructional leadership. However, as Glanz (1994) noted, assistant principals “remain[ed] burdened by routine administrative tasks, custodial duties, and discipline matters” (p. 283). Glanz (1994) reported that over 90 percent of assistant principals indicated that their “chief duties included handling disruptive students, dealing with parental complaints, supervising lunch duty, scheduling coverages, and completing surveys, forms, book orders, and other kinds of administrative paper work” (p. 284). Many of these responsibilities are similar to the ones identified in the 1920s and 1970s.

More recent job descriptions of assistant principals begin to add new roles and responsibilities. Olesqewski, Shoho and Barnett (2012) add “student manager, instructional leader, and personnel manager” (p. 273) to the list of duties of assistant principals. Kwan (2009) identifies external communication and connection, quality assurance and accountability, teaching, learning and curriculum, staff management, resource management, leader and teacher growth and development, and strategic direction and policy as roles that assistant

principals have had to undertake. Hausman et al (2002) identified student management, instructional leadership, personnel management, interactions with the education hierarchy, professional development, resource management, and public relations. Most recently, Norton (2015) adds that assistant principals much have competencies in “human resources administration, pupil personnel administration, and programs such as special education, student advocacy, competency-based administration, and school law” (p. ix). All of these responsibilities add to the numerous other responsibilities already listed.

Independent Variables

The ten independent variables will be researched separately to explain their importance and relationship to job satisfaction and the assistant principal position.

Job Satisfaction

Job satisfaction is “the psychological disposition of people toward their work” (Schultz, 1982, p. 287). The Hawthorne Studies (1932); Vroom (1964); Dawis, England and Lofquist (1964); and Herzberg (1966) have all researched the relationship between job satisfaction and motivation. All four studies have found that as job satisfaction is increased, so too is worker motivation.

Years in Assistant Principal Position

The years a person spends as an assistant principal can lead to job satisfaction or dissatisfaction. Sutter (1994) studied assistant principal job satisfaction in Ohio and found no relationship between years of experience and job satisfaction.

Years as a Teacher

The years assistant principals spent teaching before becoming an assistant principal could affect their satisfaction. Blanchard (1990) found that “assistant principals with more years of teaching experience reported lower levels of emotional exhaustion, leading to more job satisfaction” (p. 34)

Size of Building

The size of building an assistant principal works in can have an impact on job satisfaction. Armstrong (2001) found that administrators in schools below 1026 students were more satisfied with their job than administrators of schools above 1026 students. However, Barry (2002) found administrators in larger schools in Michigan to have more job satisfaction than their smaller school counterparts. Stemple (2004) found no correlation between school size and administrator job satisfaction.

Salary

Salary helps meet the basic needs of an individual, but research suggests that salary can be a source of dissatisfaction. Stemple (2004) surveyed job satisfaction among Virginia principals and found compensation to be factor that most lead to dissatisfaction. Yerkes and Guaglianone (1998) determined that principals believed that their compensation did not adequately compensate for the long hours and stress of the position.

Age

The age of employees seems to have an effect on the satisfaction of employees. Herzberg et al. (1957) identified age as an important factor of job

satisfaction. Younger and older employees showed higher satisfaction than those in between. This could be explained as employees new to work and those who have reached the top of their profession are most satisfied, while those who are working their way up in a profession are least satisfied (Marshall, 1992).

Stemple (2004) found no difference in satisfaction among age groups.

Gender

There is much research about job satisfaction between male and female employees. Sutter (1996) found that “female assistant principals reported higher levels of career satisfaction than their male counterparts” (p. 109). However, Stemple (2004) found no significant evidence to support a difference between job satisfaction between males and females. Oplatka and Tamir (2009) found a similar level of job satisfaction among male and female assistant principals in Hong Kong. The differences in these results make this an important variable to study.

Education Level

The education level of assistant principals tends to separate younger, newer assistant principals from veteran assistant principals. Numerous studies have focused on years of experience or education level and satisfaction. Sutter (1996) found that “job satisfaction of the vice-principal respondents was affected by their age and academic qualifications” (p. 357).

MSIP 5 Percent of Points Earned

The No Child Left Behind Act of 2001 was implemented with the purpose of ensuring “all children have a fair, equal, and significant opportunity to obtain a

high-quality education and reach, at a minimum, a proficiency on challenging State academic achievement standards”

(<http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1001>). As part of this legislation, districts were expected to make Adequate Yearly Progress (AYP), a measure of how well the district is performing in various categories

(http://dese.mo.gov/sites/default/files/NCLB_Desktop_Reference_092002.pdf).

After Missouri School Improvement Program, Cycle 5, began in 2012, AYP was replaced by an Annual Performance Report (APR), which determined whether districts met or did not meet required levels of performance on 14 quality indicators (http://dese.mo.gov/sites/default/files/MSIP5-CSIP_Guidance.pdf). A district’s success on these quality indicators determines accreditation status, from Accredited to State Oversight. Schools earn points on numerous benchmarks and their overall score is based on the percent of points earned.

Responsibilities

The responsibilities of assistant principals can have a significant impact on their satisfaction. Harris, Mujis, and Crawford (2003) found that assistant principals used to routine maintenance tasks were overwhelmed and frustrated by shared leadership responsibilities. However, Kaplan and Owings (1999) found that increased instructional responsibilities improved assistant principal job satisfaction and led to professional enrichment. Oplatka and Tamir found that “the opportunities to play a central role in school management through active participation in its strategic decision making processes instead of passive execution of delegated tasks can be a good source of job satisfaction to vice-

principals” (p. 358). Therefore, the responsibilities of the assistant principal can have a positive or negative impact on job satisfaction.

Summary

The chapter two review of literature began by reviewing job satisfaction and worker motivation. The chapter began by identifying and describing the major studies and theories related to job satisfaction and worker motivation (Muldoon, 2012; Maslow, 1943; Vroom, 1964; Dawis et al, 1964; Herzberg, 1966).

The next section focused on the history of the assistant principal position over the past 100 years and the changing roles associated with the position. The final section of the review of literature identified the nine variables (years as assistant principal, years as a teacher, size of building, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities) that will be used in the study and associated research for each.

CHAPTER 3

Research Methodology

For years, the role of the educational administrator has been changing (Kaplan & Owings, 1999; Spillane & Kenney, 2012; Norton, 2015). A job that once required skills comparable to upper management in the business world has changed to a position that requires the principal to be a manager, leader, visionary, change agent, financier, and instructional coach (Garawski, 1978; Munoz & Barber, 2011). Norton (2015) notes that responsibilities have increased due to “internal and external increases in job requirements, demands for program performance accountability, ongoing changes of mandates to meet curriculum/achievement standards, the diversification of the student population and the community populations that must be served” (p. 2). Because of these new expectations, along with myriad other requirements from national and state initiatives such as No Child Left Behind, Race to the Top, Common Core State Standards, and Top 10 by '20 (Sanzo, 2011; Munoz & Barber, 2011), principals are no longer able to handle all the responsibilities of running a school alone and must share many responsibilities (Kaplan & Owings, 1999). Now, many of these responsibilities are being added to the role of the assistant principal (Hausman, Nebeker, & McCreary, 2001).

Assistant Principalship Background

The assistant principal position was once an entry-level educational administration position that was a pipeline to the principalship (Munoz & Barber, 2011; Nickerson & Rissmann-Joyce, 1991). The position dealt mostly with

student discipline and attendance; supervision of hallways, cafeteria, and extra curricular activities; and other responsibilities passed down by the principal, usually because they were less desirable jobs (Kwan, 2011; Munoz & Barber, 2011; Scoggins & Bishop, 1993). Assistant principals used this position as a stepping-stone to the principalship (Nickerson & Rissmann-Joyce, 1991). The responsibilities of the teacher-turned-assistant principal made the transition between the classroom and the assistant principal position easier; most assistant principals were quality teachers who were able to handle these responsibilities within their classrooms well (Nickerson & Rissmann-Joyce, 1991), so the transition was a simple one.

Assistant Principalship

While the assistant principal position is still an entry-level educational administration position to some, the responsibilities have changed dramatically, and “today’s assistant principal must be versed in all aspects of school management, ranging from financial accounting, school law, and educational and psychological measurement, to staff supervision and evaluation, and effective communication with students, parents, and the general public” (Panyanko & Rorie, 1987; Norton, 2015). Most teachers do not have all the experiences needed for the assistant principalship prior to accepting the position (teacher observations, instructional leadership) because they are unprepared for “the duties, pressures, and challenges of their school principals and perhaps...had unrealistic perceptions concerning the nature of the principalship” (Walker et al., 2003, p. 202). A study by Harvey (1994) of 400 assistant principals in Australia

found that many were dissatisfied with this increase in varied responsibilities, perceiving themselves as “jack[s] of all trades and master[s] of none” (p. 18). Assistant principals are being given more work due to the demands on principals, and they are less prepared for that work.

However, the increased responsibilities also allow assistant principals to find areas for which they might have a passion and increase their job satisfaction (Kaplan & Owings, 1999). Teachers who wanted to make a difference instructionally in a school previously had to wait until they became principals; now, they can have those same opportunities earlier as an assistant principal (Rebore, 2001; Kaplan & Owings, 1999). Knowing what areas are most likely to bring satisfaction to the assistant principal is important to knowing how to structure responsibilities and keep the assistant principals happy in their job. Sutter notes, “Restructuring or changing the assistant principal’s responsibilities to take advantage of special talents and skills may improve his or her perceptions about ability utilization as well as benefitting the school” (1996, p. 110).

Assistant Principal Research

Currently, there is a lack of research pertaining to factors that affect assistant principal job satisfaction in the United States (Kwan, 2011; Panyanko & Rorie, 1987). Most research that has been done has been conducted in European and Asian countries (Kwan, 2011; Celikten, 2000; Oleszewski, Shoho, & Barnett, 2012). And no research on this subject has been done in the state of Missouri. This study was designed to identify which factors, from summary statistics to factors identified on the Minnesota Satisfaction Questionnaire (MSQ),

have the most significant impact on secondary assistant principal job satisfaction in the state of Missouri and if predictions of assistant principal job satisfaction can be made based on these data.

First, I will identify the purpose of the study and the research questions. These three research questions will guide my study and provide the basis for the research. Next, I will outline the design of the study. This section will include an explanation of the population being used and how the sample from that population was selected.

I will next identify the procedures of collecting the data for analysis and the instrument being used in the study. I will briefly describe how human subjects were protected in the study and the IRB process of informed consent. I will then discuss how the data are being analyzed and the reliability and validity of the data and the instrument. The final sections of this chapter will address the limitations and assumptions of this study and will conclude with a summary.

