

1990

A study of the relationship between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior

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Jones, Lloyd Conway, Ed.D.

The College of William and Mary, 1990

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A STUDY OF THE RELATIONSHIP BETWEEN THE JOB SATISFACTION
OF SECONDARY ASSISTANT PRINCIPALS
AND THEIR PERCEPTION
OF THEIR PRINCIPAL'S
LEADER BEHAVIOR

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia

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

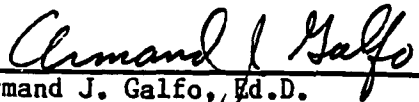
by
Lloyd Conway Jones
April 1990


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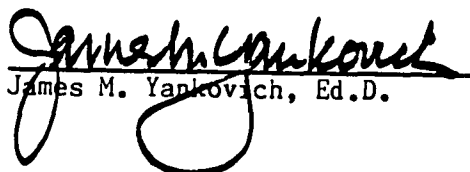
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DEDICATION

This dissertation is dedicated to my wife, Portia and my son, Leslie for their encouragement and support and to my mother Ida Jones Jones for her inspiration.

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A STUDY OF THE RELATIONSHIP
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BEHAVIOR

Chapter 1

Introduction

The position of assistant principal in the American secondary school has evolved over the past sixty years without an adequate sense of direction or underlying philosophy (Jarrett, 1958).

Most writers generally agree that there is a need for the position of assistant principal, particularly in larger secondary schools. This need has emerged due to the additional responsibilities of the principal. The additional responsibilities result from the increased diversity of school populations, school organization, and expanded school curricula.

A precise definition of the assistant principal is given by Pfeffer (1955), who describes the assistant principal as the professional person in a school building who is next in authority to the principal. An expanded definition is provided by Pittenger (1954), who views the assistant principal as the chief professional assistant of the principal who acts as a second principal under the direction of the regular head.

There is little agreement as to the title given to this subordinate building-level administrator; however, three titles, associate principal, vice-principal, and assistant principal have been used interchangeably to indicate a similar function. Gillespie (1961) indicates that approximately ninety percent of the persons next in authority to the principal are given the title assistant principal or vice principal. The title of assistant principal is used most often.

Gillespie (1961) indicates that the development of the role of the assistant principal has depended upon expediency rather than upon careful planning. Nevertheless, the literature indicates certain trends in regard

to the assistant principal's position. There seems to be a trend toward greater similarity of duties in the position and there seems to be a change in the nature of the duties.

How assistant principals feel about the duties they perform surfaces as a significant element in an analysis of their position in the secondary school. Austin and Brown (1970) concluded from their study that the level of satisfaction experienced in the position of assistant principal is low compared with satisfactions found in other assignments, basically because of the perceptions and ambiguities tied to the position. Austin and Brown indicate that a second reason for low satisfaction rests in the fact that assistant principals generally do not see a task to its completion; and thus they are deprived of the satisfaction gained from the fulfillment of completing tasks that they are assigned.

Greenham (1972) emphasizes another aspect of the satisfaction found in the position when he states, "More important, I believe, there must be cooperative and understanding working arrangements between principals and assistants if either are to find satisfaction in their respective roles" (p.28). Stogdill (1974) supported this statement when he found that different kinds of behavior by leaders produce different effects in followers. This suggests that the principal's leader behavior may have an effect upon the assistant principal as he/she works to achieve the goals of the school.

Statement of the Problem

The purpose of this study was to investigate the relationship between the job satisfaction of secondary assistant principals and their

perception of their principal's leader behavior. This study was designed to answer the following questions:

1. Are secondary assistant principals' perceptions of their principal's leader behavior of consideration related to their job satisfaction with supervision?
2. Are secondary assistant principals' perceptions of their principal's leader behavior of consideration related to their job satisfaction with work?
3. Are secondary assistant principals' perceptions of their principal's leader behavior of initiating structure related to their job satisfaction with supervision?
4. Are secondary assistant principals' perceptions of their principal's leader behavior of initiating structure related to their job satisfaction with work?
5. Is the job satisfaction of secondary assistant principals related to their principal's leader behavior when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled?

Significance of the Study

Studies in both education and industry suggest that job satisfaction may have a significant effect on an employee's efficiency and productivity in the work place. Because of the importance of the assistant principal's position in the organization of the secondary school, his/her degree of job satisfaction surfaces as a factor that should be considered if the goals of the school are to be achieved with maximum success.

The effectiveness of principals could be improved if they knew more about how their leader behavior affects job satisfaction of subordinates. This position was supported by Edell (1966) in his study in managerial motivation when he concluded that if management knew more about the effects of supervisory behavior, organizational effectiveness would increase.

The relative dearth of research about the job satisfaction of the secondary assistant principal failed to yield any studies that determined the relationship of the job satisfaction of a sample of Virginia secondary assistant principals to the leader behavior of the secondary principal. This suggested a need for the study.

The present study explored the assistant principal's satisfaction with supervision and work and the impact of certain demographic variables in an effort to make a contribution to research that will be relevant to issues of leadership. Furthermore, findings of the study should be beneficial to various educational organizations in planning programs for development of educational leaders.

Theoretical Rationale

The rationale for this study is embedded in the Path-Goal Theory of Leadership. The path-goal theory of leadership, based on an expectancy formulation of motivation, has contributed to research on leader effectiveness by recognizing the complex nature of intervening and situational variables on supervisor--subordinate relationships. It provides a strong base for the investigation of the relationship between leader behavior and subordinates' satisfaction in the work setting.