Purpose

The purpose of this quantitative study is to determine what factors influence secondary assistant principals' job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ). The MSQ, developed in 1967 by David J. Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist, identifies 20 categories related to job satisfaction and identifies the satisfaction and dissatisfaction of the respondent based on his/her answers. The MSQ and summary statistics will be used to identify which factors have the highest impact on secondary assistant principal job satisfaction. Summary statistics will include

job satisfaction, years in a secondary assistant principal position, years teaching, size of student population, years working for current principal, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities. These ten data will be analyzed in conjunction with the 20 MSQ categories using the Statistical Packages for the Social Sciences V22.0 (SPSS). A correlation analysis and a backward stepwise regression analysis will be conducted to determine the relationship among the variables as well as whether a prediction of job satisfaction can be made based on demographic and other data.

Research Questions

The following questions were used to guide this study:

1. What are the summary statistics of secondary assistant principals in the state of Missouri for the following factors: job satisfaction, years in position, years teaching, size of student population, years working for current principal, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities (see Table 2)?

Table 2

Variables, data types, analysis and visualization for research question 1.

Research Question	Independent Variable	Dependent Variable	Data Type	Statistical Analysis	Data Visualization Strategy
1. What are the summary statistics of secondary assistant principals for the state of Missouri for the following factors: job satisfaction, years in position, years teaching, size of student population, years working for current principal, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities?	Job satisfaction Years in position Years teaching Size of student population Years working for current principal Salary Age Gender Education level MSIP5 % Responsibilities		Categorical Binary Categorical Interval Continuous Discrete	Descriptive Statistics	Distribution table, Bar Graph, Histogram

2. What factors most impact job satisfaction among Missouri secondary assistant principals as measured by the MSQ (see Table 3)?

Table 3

Variables, data types, analysis and visualization for research question 2.

<p>2. What factors most impact job satisfaction among Missouri secondary assistant principals as measured by the MSQ?</p>	<p>Ability utilization Achievement Activity Advancement Authority Company Compensation Co-workers Creativity Independence Moral values Recognition Responsibility Security Social service Social status Supervision (HR) Supervision (Technical) Variety Working Conditions</p>	<p>Job Satisfaction</p>	<p>Continuous Interval</p>	<p>Pearson correlation coefficient</p>	<p>Distribution Table, Bar Graph, Histogram</p>
---	---	-------------------------	----------------------------	--	---

3. Using a backward stepwise regression analysis, can predictions be made of secondary assistant principal job satisfaction based on the independent variables in Table 4.

Table 4

Variables, data types, analysis and visualization for research question 3.

<p>3. Using a backward stepwise regression analysis, can predictions be made of secondary assistant principal job satisfaction based on demographic and other sets of data?</p>	<p>Job satisfaction Years in position Years teaching Size of student population Years working for current principal Salary Age Gender Education level MSIP5 % Responsibilities Ability utilization Achievement Activity Advancement Authority Company Compensation Co-workers Creativity Independence Moral values Recognition Responsibility Security Social service Social status Supervision (HR) Supervision (Technical) Variety Working Conditions</p>	<p>Job satisfaction</p>	<p>Continuous Interval</p>	<p>Backward Stepwise regression analysis</p>	<p>Regression Table</p>
---	---	-------------------------	----------------------------	--	-------------------------

Design of the Study

Population and Sample

The population of this study is secondary assistant principals in the state of Missouri. As of the 2016-2017 school year, the state of Missouri had 561 school districts. However, the number of secondary assistant principals in the state is difficult to accurately identify. Many school districts in the state have only one principal and no assistants, while other districts have multiple schools with numerous assistant principals. This makes identifying total number of assistants challenging. Therefore, an email was sent to every secondary principal in the state of Missouri listed on the Department of Elementary and Secondary Education's website (n=851) asking for their help in forwarding it to their assistant principals (Appendix B). Seventy-four emails were returned undeliverable; therefore, the total number of emails delivered to secondary principals was 777. From there, 122 responses from secondary assistant principals were received.

In order to determine how many respondents were necessary to ensure the survey was getting a representative sample of secondary assistant principals, a sample size calculator was used. The website www.surveysystem.com/sscalc.htm was used to determine the minimum number of respondents necessary. The formula $ss = [z^2 * p * (1-p)]/c^2$ was used to compute sample size, where ss is the sample size; z is confidence level (for a 95% confidence level, 1.96 was used); p is the percentage picking a choice, expressed as a decimal; and c is the confidence interval, expressed as a decimal (Creative Research Systems, 2014). For a population of 777 with a confidence

level of 95% and a confidence interval of 10, the minimum sample size needed is 85.

Data Collection and Instrumentation

Data Collection Procedures

Data were collected from a survey will be sent out to secondary assistant principals across the state. The purpose of the survey will be to identify the beliefs and demographics of a representative sample of the secondary assistant principal population in the state of Missouri so as to make inferences about the entire secondary assistant principal population. A survey was selected to collect the data because of the ability to collect demographic and perceptual data as well as the speed of turnaround from distribution to collection. The self-administered questionnaire was cross-sectional, with the data collected at one point in time (February, 2017) (Creswell, 2009).

Instrumentation

The Minnesota Satisfaction Questionnaire, Short Form (MSQ) was developed by David J. Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist in 1967 for the Work Adjustment Project at the University of Minnesota. The Work Adjustment Project, which began in 1957, tested the Theory of Work Adjustment within the vocational setting with rehabilitation clients (Weiss et al, 1967). The purpose of the MSQ was to determine what factors led to worker satisfaction. The MSQ allows researchers to individualize results of worker satisfaction; instead of only receiving a general score of satisfaction, the MSQ

allows researchers to identify which activities of the job a worker finds most desirable and which activities the worker finds least desirable (Weiss et al, 1967).

The MSQ measures 20 factors of workplace satisfaction, including ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision – human relations, supervision – technical, variety, and working conditions (Weiss et al, 1967). These 20 factors are measured in a 20-question, five-point Likert scale survey, with one question in the survey corresponding to each of the 20 factors. After the participant takes the survey, scores can be computed for each of the 20 factors, as well as a general satisfaction score. These scores can identify areas that provide the most satisfaction, as well as areas where there is a lack of satisfaction.

The 20 categories of the MSQ can be broken down and viewed through Maslow's Hierarchy of Needs (see figure 2). Maslow's first needs, the physiological needs, are not met by work. These are the most basic needs of food, water, air, and shelter (Maslow, 1943). The MSQ does not measure these needs in the workplace, as the expectation is that these needs are met before a person can focus on work.

The second set of needs, the safety needs, is measured in the MSQ. The safety needs are not only concerned with physical safety but also the desire for "a safe, orderly, predictable, organized world" (Maslow, 1943, p. 378). The MSQ measures a worker's feelings in three safety areas: compensation, security, and

working conditions. Compensation is the amount a worker is paid for his or her job. Security refers to both physical security and job security (likelihood of not being fired). Working conditions refer to how dangerous the environment is in which the employee works.

Maslow's third tier in the hierarchy is the need for love, and the MSQ once again has numerous measures for this tier. Maslow describes this tier as the need for love and affection and belonging to a group (pp. 380-381). The MSQ measures these needs by looking at the company for which the employee works, the co-workers with whom the employee works, and the supervisor(s) for whom the employee works. The company, co-workers, and supervisors all can make an employee feel a sense of belonging or alienation.

Maslow's fourth tier is the need for self-esteem. He states that most individuals strive for "a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others" (p. 381). This is the need to feel important and be valued. The MSQ measures achievement, advancement, recognition, and social status as areas that affect self-esteem. Achievement refers to what an employee is able to accomplish in his or her work, advancement is the ability to be identified and promoted, recognition is the chances that an employee will be identified as doing well at his or her job, and social status is the degree to which the employee's job is valued in the community. A high sense of achievement, advancement, recognition, and social status can improve the self-esteem of an employee.

The final tier in Maslow's hierarchy is self-actualization. Self-actualization is the need for a person "to become actualized in what he is potentially" (p. 382). The MSQ focuses most heavily on this tier. The MSQ contains nine categories that refer to a job's ability to help a workers self-actualization: ability utilization, activity, authority, creativity, independence, moral values, responsibility, social service, and variety. Each of these nine categories will have more or less importance depending on the worker. Maslow says "the specific form that these needs will take will of course vary greatly from person to person" (p. 383).

Figure 3.

Maslow's Pyramid of Hierarchy of Needs

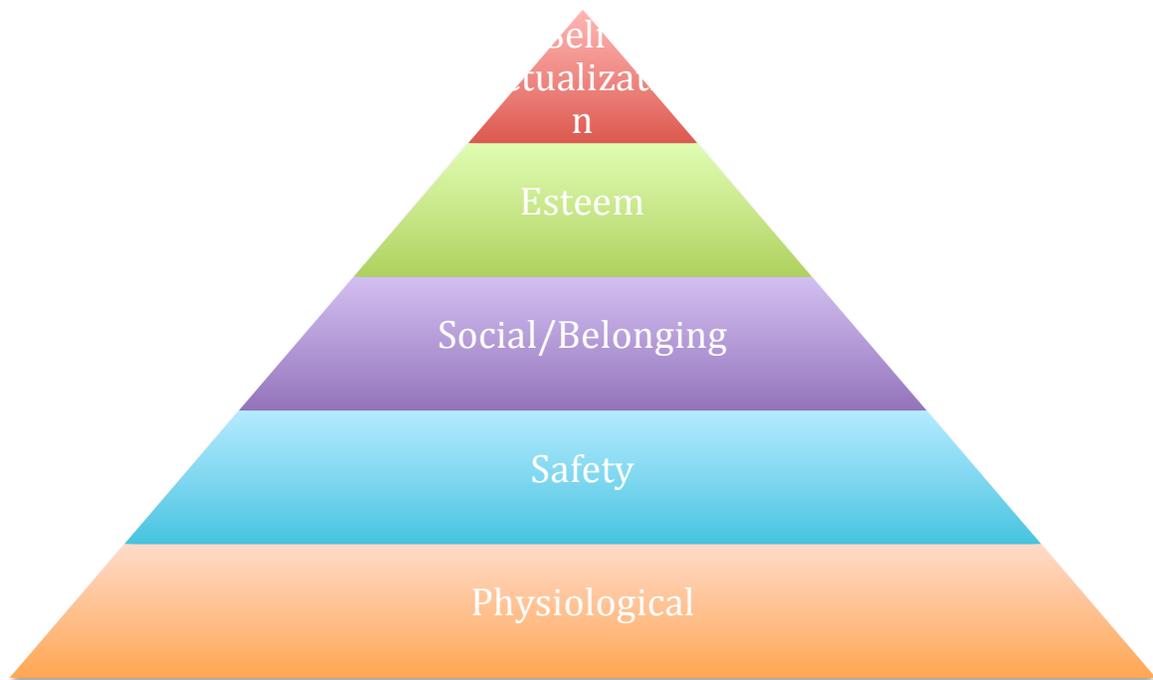


Figure 1. Five levels of human needs from Abraham Maslow's "A Theory of Human Motivation" (1943).

Ability utilization is the degree to which a person is able to use his or her abilities to the highest extent possible in the current job. Activity is how much the activities of the job match a person's desires. Authority refers to the ability of a worker to have control over his or her work. Creativity is the extent to which a job is specific in nature or allows an employee to add his or her own creativity. Independence and variety refer to how much an employee is allowed to work on his or her own and decide what will be the focus of their job from day to day. The moral values refer to what extent the company and their job match up with their own beliefs of right and wrong. Responsibility is the degree to which a person must take ownership of their work and their performance. And social service is how much a person's job makes a difference in the world around them. These nine categories are designed to determine to what extent a job helps meet an employee's need for self-actualization.

Human Subjects Protection

Before the study, an application was filed with the Campus Institutional Review Board seeking clearance to survey secondary assistant principals. Because this survey focuses on personal feelings of secondary assistant principals and no data or information was collected regarding specific school districts, there was no need to contact school officials from each district to get permission. Once that clearance was given, an email was sent to all participants asking for their assistance in this study (Appendix B). In that letter, respondents were told that participation was completely voluntary and there would be no consequences for failing to participate. A link to the survey was attached.

The survey was given using Google forms, and user information was not available to the researcher. This protected the anonymity of the respondents; there was no way to identify who did and did not participate, nor was it possible to identify what answers were chosen by respondents.

Data Analysis

For the first research question (What are the summary statistics of secondary assistant principals in the state of Missouri for the following factors: job satisfaction, years in position, years teaching, size of student population, years working for current principal, salary, age, gender, education level, MSIP5 percent of points earned”, and responsibilities?), a data table was created to determine the number of respondents and number and percentages for each variable. Correlations were run for each variable; however, Field (2009) notes that correlations do not show causality, only that there is a significant positive correlation ($p < .05$).

For the second research question (What factors impact job satisfaction among Missouri secondary assistant principals as measured by the MSQ?), a data table was created to determine the total number of respondents and number and percentage of respondents for each criterion variable (job satisfaction).

For the final research question (Using a backward stepwise regression analysis, can a predictive model be made of assistant principal job satisfaction based on demographic and other sets of data), a backward stepwise regression analysis was conducted. Field (2009) explains that a regression analysis is appropriate “to predict values of the dependent variables (DV) from one or more

independent variables (IV)” (p. 198), and the stepwise is appropriate as there is no previous research to base a hypothesis and the model is used to explain the data (Agresti & Finlay, 1986; Menard, 1995). Field (2009) also notes that the stepwise regression is appropriately used “for exploratory model building” (p. 213), which is the focus of this study. The backward stepwise regression is preferable to a forward stepwise regression because of “suppressor effects, which occur when a predictor has a significant effect but only when another variable is held constant” (Field, 2009, p. 213). This will help prevent Type II errors, which occur “when we believe that there is no effect in the population when, in reality, there is (Field, 2009, p. 56).

Reliability and Validity

According to Weiss, Dawis, England, and Lofquist (1967), the Minnesota Satisfaction Questionnaire is both reliable and valid to determine worker satisfaction. Based on their research, “the MSQ scales have adequate internal consistency reliabilities” (p. 14).

Limitations and Assumptions

Limitations

The first limitation to the study is the size. The study would be strengthened if every secondary assistant principal in the state of Missouri was surveyed and if every secondary assistant principal completed the survey. However, there is no way to identify all assistant principals in the state of Missouri. Therefore, all principals were emailed and asked to forward the survey to their assistants.

The second limitation to the study is the use of the short version of the Minnesota Satisfaction Questionnaire. The full scale of MSQ has 100 questions, with five questions in each of the 20 categories. Using the full scale would have given more a more accurate understanding of the factors associated with secondary assistant principal satisfaction and dissatisfaction. However, the long form could take more than 20 minutes to complete (Dawis, England, & Lofquist, 1967). Because of the time required to take the long form and the assumption that most secondary assistant principals do not have that much extra time to take a survey, the short form was used to improve the response rate from secondary assistant principals.

A final limitation to the study is also with the Minnesota Satisfaction Questionnaire. This questionnaire only identifies 20 factors associated with workplace satisfaction. While these 20 factors have been determined to be important in determining worker satisfaction, they are not the only factors that could have an impact on secondary assistant principal job satisfaction. Other factors not identified by the survey could influence worker satisfaction, especially job-specific factors (ability to mentor students, opportunity to be an instructional leader, etc).

Assumptions

One assumption being made in this study is that secondary assistant principals knowingly and willingly accepted the assistant principal position. Generally, assistant principals move from a teaching position into the assistant principalship on their own volition; however, some assistant principals have been

forced into these positions due to a myriad of reasons (reassignment, building closure, demotion, etc.). Obviously, an assistant principal feeling like he or she was forced into a position could negatively affect his or her satisfaction.

Another assumption being made is that an increase in job satisfaction of secondary assistant principals will have a positive impact on his/her job performance, thus positively impacting the students and staff within a building. Garawski (1978) notes that the satisfaction of the assistant principal can enhance his or her potency. People who are satisfied in their work environment are happier and content, and those people make others around them enjoy their work more as well. Recent research suggests a moderate positive correlation between job satisfaction and job performance, contrary to previously reported information (see Judge, Bono, Thorensen, & Patton, 2001). Therefore, those people who are happy with their work are likely to improve their job satisfaction.

A final assumption being made is that most people strive for satisfaction in their workplace. Abraham Maslow theorized that humans strive for higher-level needs when their basic needs are met (1943). Although work does provide money that can meet basic needs (food, water, shelter, etc.), work can also meet higher-level needs as well (self-esteem, self-actualization). Satisfaction is based on how well these needs are met. The degree to which these needs are important and how well these needs are met is the basis of this study.

Summary

The purpose of this study is to identify summary statistics of Missouri secondary assistant principals, to determine which factors have the highest

impact on job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ), and to determine whether predictions of assistant principal job satisfaction can be made based on demographic and survey data. This section first identified the purpose of the study and the research questions that guide the study.

The second section of this chapter outlined the ways data were collected and analyzed. The MSQ and demographic information was given to 906 secondary assistant principals in the state of Missouri, and their responses were reported using summary tables and backward stepwise regression analysis. The final section of this paper identified assumptions and limitations to the study.

CHAPTER 4

The purpose of this chapter is to report the data received from the survey and to provide an analysis of job satisfaction among Missouri secondary school assistant principals. The first section of this chapter will define and describe the sample population. The second section of this chapter will provide an analysis of the data organized by survey question. The purpose of this study is to develop a predictive model to determine job satisfaction among Missouri secondary assistant principals using the Minnesota Satisfaction Questionnaire (MSQ).

The first section of this chapter will define and describe the sample population. This section will answer the first research question (What are the summary statistics of secondary assistant principals in the state of Missouri for the following factors: job satisfaction, years in position, years teaching, size of student population, years working for current principal, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities?). This data will be presented as a frequency distribution of each variable.

The second section of this chapter will be a backward stepwise regression analysis of the variables to answer research questions two (What factors impact job satisfaction among Missouri assistant principals as measured by the Minnesota Satisfaction Questionnaire?) and three (Using a backward stepwise regression analysis, can predictions be made of assistant principal job satisfaction based on summary statistics and other sets of data?). The data will be analyzed to determine to what extent predictive variables (age, sex, salary, etc.) impact the criterion variable (job satisfaction). The Statistical Package for

the Social Sciences (SPSS) was used to run all regressions and determine the strongest relationships among variables.

Description of Sample

For this study, 777 principals in the state of Missouri were sent an email and asked to forward that email to any assistant principals, vice principals, and dean of students at their school (Appendix B). That email had a link to a Google form with the survey of demographic data and the 20 questions of the Minnesota Satisfaction Questionnaire, short form. One hundred and twenty two assistant principals responded to the survey. Using the 777 principals as the sample size and 122 as the response rate, the survey was completed by 15.7% of recipients.

Research Question One

Tables 1-11 show the results of demographic data from secondary assistant principals in Missouri. In total, 122 assistant principals responded as either satisfied or not satisfied in their current position. The majority of assistant principals (n=104) identified as satisfied in their current position (85.2% of respondents). Only 18 assistant principals identified as not satisfied in their current position (14.8% of respondents).

Table 1

Assistant principal job satisfaction (n=122)

Satisfied	n	%
Yes	104	85.2
No	18	14.8

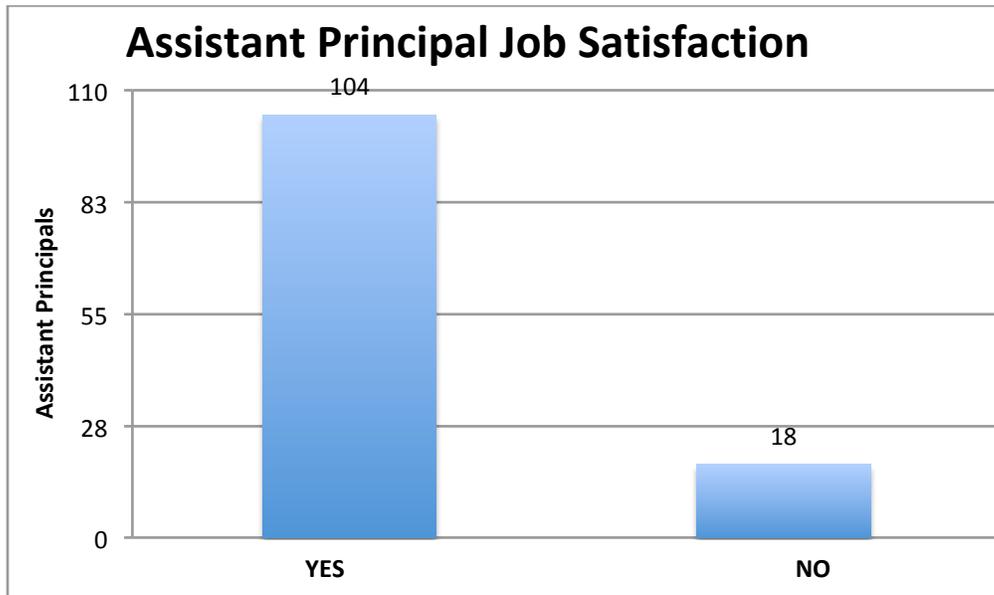


Figure 1. Missouri assistant principals who are satisfied with their job

The second set of data collected is with which sex do respondents identify. Almost two-thirds of respondents (n=79, 64.8%) identify as male. Slightly more than one-third of respondents (n=43, 35.2%) identify as female. Table 2 and figure 2 show the results of this question.