The theory suggests the style of behavior most appropriate situationally, and attempts to explain why it is most effective (House and Mitchell, 1974). Two dimensions of leader behavior, consideration and initiating structure, are analyzed based upon how they affect employee satisfaction and motivation. The theory is based on two major assertions: (1) that leader specification may clarify goal accomplishment ultimately leading to valued rewards and (2) that leader supportiveness or concern may increase the perception of value for those rewards received for goal accomplishment (Evans, 1970).

Evans (1970) originally established a link between supervisory behavior and subordinates' views of work behavior that provided the means to their own personal goals. Previously, Georgopoulos, Mahoney, and Jones (1957) used the concept of path-goal to explain why employee productivity is not strongly related to satisfaction. They argue that higher productivity may not represent a "path" to the goals that bring satisfaction. House (1971) expanded previous versions of path-goal theory by linking leader behavior to the constructs of expectancy theory of motivation. He observed from expectancy theory that the motivation to perform is based upon extrinsic rewards, the intrinsic rewards derived from task performance, and the intrinsic rewards inherent in task effort. House points out that expectancy theory emphasizes the importance of various types of rewards and the employee's conception of how behavior leads to these rewards. He argues that leader behavior is potentially relevant to all of these rewards and to the employee's conception about how to attain them.

The level of satisfaction experienced by subordinates with job content or the actual work performed has been found to be a key factor in the study of job satisfaction. Simplified low skill level jobs can lead to low motivation, low productivity, and other behaviors that may adversely affect the work place. On the other hand, jobs that are structured to provide for higher order needs increase the affective, behavioral, and motivational potential of the job and thereby enhance job satisfaction (Hackman and Oldham, 1980).

Satisfaction with the supervision that is provided by the leader is also an important variable in the study of job satisfaction. One of the major assertions of the path-goal theory is that leader behavior is acceptable and satisfying to subordinates to the degree that the subordinates see such behavior as either an immediate source of satisfaction or as important to future satisfaction (House and Mitchell, 1974).

Research studies indicate that certain demographic variables may affect job satisfaction. Research has shown that the variables of age, sex, race, educational level, and length of service may impact the study of subordinate satisfaction.

Herzberg et al. (1957) studied the relationship between job satisfaction and age. The results showed a U-shaped curve in which job satisfaction begins high, decreases, then increases again with age in males. Results from a study conducted by Glenn, Taylor and Weaver (1977) was congruent for females. However, a study by Hunt and Saul (1975) did not replicate the U-shaped curve with females. Exceptions to the

U-shaped curve were also noted in studies by Hulin and Smith (1965) and Saleh and Otis (1964). These studies indicated that there was a decrease in job satisfaction during the last five years before retirement.

The gender of subordinates has also been linked to the level of job satisfaction they experience in their work environment. Schuler (1975) concluded from a study that females placed greater value on relationships with co-workers than males. Manhardt (1972) and Bartol (1974) noted that males are more concerned with promotional opportunities that will influence their long term careers than are females. On the other hand, Greenspan (1981) reported that the gender of subordinates was not significantly related to the level of job satisfaction they experienced.

Race is another demographic variable identified by previous research as impacting subordinate job satisfaction. Billups (1972) indicates that job satisfaction and leadership perception are related to race. Jones et al. (1977) found that there were no significant differences in general satisfaction levels when the satisfaction levels of black and white sailors were compared. Jones indicates that other studies have found that whites tend to report higher levels of general job satisfaction.

Research has indicated that a negative relationship exists between a subordinate's educational level and job satisfaction. Vollmer and Kinney (1955) report that employees who had completed high school educational requirements were more satisfied than their co-workers who had received college training. Klein and Maher (1966) found that managers who were not college educated were more satisfied with their jobs. In contrast, Nasstrom, Kline and Myers (1975) in a study of high school principals found that a higher level of job satisfaction could be attributed to some

degree to higher professional training. Herzberg et al.(1957) confirmed this positive relationship between educational level and job satisfaction.

The final demographic variable used in this study is length of service. Johnson (1969) found that secondary school principals have a tendency to be more satisfied when they have more experience on the job. Carr (1971) found a significant relationship between work satisfaction and years of experience. Brown (1977) found length of service to be one of the most critical factors in superintendents' job satisfaction scores. Superintendents in Georgia with eleven to fifteen years of service had the lowest intrinsic and general job satisfaction scores.

Based upon the research cited above, when considering the path-goal theory, job satisfaction is measured by utilizing satisfaction with work and satisfaction with supervision. Thus, this study compared the relationship between the independent variables, leader consideration and leader initiating structure, and the dependent variables, satisfaction with work and satisfaction with supervision.

Finally, previous research has shown that certain demographic factors such as age, sex, race, educational level, and length of service may affect the study of subordinate satisfaction. Therefore, this study included an analysis of demographic factors of assistant principals.

Definition of Terms

Leader Behavior. The term Leader Behavior refers to the observed behavior of secondary school principals as perceived by their assistant principals and measured by the Leader Behavior Description Questionnaire Form XII (LBDQ-XII).

Consideration. "Consideration" is a leadership behavior which refers to "behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and members of his group" (Halpin, 1957, p.1). Operationally, consideration is defined as the consideration dimension measurement score as perceived by assistant principals on the LBDQ.

Initiating structure. "Initiating structure" is a leadership behavior which refers to the leader's behavior in "delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done" (Halpin, 1957, p.1). Initiating structure is defined operationally as the initiating structure dimension measurement score perceived by the assistant principals on the LBDQ.

Virginia Association of Secondary School Principals (VASSP). A professional organization established to provide professional development for secondary school administrators in the state of Virginia.

Secondary School. A school with any combination of grades 6-12.

Principal. The term principal refers to the professional person employed full time to administer a secondary school.

Secondary Assistant Principal. The term secondary assistant principal refers to the professional person employed full-time to assist the principal in the administration of a secondary school.