Table 2

Assistant principal by gender (n=122)

Sex	n	%
Male	79	64.8
Female	43	35.2
Other/Chose not to respond	0	0.0

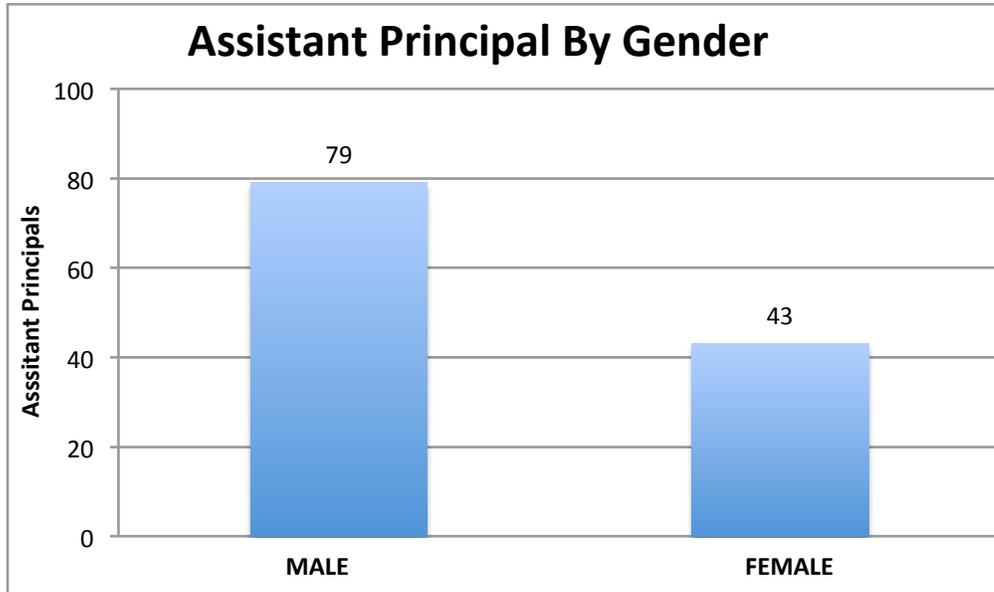


Figure 2. Missouri assistant principal sexual identification

The next set of data identifies the number of years assistant principals have spent in their current position. The number of years were broken into five categories – 5 or fewer years, 6 to 10 years, 11 to 15 years, 16 to 20 years, and 21 or more years. Almost all respondents had either spent 5 or fewer years (n=75, 61.5%) or 6 to 10 years (n=39, 32%) in their current position. Only one respondent (n=1, .8%) had spent 21 or more years in the assistant principal position. Table 3 and figure 3 represent this data.

Table 3

Years spent as assistant principal (n=122)

Years as assistant principal	n	%
5 or fewer	75	61.5
6 to 10	39	32.0
11 to 15	4	3.3
16 to 20	3	2.5
21 or more	1	0.8

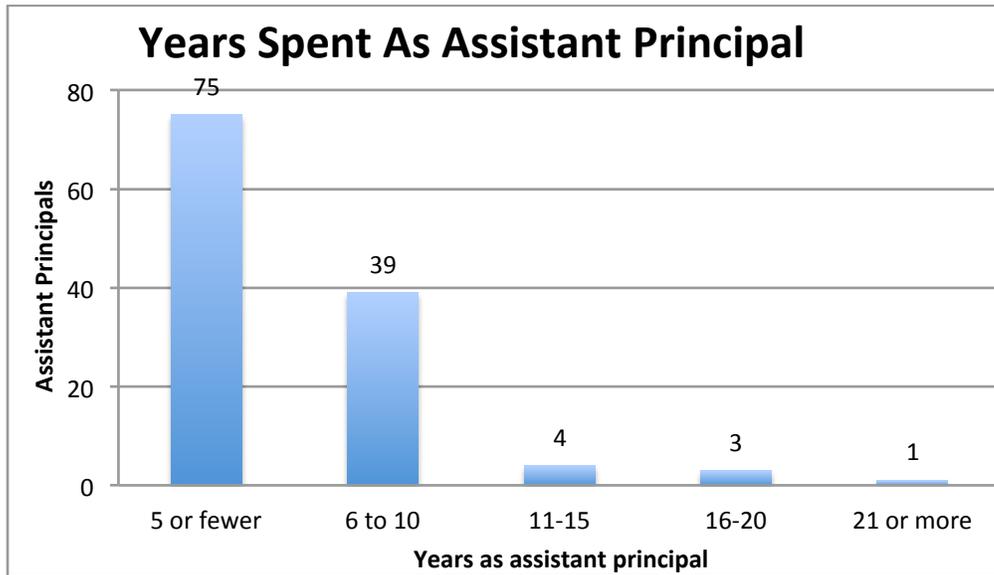


Figure 3. Number of years spent as Missouri secondary assistant principal

Table 4 and figure 4 display the number of years assistant principals spent teaching before becoming an assistant principal. Five categories were identified to match the previous question (5 or fewer years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21 or more years). The majority of respondents spent 6 to 10 years as a teacher before entering the assistant principalship (n=48, 39.3%) followed by those who spend 11-15 years as a teacher (n=36, 29.5%). The fewest number of respondents (n=6, 4.9%) spent 21 or more years teaching before becoming an assistant principal.

Table 4

Years spent teaching before becoming an assistant principal (n=122)

Years spent teaching	n	%
5 or fewer	20	16.4
6 to 10	48	39.3
11 to 15	36	29.5
16 to 20	12	9.8
21 or more	6	4.9

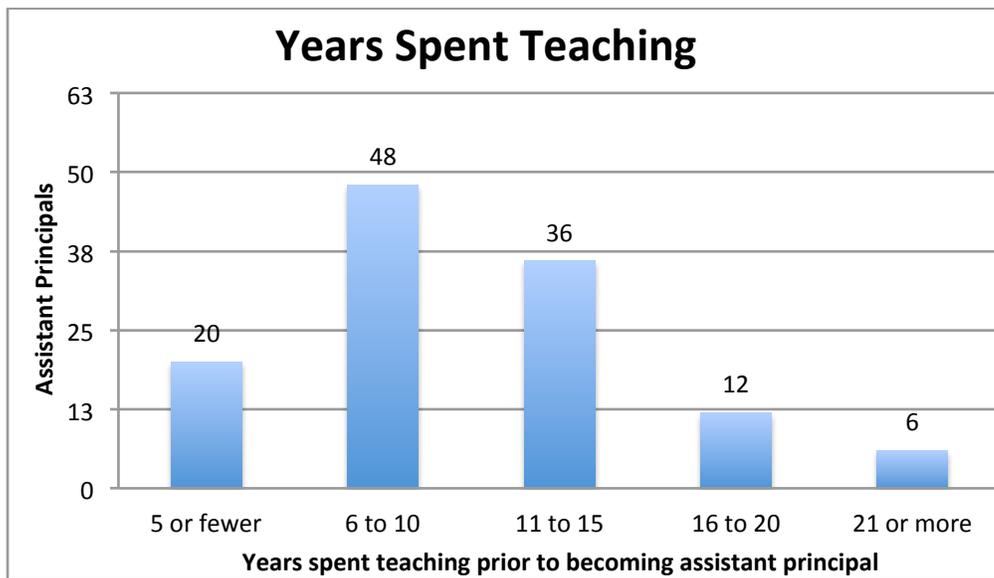


Figure 4. Number of years spent teaching before becoming a Missouri secondary assistant principal

Table 5 and figure 5 show the number of respondents who identified their race or ethnicity (n=122). Almost all respondents identify as white/Caucasian (n=116, 95.1%). Only three respondents (2.5%) identify as black/African American and two (1.6%) identify as Asian/Pacific islander. One respondent chose not to respond (.8%).

Table 5

Assistant principal racial/ethnic identification (n=122)

Race/Ethnicity	n	%
White/Caucasian	116	95.1
Black/African American	3	2.5
Asian/Pacific Islander	2	1.6
Chose not to respond	1	0.8

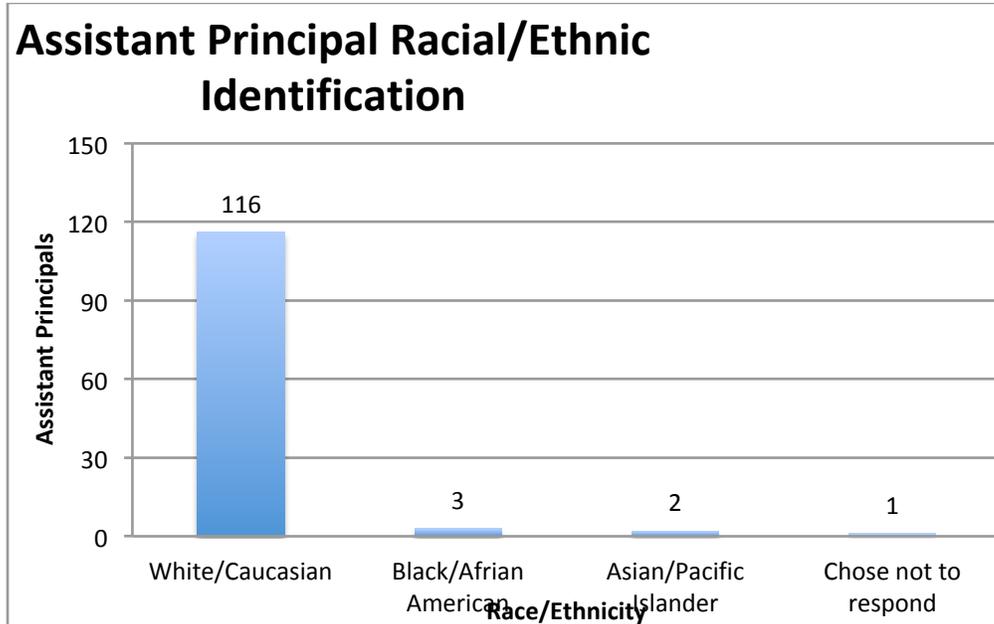


Figure 5. Total number of respondents as identified by race/ethnicity

Table 6 and figure 6 identify Missouri secondary assistant principals by annual salary range. Salary ranges were divided into five categories (below \$76,500; between \$76,501 and \$81,000; between \$81,001 and \$85,000; between \$85,001 and \$89,000; and above \$89,000). Almost half of the respondents (n=58, 47.5%) identified their annual salary as below \$76,500. However, the next highest group (n=21, 17.2%) identified their annual salary as above \$89,000.