Job Satisfaction. The assistant principals' scores on the Job Descriptive Index (JDI). The JDI goes beyond the global assessment of

employee satisfaction and measures five separate subscales, covering satisfaction with type of work, pay, promotional opportunities, supervision and co-workers. Satisfaction with supervision and work are the areas that were explored in this study.

Hypotheses

The theory base which has been reviewed would suggest the following hypotheses which were treated:

- Hypothesis 1. The leader behavior variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--supervision as measured by the JDI.
- Hypothesis 2. The leader behavior variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI.
- Hypothesis 3. The leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--supervision as measured by the JDI.
- Hypothesis 4. The leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI.
- Hypothesis 5. The job satisfaction of the secondary assistant principal is related to the leader behavior of the secondary principal when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

Limitations of the Study

The research which was conducted was correlational. Thus, the researcher sought to determine if a relationship exists between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior. The basic limitation was that the data was collected from self-report instruments. It was assumed, therefore, that the respondents would give accurate and honest answers.

Additional limitations were:

1. Nature of the sample. The study was limited to secondary assistant principals who are members of the Virginia Association of Secondary School Principals (VASSP) and use their school as the mailing address for correspondences from VASSP.
2. Leadership behavior dimensions investigated. The investigation of leader behavior was limited to the dimensions of initiating structure and consideration.
3. Job satisfaction dimensions investigated. Job satisfaction was limited to two dimensions, satisfaction with work and satisfaction with supervision.

Overview

The remainder of this dissertation will be organized into four chapters. Chapter 2 will review the literature and research related to the problem. In Chapter 3, the methodology of the present study will be presented, which includes descriptions of respondents, instruments and procedures used. Chapter 4 will present the findings and results. The conclusions and implications for further research will be presented and discussed in Chapter 5.

Chapter 2

Review of Related Literature and Research

The review of related literature and research for this study is presented in this chapter. The review covered five areas: (1) perception and behavior, (2) job satisfaction, (3) leader behavior, (4) studies of job satisfaction and leader behavior, and (5) demographic variables and job satisfaction.

The vast amount of research in these areas hampered an exhaustive review of the literature. Thus, the focus of this review was geared toward selected studies that provide a basis for the general hypothesis tested: that there is a relationship between job satisfaction and leader behavior.

Perception and Behavior

Massarik and Welchsler (1976) view social perception as the means by which people form impressions of, and perhaps understanding of, one another. The perceiver, the perceived, and the situation are the three basic factors delineated by Massarik and Welchsler. They emphasized the concept that the perceived and the perceiver possess complex personalities and the situation is surrounded by their feelings. Catril (1957) in an attempt to identify links between the perceiver and the perceived, states that a process of negotiations takes place between the perceiver and the perceived in which the end result is a product of both influences within the perceiver and characteristics of the perceived. Soskin (1953) indicates that the ability to form precise impressions of others is likely to be disproportionately affected by the type of situation or the environment in which the impression is made.

Bruner (1973) advanced the concept of perceptual readiness. He believes that perception involves categorization, and that the perceiver brings a category system to the perceiving process. In support of Bruner, Getzels (1968) states that forces within the individual are varied and patterned, and that each individual perceives his situation differently.

Bruner (1973), Alport (1955), and From (1971) investigated factors that are crucial in the process of perceiving others. Bruner indicates that subjective influences such as needs, cultural background, values, and interests are important. Alport indicates that general background, demographic characteristics, one's unique self, and personality characteristics are important, whereas From supports interest as a factor. From also expresses the belief that the greater the importance of a decision made by someone else for us, the more we are inclined to perceive the person's ideas and feelings.

Other insights concerning social perception are provided by Combs (1959). He states that what governs the behavior from the point of the individual are one's unique perception of oneself and the world in which one lives and the meaning these perceptions have for the individual. Similarly, Massarik and Welchsler (1976) advanced the idea that one's self-concept provides a kind of psychological base of operation that inevitably affects relations with others.

Support has been provided for Comb's point of view by Corey, Foshay, and Maskenzie (1963). In establishing a relationship between perception and behavior, they state that most of our behavior, particularly as it involves relations with others, can be explained as

our attempt to preserve our integrity, our self-respect, and to maintain or build our self esteem.

A focus on self has also been examined by Zalkind and Costello, (1974). They indicate that the thread which ties together many findings relevant to characteristics of the perceived and the perceiver is that tendency to use one's self as the norm by which one perceives or judges.

In summary, researchers agree that our behavior is highly related to our perceptions. Our perceptions are based on a combination of factors related to the perceived, the perceiver, and the situation. Concept regarding self is important in forming accurate perceptions. Thus, perceptions held by individuals seem to influence strongly their behavior in a social system.

Job Satisfaction

The area of job satisfaction has received rather extensive treatment in the literature; however, the present study was concerned with satisfaction with work and supervision. The work of Abraham Maslow in the field of needs and their satisfaction is essential to the examination of job satisfaction. Maslow's hierarchy contains five levels: the physiological needs which must be satisfied prior to any others; safety or security needs; social or affiliation needs; esteem or recognition needs; and self actualization needs which represent the apex of the hierarchial structure. Maslow indicated that the lower level needs must be satisfied before attention could be paid to needs at higher levels (Hersey, 1972).

Frederick Herzberg expanded on the work of Maslow as he attempted to relate the needs of the individual to the problem of job satisfaction.

In developing his theory, Herzberg, Mausner, and Snyderman (1959) examined two hundred engineers and accountants in nine different companies. They analyzed feelings and experiences indicated by employees concerning their jobs. Results revealed that categories associated with high job satisfaction were those related to job content. The motivator factors included such job activities as achievement, recognition, responsibilities, work itself, and advancement. Conversely, job context factors such as company policy, supervision, and working conditions were associated with low job satisfaction situations.