Table 6

Assistant principal annual salary range (n=122)

Annual salary range	n	%
Below \$76,500	58	47.5
Between \$76,501 and \$81,000	12	9.8
Between \$81,001 and \$85,000	17	13.9
Between \$85,001 and \$89,000	14	11.5
Above \$89,000	21	17.2

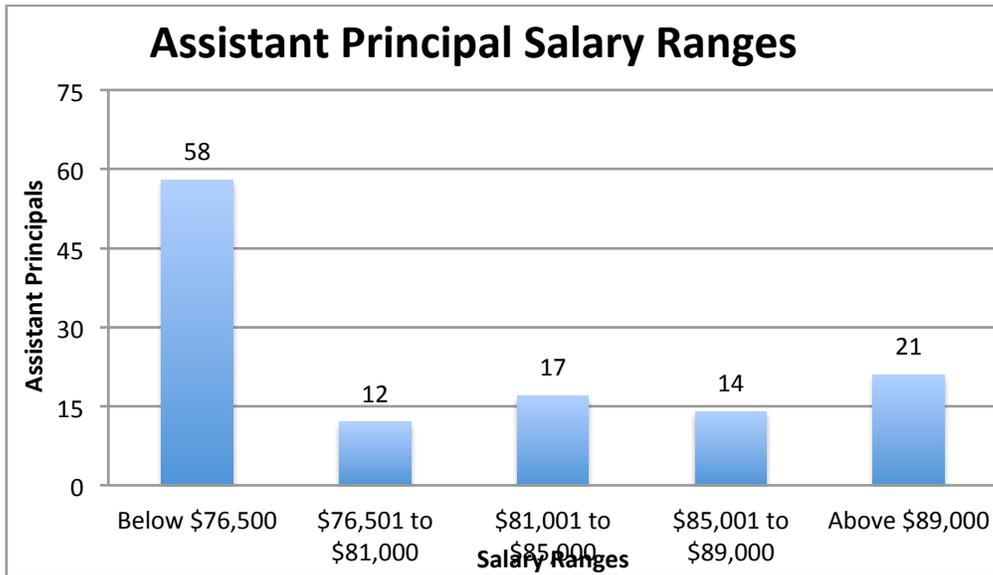


Figure 6. Total number of respondents by salary ranges

Table 7 and figure 7 show the total number of students enrolled in assistant principals' buildings. The majority of assistant principals (n=59, 48.4%) work in buildings of 559-1274 students. The next highest building enrollment (n=40, 32.8%) is buildings with between 231-and 558 students. Only one assistant principal (.8%) works in a building with fewer than 118 students.

Table 7

Student enrollment in assistant principals' buildings

Building enrollment	n	%
Below 118 students	1	0.8
119-230 students	4	3.3
231-558 students	40	32.8
559-1274 students	59	48.4
1275 or more students	18	14.8

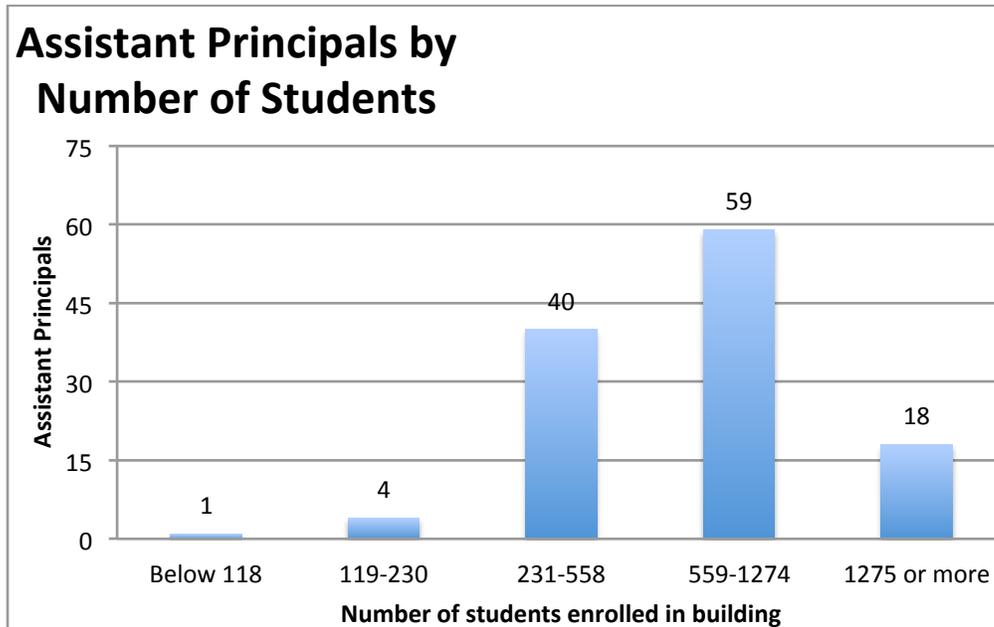


Figure 7. Total number of respondents by student enrollment

Table 8 and Figure 8 display the number of respondents by current age. The majority of assistant principals fall in the 36 to 40 age range (n=39, 32%), followed closely by the 46 and older age range (n=31, 25.4%) and 41 to 45 age range (n=28, 23%). Only seven respondents (5.7%) were 30 or younger.

Table 8

Current age of assistant principals

Current age	n	%
30 or younger	7	5.7
31 to 35	17	13.9
36 to 40	39	32.0
41 to 45	28	23.0
46 or older	31	25.4

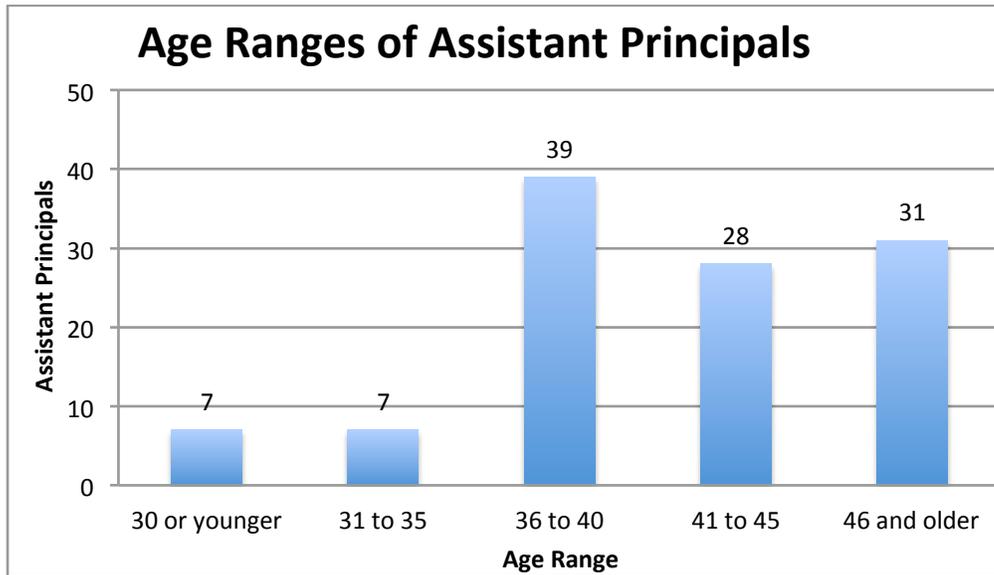


Figure 8. Age range of assistant principals

Table 9 and Figure 9 show the number of assistant principals by their highest completed level of education. The majority of assistant principals had completed a Master's degree (n=53, 43.4%). Those who had completed a Specialist's degree were very close behind (n=50, 41%), and only 19 (15.6%) assistant principals had completed their Doctorate.

Table 9

Highest level of education completed

Education Level	n	%
Master's degree	53	43.4
Specialist's degree	50	41.0
Doctorate (Ed.D. or Ph.D.)	19	15.6

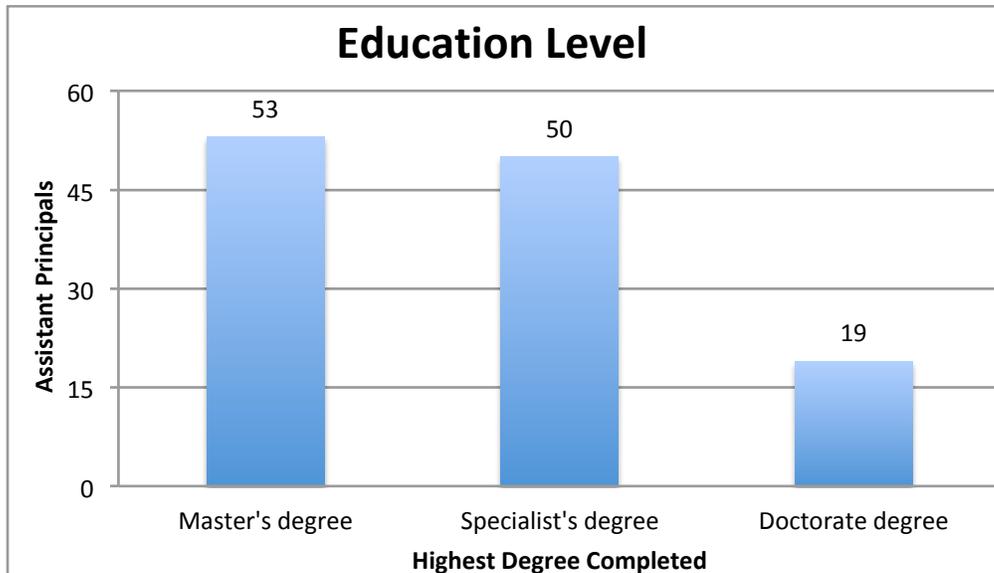


Figure 9. Highest degree completed by assistant principals

Assistant principals were asked to identify what percentage of points their school earned on MSIP V. MSIP V AYP determines whether districts met or did not meet required levels of performance on 14 quality indicators (http://dese.mo.gov/sites/default/files/MSIP5-CSIP_Guidance.pdf). A district's success on these quality indicators determines accreditation status, from Accredited to State Oversight. Schools earn points on numerous benchmarks and their overall score is based on the percent of points earned. Table 10 and Figure 10 show the results. The majority of assistant principals' schools earned more than 90% of points possible (n=70, 62.5%). The next highest group was

86% to 90% of points earned (n=19, 17%), and the lowest group was assistant principals in schools that earned less than 75% of points (n=4, 3.6%).