Evidence also points to a relationship between job satisfaction and physical health. Palmore (1969) conducted a study whose findings indicated that people who like their work are likely to live longer.

Roethlisberger and Dickson (1939) found that people working in isolated jobs were more likely to express irritation, dissatisfaction, or feelings of depression on the job. A later study of automobile industry workers by Walker and Guest (1952) found that isolated workers disliked their jobs.

Snizek and Bullard (1983) investigated causes of diminished job satisfaction. They reported the findings of a longitudinal study of 92 government employees that was conducted over a five-year period. Their findings indicate that individuals who perceived that there had been an increase in division of labor and hierarchy of authority experienced diminished job satisfaction. On the other hand, those who perceived that there had been an increase in standardized work procedures reported increased levels of job satisfaction.

Likert (1961) also establishes some parameters in reference to job satisfaction. He suggests that as tasks become more diverse and require greater training and skills, the relationship of the individual and his/her job appears to change progressively from the negative viewpoint to the positive viewpoint. On the other hand, Likert indicates that when jobs are exorbitantly routine, the monotony and loss of satisfaction by the individual with his/her work seem to adversely affect his/her productivity (Likert, 1961).

Likert tends to agree with the historical relationship between job satisfaction and productivity which has been that the productivity level follows the degree of job satisfaction. However, research tends to show that this assumption is generally not accurate. Intervening variables tend to affect the relationship between satisfaction and productivity and causes it to become more complex. Research has shown that satisfied and dissatisfied workers have been high, average, or low producers (Harris and Greenberg, 1983).

Griffin (1982) found strong positive correlations between productivity, job satisfaction, and certain task attributes. He found a significant correlation between productivity and task variety, autonomy, and feedback. The strongest statistical relationships were found when productivity was correlated with autonomy and feedback. Griffin concluded that when the design of the work is enhanced, job satisfaction and employee productivity might be increased.

Just as the work itself is related to job satisfaction, the supervision provided by the leader affects the level of satisfaction experienced by subordinates.

Aiken, Smits, and Lollar (1972) conducted a study of leader behavior and job satisfaction in state rehabilitation agencies. Results obtained by factor analysis indicate that how supervisors treated counselors seemed more important to the counselors' level of job satisfaction than working conditions or the designated reward system of the agency.

Misshank (1971) studied the relationship between supervisory skills and employee satisfaction. The researcher elicited responses to a questionnaire from 25 high-skill industrial engineers, 25 intermediate-skill mechanics and machine operators, and 25 low-skill assembly line workers and machine operators. Respondents were requested to assess (1) the supervisor's technical administration and human relations skills; (2) employee perceptions of each skill; and (3) employee satisfaction with the overall work environment. The engineers were more perceptive about technical and human relations skills than any other group. They also rated human relations skills higher than the other groups. Results suggest that an employee's satisfaction with a supervisor is a function of the extent to which the employee sees skills which he/she believes are important.

In another study by Ronan (1970), individual and situational variables relating to job satisfaction were examined. Data were collected concerning job satisfaction, using 32 items from a questionnaire with a sample of 1,310 managerial-supervisory, 3,641 salaried, and 6,212 hourly employees. Data describing work units and behaviors in the units, such as tardiness, were collected in the same organization. When the two sets of data were correlated and analyzed, there was generally little relationship between job satisfaction and

behavior. When a relationship was found, the link appeared to be direct supervision.

The specific number of factors that comprise general satisfaction varies from study to study, but researchers have generally used at least five (Smith et al. 1975). Factor analytic studies were conducted by Smith et al. (1975), and they concluded that the most significant elements of job satisfaction were: work, pay, opportunity for promotions, supervision, and people with whom one works.

Leader Behavior

Gibb (1954) and Stogdill (1948) indicate in their survey of the research literature that leadership is a complex social phenomenon that cannot be treated meaningfully when it is viewed as an isolated trait or entity that is separated from related group and institutional factors.

Organ and Bateman (1986) state that since 1950, the study of leadership has looked more closely at what the leader does as opposed to the traits of the leader.

Stodgill (1948) and Fleishman (1973) report that the Ohio State Studies identified two relatively independent dimensions of behavior along which leaders differ. They indicate that one of these, consideration, involves the extent to which the leader establishes mutual trust, rapport, and communication with subordinates. A high consideration score indicates psychological closeness between leader and subordinate; a low consideration score indicates a more psychologically distant and impersonal posture on the part of the leader. They describe the second factor, initiating structure, as pertaining to leader acts of organizing, defining relationships, setting goals, emphasizing deadlines,

giving directions, essentially showing concern for the task or getting the work done.

Researchers have used a Leader Behavior Description Questionnaire (LBDQ) to measure these two dimensions of leader behavior. Hemphill and Coons (1950) constructed the original form of this questionnaire which has been adapted for research purposes in various settings.

Fleishman (1973) reviewed the twenty-year history of the LBDQ and presented a general conclusion out of the preponderance of findings. He concluded that the numerous findings seem to indicate that the high-structure-high-consideration pattern appear to be the most desirable, whereas the low-consideration-low-structure pattern more often appears the least desirable.

The two leader behaviors described in the Ohio State studies resemble the two types of leaders Bales (1953) found to emerge in laboratory discussion groups: the task leader specialist and the human relations specialist. Bass (1970), Argyris (1957), Brown (1967), and Fielder (1965) also identified variables similar to initiating structure and consideration. Likert (1954) refers to "employee-centered" and "production-centered" supervisors, terms which basically correspond to consideration and initiating structure.