Table 10

Percent of points earned on 2015-16 MSIP V

Points Earned	n	%
Less than 75%	4	3.6
75% to 80%	8	7.1
81% to 85%	11	9.8
86% to 90%	19	17.0
More than 90%	70	62.5

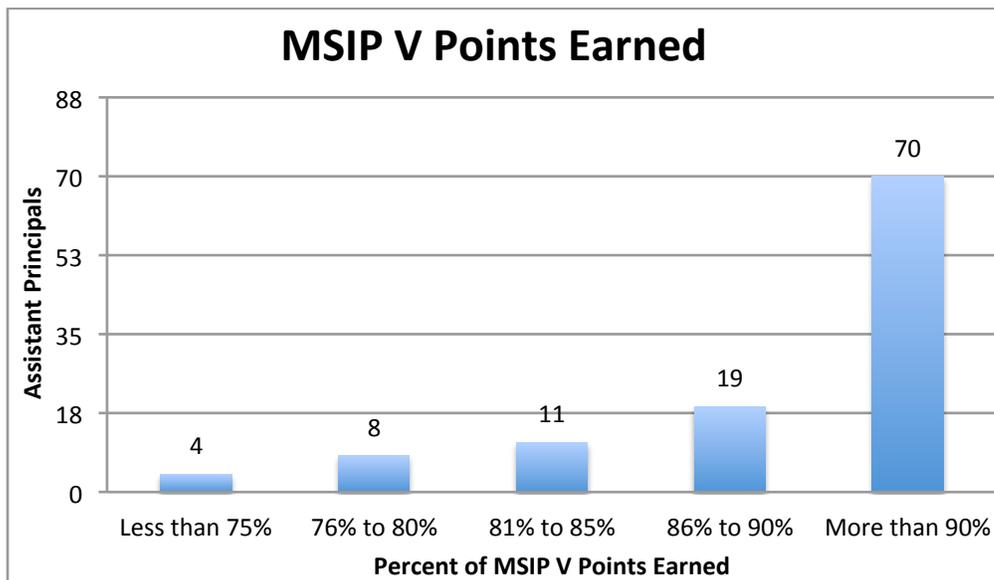


Figure 10. Percent of points earned on MSIP V

Table 11 and Figure 11 display the primary responsibilities of assistant principals surveyed. Assistant principals were asked to identify all responsibilities of their job. Almost all assistant principals reported that they are responsible for student discipline (n=115, 94.3%) and evaluating teachers (n=111, 91%). Most assistant principals also identified working with student attendance (n=86, 70.5%) and monitoring school safety (n=85, 69.7%) as part of their responsibilities. Few

assistant principals identified managing textbooks and supplies (n=22, 18%) or scheduling classes (n=24, 19.7%) as part of their job.

Table 11

Primary job responsibilities of assistant principals

Responsibilities	n	%
Student discipline	115	94.3
Evaluate teachers	111	91.0
Student attendance	86	70.5
School safety	85	69.7
School-community relations	75	61.5
Monitor facilities	72	59.0
Supervise custodians/support staff	42	34.4
Develop/monitor curriculum	37	30.3
Coordinate transportation	26	21.3
Athletic/activities director	26	21.3
Scheduling classes	24	19.7
Manage textbooks and supplies	22	18.0

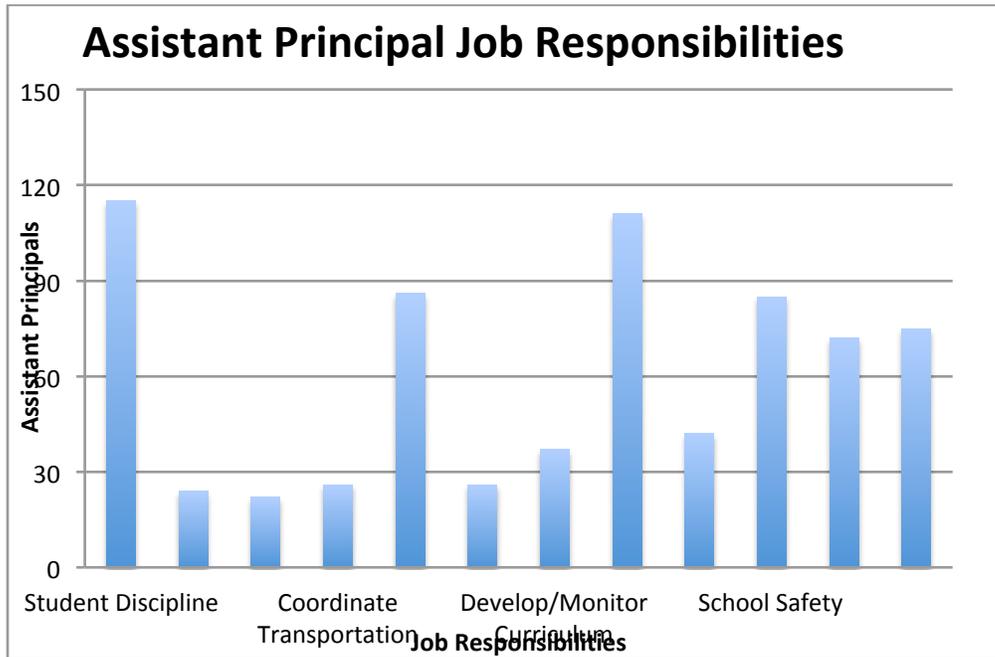


Figure 11. Primary job responsibilities of assistant principals

Research Question Two

For research question two (What factors impact job satisfaction among Missouri assistant principals as measured by the Minnesota Satisfaction Questionnaire?), a Pearson correlation was run to determine which variables had the most impact on assistant principal job satisfaction. According to Field (2009), variables with “values of ± 1 represent a small effect, ± 3 is a medium effect and ± 5 is a large effect” (p. 170).

The variable with the strongest correlation to job satisfaction was the chance for the assistant principal to make use of his or her abilities. This variable has a large effect on job satisfaction (r -value=.575) and a very high significance level (p -value=<.0001). Other variables with large effects on job satisfaction include the sense of accomplishment the assistant principal feels for doing the job (r -value=.568), the ability for the assistant principal to use his/her own judgment (r -value=.546) and try his/her own methods (r -value=.542), the way the principal in the building handles workers (r -value=.538), and the ability of the assistant principal to follow his/her conscience (r -value=.518). All of these variables have a p -value less than .0001.

Several other variables have a medium effect (± 3) on job satisfaction among Missouri secondary assistant principals. The assistant principal’s feeling that his or her boss is competent to make decisions has an r -value of .491 (p -value=<.0001). Just slightly behind that is the working conditions of the assistant principal (r -value=.489; p -value=<.0001) and the way the organizations policies are put into practice (r -value=.449; p -value=<.0001). The final variables that have a medium effect on assistant principal job satisfaction are the assistant principal’s

ability to do different things (r-value=.381; p-value=<.0001), the way the assistant principal's co-workers get along with each other (r-value=.363; p-value=<.0001), the opportunity the assistant principal has to help others (r-value=.348; p-value=<.0001), and the chance to be somebody in the community (r-value=.310; p-value=.001).

Research Question Three

For the final research question (Using a backward stepwise regression analysis, can a predictive model be made of assistant principal job satisfaction based on demographic and other sets of data), a backward stepwise regression analysis was conducted. According to Field (2009), a stepwise regression is appropriate “for exploratory model building (p. 213) and to “predict values of the dependent variables (DV) from one or more independent variables (IV)” (p. 198).

After running the backward stepwise regression analysis, six variables achieved the best-fit model, $R^2 = 0.583$, adjusted $R^2 = 0.549$, $MSE = 0.063$, $AIC = -289.565$. Model fit statistics for each model can be found in Appendix A. The ANOVA for the final model was significant, $F(8, 107) = 17.274$, $p < .0001$ (see Table 12 for Coefficients).

Table 12

Coefficients

Model/Predictor	R ²	β	SE	p
Model	.583			.0001
Boss handles workers		.163	.044	.0000
Competent boss		-.099	.049	.046
Use abilities		.095	.038	.014
Working conditions		.089	.042	.038
Praise		-.102	.033	.002
Sense of accomplishment		.123	.038	.002

The first variable, the way my boss handles his/her workers, has a positive effect on job satisfaction ($\beta=.163$), a p value of .0000 (significant at $p<.05$), and a standard of error of .044. Assistant principals identified the way their boss handed his or her workers as a positive factor in their job satisfaction.

The second variable, the competence of my supervisor in making decisions, has a negative effect on job satisfaction ($\beta=-.099$). The p value is .046, making this factor significant ($p<.05$), and the standard of error was .049. Assistant principals identified the competence of their bosses as a negative factor in their job satisfaction.

The next variable in the model is the chance for the secondary assistant principals to do something that makes use of their abilities. This factor has a positive effect on job satisfaction ($\beta=.095$), a significant p value of .014 ($p<.05$), and a standard of error of .038. This means that the ability of assistant principals to do something to make use of their abilities was a positive factor in job satisfaction.

The fourth variable in the model, the working conditions, also has a positive effect on job satisfaction for secondary assistant principals. This factor

has a value of $\beta=.089$; a p value of .038, which is significant at $p<.05$; and a standard of error of .042.

The fifth variable in the regression model is the praise secondary assistant principals get for doing a good job. This factor has a negative effect on job satisfaction of $-.102$, a p value of .002 (significant at $p<.05$), and a standard of error of .033. This means that the praise that assistant principals receive for doing a good job was a negative factor in job satisfaction.

The final factor in the model was the feeling of accomplishment assistant principals get from doing their job. This factor has a positive effect on job satisfaction ($\beta=.123$), a significant p value of .002 ($p<.05$), and a standard of error of .038. This means that the feeling of accomplishment assistant principals get from doing their job is a positive factor in job satisfaction.

CHAPTER 5

This chapter begins with a summary of the purpose of this study as well as the findings. The findings will be presented using data collected through this study and examined through relevant literature. The next section of this chapter will be the conclusions drawn from secondary school assistant principals in the state of Missouri. The final section of this chapter is recommendations based on the data.

Discussion

The purpose of this quantitative study was to determine if a predictive model could be created to identify job satisfaction among Missouri secondary assistant principals using the Minnesota Satisfaction Questionnaire (MSQ). This study began by seeking to identify demographic data of secondary assistant principals in the state of Missouri (job satisfaction, years in position, years teaching, size of student population, salary, age, gender, education level, MSIP5 percent of points earned, and responsibilities). Next, the study set out to identify which factors most impacted job satisfaction among secondary school assistant principals in the state of Missouri, both positively and negatively, using the MSQ. Finally, the study attempted to determine if a predictive model could be made of job satisfaction for Missouri secondary school assistant principals.

The population for this study was all secondary assistant principals in the state of Missouri during the 2016-17 school year. Because the state of Missouri does not identify assistant principals, an email with a link to a secure survey was sent out to all secondary principals (n=777) with instructions to pass along to

assistant principals (Appendix B). One week after sending the first email, a follow-up was sent to encourage more responses. From there, 122 assistant principal took the survey. The data was inputted into SPSS for statistical analysis.

The majority of the assistant principals claimed to be satisfied in their current positions. This is contrary to prior research, where Oleszewski *et al* (2012) found that “an overwhelming amount of tasks related to discipline and student management can have negative effects on assistant principals’ effectiveness and job satisfaction” (p. 277). Most respondents identified themselves as white males with five or fewer years of experience as an assistant principal. Most respondents had taught between six and 10 years before becoming an assistant principal, and most worked in buildings of 559 to 1274 students. Most respondents were between the ages of 36-40 and made less than \$76,500 per year. Respondents were almost evenly split on the highest degree they had completed between a master’s degree and a specialist’s degree, and most worked in buildings that had earned at least 90% of MSIP V points possible. Finally, assistant principals identified student discipline, teacher evaluation, and student attendance as their top three job responsibilities. Almost every respondent (n=115) identified handling student discipline as a job responsibility, which is consistent with research that identifies student discipline as a key component of the assistant principal job (Kaplan & Owings, 1999; Norton, 2015).

Six variables had a strong correlation to Missouri assistant principal job satisfaction, with the highest being the opportunity for the assistant principals to

utilize their abilities. The sense of accomplishment the assistant principals feel for doing their job and the ability to use their own judgment also had a strong correlation to job satisfaction. The autonomy to try their own methods, the way the principal handles his/her workers, and the ability for the assistant principals to follow their conscience were the last three factors that correlated highly with job satisfaction. Not only did these six variables have a high correlation, but all six also had a high significance level ($p\text{-value} < .0001$).

The importance of these six variables can be explained by Maslow's Hierarchy of Needs. All of these factors in secondary assistant principal job satisfaction relate to the top three categories of Maslow's Hierarchy. The way a boss handles his or her employees relates to the third tier, which is the need for positive social experiences and belonging. The sense of accomplishment secondary assistant principals feel relates to the fourth tier, the need for self-esteem. The last tier, self-actualization, explains the ability for secondary assistant principals to utilize their abilities, use their own judgment, be autonomous in their working environment, and follow their conscience.

After running a backward step-wise regression, six variables were identified as the best at explaining assistant principal job satisfaction ($R^2 = .583$). This model was significant at $p < .0001$.

Boss handles workers

The way the assistant principal's boss handles his/her workers was the first variable in the model. It had a positive value ($\beta = .163$), a standard of error of .044, and a p value of .0000. The way an assistant principal's boss handles

his/her workers has a positive effect on the assistant principal's happiness. This is consistent with research. Maslow (1943) identifies the need for love and belonging and self-esteem as two needs that can be fulfilled at work. The way a boss handles his/her employees can positively impact these needs. Further, Rossiter (2009) says that "camaraderie...develops among coworkers" (p. 60). The way the boss handles his/her workers can help develop camaraderie among coworkers, which will improve job satisfaction.

Boss handles his/her job

Assistant principals who responded to the survey felt that having a competent boss did not positively impact job satisfaction ($\beta = -.99$; $SE = .049$; $p < .046$). This means that assistant principals who were overall satisfied with their jobs did not feel that their boss was completely competent in handling his/her job. It is possible this negative correlation has more to do with the feelings of the assistant principals toward their bosses than are correlation between the two variables. Just because the assistant principal's boss does not handle things the way the assistant principal would like might not make the assistant principal like his/her job less.

Opportunity for assistant principals to use abilities

The third variable in the model was the ability for the assistant principal to use his or her abilities. This variable had a positive value ($\beta = .095$), a standard of error of .038, and a p value of .014. This is consistent with research. Maslow (1943) identifies psychological needs as the highest needs to be met. The feeling of being able to do the job your were meant to do and realize your worth is a

need that cannot be met by many but leads to high levels of satisfaction.

Frederick Herzberg (1964) identifies the higher order needs as being able to be met at work, with self-actualization (realizing your potential and doing what you are meant to do) as the highest need that can be met. Both of these explain why the ability for an assistant principal to use his/her abilities in their job leads to job satisfaction.

Working conditions

The fourth variable, the assistant principal's working conditions, also had a positive value ($\beta=.089$; $SE=.042$; $p<.038$). This means that assistant principals who view their working conditions positively also tended to be more satisfied. Research supports this as well. In "A Theory of Human Motivation," Abraham Maslow (1943) identifies safety needs as the second most important needs a person must have met in order for them to be happy. Positive working conditions provide safety for workers, which is important for worker motivation and happiness. The first comprehensive studies of worker motivation and happiness also sought to identify if working conditions had an impact on worker satisfaction (Sonnefeld, 1985). It is reasonable to assume that better working conditions would improve satisfaction with one's work.

Praise for doing a good job

The fifth variable in the model, praise for doing a good job, had a negative value ($\beta=-.102$), a standard of error of .033, and a p value of .002. Although it would stand to reason that praise would have a positive impact on job satisfaction, the question does not ask whether the praise the assistant principal

receives makes them satisfied in their job. Rather, the question asks if the assistant principal is satisfied with the amount of praise he/she receives for doing a good job. Frederick Herzberg's Motivation-Hygiene Theory (1964) states that low satisfaction does not mean one is completely dissatisfied; rather, every job has areas where people are both satisfied and dissatisfied. Assistant principals might not receive much positive praise for the job they do; however, they can still be overall satisfied with their job. This is the crux of Herzberg's theory, and this variable shows this is valid.

Sense of accomplishment

The last variable in the model is the assistant principal has a sense of accomplishment in his/her job. This had a positive value ($\beta=.123$), a standard of error of .038, and a p value of .002. Having a sense of accomplishment is a factor in self-esteem, which is a basic need identified by Maslow (1943). In "A Theory of Human Motivation," Maslow (1943) claims that people strive to have a "high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others" (p. 381). Feeling a sense of accomplishment when doing a job builds the self-esteem, which helps assistant principal feel satisfied with their job.

Conclusions

The following conclusions were developed based on the data reported in Chapter 4:

1. The majority of secondary assistant principals in Missouri are satisfied with their current position.

2. White males account for the majority of secondary assistant principals in the state of Missouri. Most assistant principals spent between six and 10 years teaching before entering the assistant principalship, and most have spent five or fewer years in the assistant principal position. Most assistant principals are over the age of 35, and most make less than \$76,500 per year. Finally, secondary assistant principals in Missouri are almost evenly split between having a master's degree and a specialist's degree.
3. Most assistant principals are responsible for student discipline, teacher evaluation, and student attendance. This coincides with the research, which states that assistant principals have historically been responsible for student discipline, student attendance, and teacher observations (Austin, 1972; Glanz, 1994; Norton, 2015).
4. Six variables had a strong correlation to Missouri secondary assistant principal job satisfaction. Those variables were the chance for the assistant principal to make use of his or her abilities, the feeling of accomplishment the assistant principal feels for doing the job, the ability for the assistant principal to use his/her own judgment, the opportunity for the assistant principal to try his/her own methods, the way principal in the building handles workers, and the ability of the assistant principal to follow his/her conscience (r -value=.518). All of these variables have a p -value less than .0001.

5. A model can be created to predict Missouri secondary assistant principal job satisfaction. Six variables can be used to explain job satisfaction, with four of them influencing job satisfaction positivity and two negatively influencing job satisfaction. The four variables that positively affect job satisfaction are the way the assistant principal's boss handles his/her workers, the opportunity for the assistant principal to use his/her abilities, the working conditions, and the sense of accomplishment the assistant principal feels for doing his/her job. The two variables that have a negative impact on job satisfaction were the way principals handle their job responsibilities and the praise assistant principals receive for doing their job.

Recommendations

Based on the above conclusions, the following recommendations are suggested:

1. Assistant principals should receive more praise for the work they do. Assistant principals are vital to the success of schools, and the principal needs to understand how important these individuals are to their schools. Assistant principals should be allowed to use their own judgment and try their own methods. Assistant principals should also be given autonomy.
2. The assistant principal position should involve more of the roles and responsibilities of the principalship. This will better prepare assistant principals for the principal position as opposed to the two jobs being completely different.

3. More research should be focused on the assistant principal position. The assistant principal has a vital role in schools and is the stepping-stone for becoming a building principal, so more researchers should examine this position and its importance to the educational system. Researchers should focus on career assistant principals and their motivation for staying in the position, the separation of job assignments for principals and assistant principals and the impact that has on new principals effectiveness, and recreating this study but focusing on elementary assistant principals to determine if these results are similar for all Missouri assistant principals.
4. The state of Missouri should compile a list of assistant principals. This would allow for more research opportunities of this position and open up networking opportunities for assistant principals.
5. Schools in the state of Missouri should look for more diversity in the assistant principalship. Women and educators of color should be sought for the assistant principal position.

Discussion

Assistant principals are generally satisfied with their position. There are some factors that lead to job satisfaction, and a few factors that decrease job satisfaction. This study adds to the extremely limited research on assistant principals and is the first to examine job satisfaction of assistant principals in the state of Missouri. Researchers should focus on the assistant principalship as it has become a vital part of school leadership.

References

- Austin, D. B. (1972). The assistant principal--what does he do? *Theory In Practice, 11*(1), 68-72.
- Austin, D. B., & Brown, H. L., Jr. (1970). Report of the assistant principalship of the study of the secondary school principalship. Reston, VA: National Association of Secondary School Principals.
- Boyer, E.L., (1983). High school: A report on secondary education in America. New York: Harper & Row.
- Blanchard, S.P. (1990). Factors associated with burnout in assistant principals in South Carolina. Doctoral dissertation, University of South Carolina, Columbia, SC.
- Colebank, G.H. (1949). The changing high-school principal. *The Clearing House, 23*(6), 323-326.
- Celikten, M. (2000). The instructional leadership tasks of high school assistant principals. *Journal of Educational Leadership, 39*(1), 67-76.
- Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. Los Angeles: SAGE.
- Davis, C.O. (1921). The duties of high-school principals. *The School Review, 29*(5), 337-350.
- Dawis, R. W., England, G. W., & Lofquist, L. H. (1964). A theory of work adjustment. Minneapolis, MN: University of Minnesota, Industrial

- Ediger, M. (2014). The changing role of the school principal. *College Student Journal*, 48(2), 265-267.
- Field, A. (2009). *Discovering statistics using SPSS*. Los Angeles: SAGE.
- Garawski, R.A. (1978). The assistant principal: His job satisfaction, and organization potency. *The Clearing House*, 52(1), 8-10.
- Glasman, N.S., & Heck, R.H. (1992). The changing leadership role of the principal: Implications for principal assessment. *Peabody Journal of Education*, 68(1), 5-24.
- Glanz, J. (2004). *The assistant principal's handbook: Strategies for success*. Thousand Oaks, CA: Corwin Press.
- Goodwin, R.H., Cunningham, M.L., & Childress, R. (2003). The changing role of the secondary principal. *NASSP Bulletin*, 87(634), 26-42.
- Harris, A., Mujis, D., & Crawford, M. (2003). *Deputy and assistant heads: Building leadership potential*. Nottingham: National College for School Leadership.
- Harvey, M.J. (1994). The deputy principalship: Retrospect and prospect. *The International Journal of Educational Management*, 8(3), 15-25.
- Hausman, C., Nebeker, A., & McCreary, J. (2001). The worklife of the assistant principal. *Journal of Educational Administration*, 40(2), 136-157.
- Herzberg, F. (1966). *Work and the nature of man*. New York: The World Publishing Company.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, Jan-Feb 53-62.