The importance of both forms of leader behavior, initiating structure and consideration is emphasized by Cartwright and Zander (1953) in their delineation of the two fundamental objectives of all groups: (1) the achievement of some specific group goal, and (2) the maintenance or strengthening of the group itself. They indicated that both group forms of leader behavior are required to fulfill these two group objectives.

Halpin (1954) reports the relationship between the aircraft commander's behavior on the dimensions of consideration and initiating structure and evaluation of his performance made both by his superiors and the crew members. Halpin (1953) also presents evidence which indicates that the most effective commanders are those who score high on both dimensions of leader behavior. Similar findings were made by Hemphill (1955) in a study of twenty-two departments in a liberal arts college. He found that the departments that were renown for being well administered were those whose leaders were described as above the average on both consideration and initiating structure behaviors.

Korman (1966) and Fleishman (1973) conducted literature reviews of empirical studies that investigated the relationships between consideration and initiating structure. These reviews revealed that leader consideration appears to be a consistent, reliable predictor of subordinate satisfaction and the behavioral consequences of job satisfaction. Fleishman and Harris (1962) report the results of a study conducted in the factories of a farm equipment manufacturer. The findings indicate that the rates of subordinate turnover and officially processed grievances accelerated as the leader's consideration scores declined. Grievances and turnover changed very little as the level of initiating structure moved from low to moderate, but at very high degrees of initiating structure, grievances and turnover again accelerated markedly. Fleishman and Harris further indicate that while high consideration seemed to offset the otherwise negative effect of high initiating structure, the reverse was not true: low consideration, even when coupled with low initiating structure, led to dissatisfaction and

low morale. They state that even though consideration generally correlates positively with subordinate job satisfaction, the magnitude of the relationship varies from situation to situation based upon the level of the job, the nature of the task, and the characteristics of subordinates.

Studies of Job Satisfaction and Leader Behavior

Many studies have been conducted to study the relationship between factors relating to job satisfaction of subordinates and their perception of the behavior of their leader.

Payne (1982) studied factors relating to the job satisfaction of nurses employed in five hospitals in or near a major midwestern city. The main purpose of her study was to investigate relationships between the job satisfaction of nurses and organizational factors, personal attributes, conflicts in expectations and leader behavior. A questionnaire was administered to fifty-two head nurses and two hundred nine staff nurses employed in five hospitals in or near a major midwestern city.

The major findings were:

1. There is no strongly supported relationship between the similarity of sex-roles identities of staff and head nurses and the job satisfaction of staff nurses.
2. There is no relationship between the similarity of expectations for the role behaviors of nurses held by staff nurses and head nurses and the job satisfaction of staff nurses.
3. There is no relationship between the sex-role identity of the head nurse and the head nurses' leader behaviors of initiating structure or consideration.
4. The only relationship between leader hierarchial influence, subordinate role, ambiguity, and the leader behavior initiating structure is in the area of staff nurse satisfaction with supervision.

5. There is a relationship between staff nurse satisfaction with pay, promotions, and supervision and staff nurse role ambiguity, leader hierarchical influence, and the head nurses' behavior of consideration.
6. When sex-role identity, conflict in expectations, and situational factors are accounted for, there is not a relationship between head nurse initiating structure and staff nurse satisfaction.
7. The situational factors of role ambiguity and leader hierarchical influence and the head nurse's leader behavior of consideration are related to staff nurse job satisfaction (Payne, 1982, p.329).

Aiken, Smits, and Lollar (1972) conducted research on the relationship between leader behavior and job satisfaction in state rehabilitation agencies. They used the Leader Behavior Description Questionnaire (LBDQ) as a measure of leader behavior and the Job Satisfaction Inventory (JSI) as the measure of employee satisfaction. The results indicate a high positive relationship between the consideration subscale of the LBDQ and the relationship with the employer subscale of the JSI. This relationship was significant at the .001 level of confidence. The authors concluded that this finding implies that the quality of the interpersonal relationship between supervisor and subordinate is a central aspect of satisfaction in state rehabilitation agencies.

The LBDQ dimensions of consideration and initiating structure were used in a study of behavioral and situational moderators of subordinate satisfaction by Vecchio in 1981. In this study, a distinction was made between global measures of employee satisfaction and a more specific measure of employee satisfaction with supervision. Vecchio asserts that much research has centered on the relationship between leader behavior

and global satisfaction; however, few studies have been conducted on the more explicit measure of subordinate satisfaction with supervision and leader behavior. He indicates that subordinate satisfaction with supervision is conceptually closer to the independent variable of leader behavior than are global satisfaction measures.

In this study of 107 subordinate-supervisor relationships, Vecchio reports that: (1) the LBDQ consideration dimension relates positively with global satisfaction and subordinate satisfaction with supervisor measures; (2) positive relationships were found between the initiating structure dimension of the LBDQ and the measure of global satisfaction and subordinate satisfaction with supervision; (3) there were stronger relationships found between leader behavior and subordinate satisfaction with supervision ($p < .00002$) than between leader behavior and the global satisfaction measures ($p < .01$).

Brown (1977) conducted a study to investigate the relationship between the job satisfaction of Georgia school superintendents and the perceived leader behavior of Georgia School Board presidents. Superintendents in the state of Georgia were requested to complete three questionnaires. The Minnesota Satisfaction Questionnaire (MSQ) was administered to obtain superintendents' job satisfaction scores. The Leader Behavior Description Questionnaire (LBDQ) was administered to superintendents to obtain their perceptions of the local school board president's leader behavior. A demographic survey was completed by each superintendent which included (a) length of service as superintendent (b) size of school system (c) method of selection and (d) level of education.