- Herzberg, F., Mausner, B., Patterson, R. O., & Capwell, D. F. (1957). Job attitude: Review of research and opinion. Pittsburgh: Psychological Services of Pittsburgh.
- Herzberg, F., Mausner, B., & Snyderman, B.B. (1959). *The motivation to work*. New York: John Wiley & Sons, Inc.
- Judd, C.H. (1918). The high-school principal. *The School Review*, 26(9), 641-653.
- Judge, T.A., Bono, J.E., Thorensen, C.J., & Patton, G.K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychology Bulletin*, 127(3), 376-407.
- Kaplan, L.S., & Owings, W.A. (1999). Assistant principals: The case for shared instructional leadership. *NASSP Bulletin*, 83, 80-94.
- Knudsen, C.W. (1939). The high school principal as a supervisor. *The High School Journal*, 22(2), 53-58.
- Koru, J.M. (1993). The assistant principal: Crisis manager, custodian, or visionary? *NASSP Bulletin*, 77, 67-71.
- Kwan, P. (2011). Examining the mediating effect of job satisfaction on the relation between responsibilities and career aspiration of vice-principals. *International Journal of Educational Research*, 50, 349-361.
- Maslow A.H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
- McClelland, D.C. (1961). *The achieving society*. New York: D. Van Nostrand Company, Inc.

- Munoz, M., & Barber, H. (2011). Assistant principals in high-stakes accountability environments: The effects of job attributes and school characteristics. *Educational Assessment, Evaluation & Accountability*, 23(2), 131-142.
- NASSP (2009). http://www.nassp.org/Content/158/table_4_2009.pdf
- Nickerson, N.C., & Rissmann-Joyce, S. (1991). Assistant principal breaks from the past. *NASSP Bulletin*, 75(534), 102-104.
- Norton, M. S. (2015). *The assistant principal's guide: New strategies for new responsibilities*. New York, NY: Taylor and Francis.
- Oleszewski, A., Shoho, A., & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of Educational Administration*, 50(3), 264-286.
- Petrides, L., & Jimes, C. (2014). Assistant principal leadership development: A narrative Capture essay. *Journal of Educational Administration*, 52(2), 173-192).
- Panyanko, D., & Rorie, L. (1987). The changing role of the assistant principal. *NASSP Bulletin*, 71(501), 6-8.
- Rebore, R. W. (2001). *Human resources administration in education: A management approach* (6th ed.). Boston: Allyn and Bacon.
- Sanzo, K.L., (2011). Leadership practices of successful middle school principals. *Journal of Educational Administration*, 40(1), 31-45.
- Schultz, D. P. (1982). *Psychology and industry today*. New York: Macmillan

- Scoggings, A.J., & Bishop, H.L. (1993). A review of the literature regarding the roles and responsibilities of assistant principals. Paper presented at the annual meeting of the Mid-south Educational Research Association, New Orleans, LA.
- Siegel, L., & Lane, I.M., (1982). *Personnel and organizational psychology*. Homewood, IL: R.D. Irwin.
- Solanki, Kalpana (2013). Association of job satisfaction, productivity, motivation, stress levels with flextime. *Journal of Organisation & Human Behaviour*, 2(2), 1-10.
- Stemple, J. D., Jr. (2004). Job satisfaction of high school principals in Virginia. Unpublished doctoral dissertation, Virginia Tech University, Blacksburg.
- Sutter, M. R. (1994). Job and career satisfaction of secondary school assistant principals. Unpublished doctoral dissertation, Kent State University, Kent, OH.
- Sutter, M. R. (1996). What do we know about the job and career satisfaction of secondary school assistant principals? *NASSP Bulletin*, 80(579), 108-113.
- Vroom, V.H. (1964). *Work and motivation*. New York: Wiley.
- Walker, K., Anderson, K., Sackney, L., & Woolf, J. (2003). Unexpected learning by neophyte principals: Factors related to success of first year principals in schools. *Managing Global Transitions* 1(2), 195-213.

Weiss, D.J., Dawis, R.V., England, G.W., & Lofquist, L.H. (1967). Manual for the Minnesota satisfaction questionnaire. Retrieved from Work Adjustment Program, Industrial Relations Center, University of Minnesota website: http://www.psych.umn.edu/psylabs/vpr/pdf_files/Monograph%20XXII%20-%20Manual%20for%20the%20MN%20Satisfaction%20Questionnaire.pdf

APPENDIX A – SURVEY INSTRUMENTS

Demographic questions included with Minnesota Satisfaction Questionnaire

Assistant Principal Job Satisfaction Survey

* Required

1. Are you satisfied in your position? *
 - Yes
 - No

2. With what sex do you identify? *
 - Male
 - Female
 - Prefer not to say
 - Other:

3. How many years have you spent as an assistant principal? *
 - 5 or fewer years
 - 6 to 10 years
 - 11 to 15 years
 - 16 to 20 years
 - 21 or more years

4. How many years did you spend teaching before becoming an assistant principal? *
 - 5 or fewer years
 - 6 to 10 years
 - 11 to 15 years
 - 16 to 20 years
 - More than 21 years

5. What is your race/ethnicity? *
 - White/Caucasian
 - Black/African-American
 - Hispanic/Latino
 - Asian/Pacific Islander
 - Choose not to respond
 - Other:

6. What is your annual salary range? *
 - Below \$76,500
 - Between \$76,501 and \$81,000
 - Between \$81,001 and \$85,000
 - Between \$85,001 and \$89,000
 - Above \$89,001

7. What is the enrollment of the building in which you work? *
- Below 118 students
 - 119-230 students
 - 231-558 students
 - 559-1274 students
 - More than 1275 students
8. What is your current age? *
- 30 years old or younger
 - 31 to 35 years old
 - 36 to 40 years old
 - 41 to 45 years old
 - 46 years old or older
9. What is the highest level of education you have completed? *
- Less than Bachelor's Degree
 - Bachelor's Degree
 - Master's Degree
 - Specialist's Degree
 - Doctorate (Ed.D. or Ph.D)
10. What is the percent of points earned on 2015-16 MSIP V?
- Less than 75%
 - 75%-80%
 - 81%-85%
 - 86%-90%
 - More than 90%
11. What are your primary job responsibilities? (choose all that apply)
- Student discipline
 - Scheduling classes
 - Manage textbooks and supplies
 - Coordinate transportation
 - Student attendance
 - Act as athletic/activities director
 - Develop/monitor curriculum
 - Evaluate teachers
 - Supervise custodial/support staff
 - School safety
 - Monitor facilities
 - Deal with school-community relations

Minnesota Satisfaction Questionnaire

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

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

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

N. means I can't decide if I am satisfied or not with this aspect of my job.

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

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

	Very Dissat	Dissat	N	Sat	Very Sat
Being able to keep busy all the time	<input type="radio"/>				
The chance to work alone on the job	<input type="radio"/>				
The chance to do different things from time to time	<input type="radio"/>				
The chance to be "somebody" in the community	<input type="radio"/>				
The way my boss handles his/her workers	<input type="radio"/>				
The competence of my supervisor in making decisions	<input type="radio"/>				
Being able to do things that don't go against my conscience	<input type="radio"/>				
The way my job provides for steady employment	<input type="radio"/>				
The chance to do things for other people	<input type="radio"/>				
The chance to tell people what to do	<input type="radio"/>				
The chance to do something that makes use of my abilities	<input type="radio"/>				
The way company policies are put into practice	<input type="radio"/>				
My pay and the amount of work I do	<input type="radio"/>				

The chances for advancement on this job	<input type="radio"/>				
The freedom to use my own judgment	<input type="radio"/>				
The chance to try my own methods for doing the job	<input type="radio"/>				
The working conditions	<input type="radio"/>				
The way my co-workers get along with each other	<input type="radio"/>				
The praise I get for doing a good job	<input type="radio"/>				
The feeling of accomplishment I get from doing the job	<input type="radio"/>				

APPENDIX B – EMAILS TO PRINCIPALS

Dear Principal,

The survey below is for secondary assistant principals in the state of Missouri. However, there is no accessible data set that contains assistant principal email address. So I am asking that you please forward this email to your assistant principals so that I can complete my research. If you do not have an assistant, please disregard. Thank you for your time.

February 20, 2017

Hello!

My name is Zac Coughlin and I am a middle school principal and doctoral student at the University of Missouri. I am conducting research to determine if I can develop a predictive model to determine job satisfaction among secondary assistant principals in the state of Missouri. I will be using the Minnesota Satisfaction Questionnaire as well as some basic demographic data to see if I can determine what parts of the job make assistant principals satisfied with their work and what makes them dissatisfied with their work. This will allow me to publish recommendations on what the assistant principal role should look like to maximize job satisfaction.

Below is a link to a survey. The survey includes 20 questions from the Minnesota Satisfaction Questionnaire as well as 11 demographic data. Participation is completely optional and there is minimal risk associated with this survey. I will not know who does or does not take the survey nor will I be able to match answers to individuals. The data will be examined as a whole with no identifiers. The survey should take less than 10 minutes to complete. If you are willing to participate in the study, please follow the link below. Otherwise, you can delete this email with no consequence to you.

Thank you for helping me in my study. Have a great day!

Secondary Assistant Principal Survey

<https://docs.google.com/a/hoganprep.net/forms/d/e/1FAIpQLSchk6SnSti5zkMT7Y=eEb_nSj8M8dpjUOKng8VXq3nScIH_nzQ/viewform?c=3D0&w=3D1>

(MSQ) Minnesota Satisfaction Questionnaire

VPR no longer sells the MSQ questionnaires. All forms are available under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). This license allows the instrument to be used for research or clinical work free of charge and without written consent, provided that you acknowledge Vocational Psychology Research, University of Minnesota, as the source of the material in your reproduced materials (printed or electronic). This license does not allow commercial use or reproduction for sale. The MSQ may be used without cost, however, for employee surveys provided that the survey is implemented within an organization and that no charges are made for its use.

VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring. Directions for scoring the MSQ are in its manual.

Website: <http://vpr.psych.umn.edu/instruments/msq-minnesota-satisfaction-questionnaire>

VITA

Zachary (Zac) Coughlin is originally from Smithville, Missouri. He graduated from Smithville High School and attended Missouri Western State University, graduating with an English Literature degree. He attended the University of Tennessee for a semester, then returned to Missouri and began teaching English at Hardin High School. Coughlin also coached varsity volleyball and girls basketball.

After three years in Hardin, Coughlin taught two years of high school English in Excelsior Springs, Missouri, before moving to St. Joseph and teaching middle school language Arts. After two years at Spring Garden Middle School, Coughlin became an administrative intern at the Colgan Alternative Resource Center for a year before becoming an assistant principal at Truman Middle School in St. Joseph, MO.

After two years at Truman, Coughlin became the high school principal in Savannah, Missouri, where he worked for four years. He moved to Kansas City and has spent three years as principal at Hogan Preparatory Academy Middle School. He currently lives in Kansas City with his wife, Laura, and their two kids, Zander and Devree.