The major findings indicate that a significant relationship existed between the job satisfaction of Georgia school superintendents and the leader behavior of Georgia School Board presidents. The extrinsic satisfaction of the superintendent was positively and significantly related to both leader behavior variables, consideration and initiating structure. The demographic variable, length of service, was one of the most critical factors in superintendents' job satisfaction scores. Superintendents with eleven to fifteen years of service had the lowest intrinsic and general job satisfaction scores.

In similar studies, Phillips (1981) and Dorminy (1979) investigated the relationship of the job satisfaction of assistant principals and their perception of the principal's leader behavior. Phillips investigated this relationship with a sample of thirty-four Gwinett County Public School assistant principals selected from a population of three hundred twenty-two assistant principals throughout the state of Georgia. Dorminy's study included 239 assistant principals from a population of 322 assistant principals throughout the state of Georgia.

Conclusions from Phillip's study indicate that consideration leader behavior is a dimension of leader behavior which contributes to high general satisfaction of assistant principals. Initiating structure leader behavior did elicit a moderately high general satisfaction and the implication is that assistant principals in Gwinett County gained greater satisfaction from principals that exhibit both consideration and initiating structure leader behavior. The demographic variables had little effect on the job satisfaction of the assistant principal. When the effect of these variables was removed, the change in the relationship

of the independent (leader behavior) and the dependent (job satisfaction) variables was insignificant.

Conclusions from Dorminy's study suggest that job satisfaction is related to leader behavior and that race, experience in education, size of school, level of education, and years of experience as an assistant principal have little effect on job satisfaction. When the effect of these variables was removed, the change in the relationship of the independent (leader behavior) and the dependent (job satisfaction) variables was not significant. Considerate leader behavior was found to be most related to job satisfaction.

Greenspan (1981) investigated whether or not a relationship existed between the perception of leader behavior, individual staff dogmatism, and job satisfaction of the Committee, and the handicapped professional staff employed in the New York City Public Schools. The population of the study consisted of the psychologists, social workers, and teachers who were employed on a full-time basis for the Committee. The total sample size was ninety-four. The results of this study show that (1) there was no significant relationship between the individual dogmatism level of the staff and the degree of job satisfaction they experienced. It appeared that other factors either personal or environmental were influencing the perceptions of leader behavior; (2) the perception of leader behavior characterized by high consideration was significantly related to the level of job satisfaction experienced by the staff regardless of the leader's tendency to initiate structure; and (3) the age and sex of the staff were not significantly related to the level of job satisfaction they experienced.

Because of inconsistency found in the literature concerning the relationship between the leader behavior of initiating structure and employee satisfaction, Schriesheim, House, and Kerr (1976) conducted a study to examine the effects of leader initiating structure on subordinates' satisfaction and role clarity. The researchers attributed the negative, positive, significant, and non-significant relationships that had been found in the literature between initiating structure and subordinate satisfaction to the differences in the instruments used to measure dimensions of leader behavior. Thus, Schriesheim, House, and Kerr sought to investigate the differences in findings between the three instruments that are used most frequently to measure leader behavior. They are (1) the Leader Behavior Description Questionnaire (LBDQ), (2) the Leader Behavior Description Questionnaire Form XII (LBDQ-XII), and (3) the Supervisor Behavior Description Questionnaire (SBDQ).

The sample used to investigate the differences in findings between the LBDQ and SBDQ measures and their relationships with employee satisfaction and role clarity consisted of 242 hourly employees at Ohio State University. Stogdill's 12-item questionnaire was used to obtain a global measure of general job satisfaction. Role clarity was measured by using House's six-item measure of role clarity instrument.

The results of the research by Schriesheim, House, and Kerr indicated that (1) there were no significant differences on the three instruments in the relationship between the consideration dimension and subordinate satisfaction and role clarity. All of the relationships were significant and positive. (2) the relationships between both LBDQ measures of initiating structure and subordinate satisfaction were

positive and significant. (3) the relationship between the SBDQ measure of initiating structure and subordinate satisfaction was negative and nonsignificant. (4) the relationships between all three measures of initiating structure and role clarity were significant and positive and (5) there were significant and positive inter-correlations between the consideration and initiating structure subscales on both forms of the LBDQ. A significant, negative intercorrelation was found between the consideration and initiating structure subscales of the SBDQ.

Research by Likert (1961, 1967) indicates that supportive and participative supervision can lead to enhanced job satisfaction. He states that the supervisor must deal effectively with both the needs of the individual and the organization. Furthermore, he asserts that modern management of organizations focuses upon the principle of supportive relationships so that in all interactions with the organization the individual will view the experiences as supportive and ones that build and maintain his/her sense of personal worth and importance.

Demographic Variables and Job Satisfaction

Research studies indicate that certain demographic variables may affect job satisfaction. Research has shown that the variables of age, sex, race, educational level, and length of service may impact the study of subordinate satisfaction.

Herzberg et al. (1957) studied the relationship between job satisfaction and age. The results showed a U-shaped curve in which job satisfaction begins high, decreases, then increases again with age in males. Results from a study conducted by Glenn, Taylor and Weaver (1977)

was congruent for females. However, a study by Hunt and Saul (1975) did not replicate the U-shaped curve with females. Exceptions to the U-shaped curve were also noted in studies by Hulin and Smith (1965) and Saleh and Otis (1964). These studies indicated that there was a decrease in job satisfaction during the last five years before retirement.

The gender of subordinates has also been linked to the level of job satisfaction they experience in their work environment. Schuler (1975) concluded from a study that females placed greater value on relationships with co-workers than males. Manhardt (1972) and Bartol (1974) noted that males are more concerned with promotional opportunities that will influence their long term careers than are females. On the other hand, Greenspan (1981) reported that the gender of subordinates was not significantly related to the level of job satisfaction they experienced.

Race is another demographic variable identified by previous research as impacting subordinate job satisfaction. Billups (1972) indicates that job satisfaction and leadership perception was related to race. Jones et al. (1977) found that there were no significant differences in general satisfaction levels when the satisfaction levels of black and white sailors were compared. Jones indicates that other studies have found that whites tend to report higher levels of general job satisfaction.

Research has indicated that a negative relationship exists between a subordinate's educational level and job satisfaction. Vollmer and Kinney (1955) report that employees who had completed high school educational requirements were more satisfied than their co-workers who had received college training. Klein and Maher (1966) found that managers who were not college educated were more satisfied with their jobs. In contrast,

Nasstrom, Kline and Myers (1975) in a study of high school principals found that a higher level of job satisfaction could be attributed to some degree to higher professional training. Herzberg et al. (1957) confirmed this positive relationship between educational level and job satisfaction.

Length of service has been linked to job satisfaction. Johnson (1969) found that secondary school principals have a tendency to be more satisfied when they have more experience on the job. Carr (1971) found a significant relationship between work satisfaction and years of experience. Brown (1977) found length of service to be one of the most critical factors in superintendents' job satisfaction scores. Superintendents in Georgia with eleven to fifteen years of service had the lowest intrinsic and general job satisfaction scores.

SUMMARY

Research studies were examined in the areas of perception and behavior, job satisfaction, leader behavior, factors relating to job satisfaction as it relates to leader behavior, and demographic variables and job satisfaction.

Behavior was seen as highly related to one's perceptions. Perceptions were seen as being based on a combination of factors relevant to the perceived, the perceiver, and the situation.

Job satisfaction was seen as a complex concept needing additional study and as having two components, work and supervision, that are directly affected by leader behavior.

Leader behavior was seen generally as two dimensional, initiating structure and consideration. The Leader Behavior Description

Questionnaire (LBDQ) is used most frequently to measure these factors. Consideration was generally seen as being positively related to job satisfaction whereas findings concerning initiating structure have been inconsistent.

Job satisfaction was found to be related to leader behavior and certain demographic variables were viewed as impacting this relationship.

Chapter 3

Methodology

The purpose of this study was to investigate the relationship between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior. The proposal for the study was approved by the Human Subjects Review Committee.

Hypotheses

The hypotheses tested in this study were as follows:

- Hypothesis 1. The leader behavior variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--supervision.
- Hypothesis 2. The leader behavior-variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI.
- Hypothesis 3. The leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--supervision as measured by the JDI.
- Hypothesis 4. The leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI.
- Hypothesis 5. The job satisfaction of the secondary assistant principal is related to the leader behavior of the secondary principal when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

Chapter 3 contains an explanation and description of the methodology used in this study. It is organized into the following sections: hypotheses, population and sample, instrumentation, design and procedures, and data analysis.

Population and Sample

The population of this study included assistant principals who are members of the Virginia Association of Secondary School Principals. The sample was limited to assistant principals who listed their school as the mailing address for VASSP membership information. The limitation placed on the sample was designed to increase the probability that the assistant principals were practicing administrators. A computer printout of the names and addresses of assistant principals based upon the established limitation was obtained from the Executive Director of VASSP. The total number of assistant principals selected for the study was 240. A total of 184 of 240 or 77 percent of the assistant principals responded to the questionnaires.

Data presented in Table 1 indicate the frequency and percent of respondents by demographic variables. The data indicate that more than 50 percent of the assistant principals were between the ages of 40 and 49. Males included in the sample total 121 and the number of females total 63. Ethnic origin of respondents included 153 white and 31 blacks. 48 of the respondents hold degrees above the master's level. Of the 48, 14 hold the doctorate degree. 55 percent of the assistant principals have been in their present position less than seven years.

Table 1
 Frequencies and Percent of Responses of
 Assistant Principals on Demographic Variables
 N = 184

Demographic Variable	Frequency	Percent of Total
<u>Age</u>		
Under 30	2	1.1
30-39 Years	53	28.8
40-49 Years	94	51.1
50-59 years	33	17.9
60 or older	2	1.1
<u>Sex</u>		
Male	121	65.8
Female	63	34.2
<u>Race</u>		
Black	31	16.8
White	153	83.2
<u>Educational Level of Subject</u>		
Missing	2	1.1
Masters	135	73.1
Educational Specialist	33	18.1
Doctorate	14	7.7
<u>Length of Service</u>		
1-5 years	86	46.7
6-10 years	53	23.4
11-15 years	30	16.2
16-20 years	21	11.4
Over 20 years	4	2.3

Instrumentation

Two instruments were used in this study. The Leader Behavior Description Questionnaire Form XII developed by Stogdill (1963) was used to measure dimensions of leader behavior. The Job Descriptive Index developed by Smith, Kendall, and Hulin (1969) was used to measure dimensions of job satisfaction. A brief questionnaire was used to collect demographic data.

Leader Behavior Description Questionnaire Form XII

The Leader Behavior Description Questionnaire Form XII (LBDQ-12) was constructed to describe leadership styles. It resulted from over twenty years of leadership research conducted at Ohio State University. The frequency that a respondent perceives the leader to engage in each type of behavior is indicated by marking one of five adverbs: always, often, occasionally, seldom, or never. The responses are collected from the leader's immediate work-group, and they are scored on two dimensions of leader behavior (Halpin, 1957). The two fundamental dimensions of leader behavior that were identified in validating the short form of the instrument were initiating structure and consideration (Halpin and Winer, 1957). The short form that was used in this study consists of 40 items. Thirty of the 40 items were scored; 15 for each of the two dimensions of leader behavior. The responses were quantitatively rated from 4 (always) to 0 (never). In order to maintain conditions of administration similar to the conditions of standardization of the instrument, the 10 unscored items were retained in the questionnaire.

The score for each dimension is the sum of the scores assigned to responses marked on each of the 15 items in the dimension. The range of

scores for consideration and initiating structure is 0 to 60.

Reliability of the LBDQ subscales was determined with a modified Kuder-Richardson formula which resulted in a conservative estimate of subscale reliability. Reliability coefficients ranged from .54 to .91. When used with various research populations, the reliability coefficients on the initiating structure subscale ranged from .72 to .80. On the consideration subscale, the reliability coefficients ranged from .76 to .87 (Halpin, 1966; Stogdill and Coons, 1957). A copy of the LBDQ Form XII may be found in Appendix A.

In summary, the LBDQ Form XII was suitable for use in the study because it is widely used and recognized as a valid instrument to measure the leader behaviors of consideration and initiating structure. Moreover, the leader behaviors are readily identified by the instruments and there is overall agreement among raters regarding the interpretation of behaviors that they are asked to rate (Stogdill, 1969). The LBDQ Form XII also has a high reliability coefficient, which tends to provide confidence in data collected at one point in time.

Job Descriptive Index

The Job Descriptive Index (JDI) is a 72-item questionnaire designed to measure employee job satisfaction. Previous instruments designed to measure employee job satisfaction only produced an overall satisfaction score. The JDI extends beyond this global satisfaction concept and measures five dimensions of job satisfaction: the type of work, the supervision, the co-workers on the job, the pay, and the opportunity for advancement or promotion (Smith et al., 1969).

Test items are divided among the five scales as follows: type of work (18 items), pay (9 items), promotional opportunities (9 items) supervision (18 items), and co-workers (18 items). Responses to the test items are forced choice format of Yes, Uncertain or No. For each area of satisfaction there is a list of adjectives or short phrases. The respondent is instructed to indicate whether each phrase applies to the particular facet of his job (Smith et al. 1969). The scoring method for direct scoring of the JDI deviates from the traditional methods of scoring. Traditionally, the "?" response would be assumed to lie halfway between the positive and negative responses to an item. However, the authors concluded from five industrial samples that the "?" response was more an indicator of dissatisfaction than satisfaction. They assigned the "?" a weight of 1 instead of 2 and a dissatisfied response a weight of 0 (Smith et al. 1969 p.79). Table 2 shows the revised weighting system for direct scoring of the JDI. To avoid a positive halo effect, approximately half of the items are negatively worded and they are scored in reverse. The responses for each scale item are then added to produce an overall scale score. The pay and promotional opportunities scales are doubled because they only contain half the test items as the type of work, supervision and co-workers scales. The possible range of scores on each scale is 0 to 54.

The test authors report reliability coefficients using split-half correlation and Spearman-Brown Correlation. The reliability coefficients range from .67 to .88 on the five subscales of the JDI. Convergent and discriminant validity were assessed by means of the multi-trait

Table 2
Revised Weights for Direct Scoring of the JDI

Response	Revised Weights
Yes to a positive item	3
No to a negative item	3
? to any item	1
Yes to a negative item	0
No to a positive item	0

and multi-method matrix. The results reveal consistent, convergent and discriminant validity. A copy of the JDI with the scored responses in the satisfied direction is found in Appendix B.

The entire JDI was administered in this study, and scores were obtained for each of the five areas of job satisfaction, but only satisfaction with the type of work and satisfaction with supervision were considered as dependent variables in the analysis of data.

In summary, the JDI was selected for the study to measure job satisfaction because it has good reliability coefficients and it is simple to administer and easily understood by respondents. The JDI also identifies job satisfaction with different aspects of the job which enables researchers to uncover variables that may confound job satisfaction. Finally, the JDI has been selected in numerous research studies which indicates the value attached to the JDI by other researchers. Its wide use makes provisions for comparing the results of this study with past and future related studies.

Demographic Questionnaire

Demographic data was collected from assistant principals in five areas.

These data were as follows: race, age, sex, educational level, and years of experience as assistant principal. This form may be found in Appendix C.

Design and Procedures

The Path-Goal Theory of Leadership provided the framework for this study. The study investigated the relationship between the independent variables of leader consideration and initiating structure and the

dependent variables of satisfaction with supervision and satisfaction with work. The effect of the demographic variables of age, sex, race, educational level and length of service were also investigated.

The independent variables of leader behavior, consideration and initiating structure, were obtained from the Leader Behavior Description Questionnaire Form XII (Stodgill, 1963) as perceived by assistant principals. The dependent variables of job satisfaction, satisfaction with supervision and satisfaction with work, were obtained from the Job Descriptive Index (Smith et al., 1969) as recorded by assistant principals themselves.

The variables of this study were not susceptible to experimental control and manipulation because changes in the independent variable had already taken place. Thus, an ex post facto design was selected for this study. The goal of ex post facto investigation is to establish relationships among variables. Kerlinger (1966) defined ex post facto research as,

that research in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables (p.360).

Ex post facto research provides a valuable tool for educational research when variables are nonmanipulative; however, interpretation of the results of this study should be made with caution.

Data were collected from 184 of the 240 assistant principals included in the sample. Each of the 240 assistant principals was sent by mail a package which contained, the LBDQ-XII, JDI, Demographic Questionnaire, a self-addressed, stamped envelope and a cover letter

which contained the necessary details. (see Appendix D) The instruments were identified by a code for follow-up purposes only. Each instrument contained specific instructions. Respondents were asked to return the instruments in the self-addressed, stamped envelopes by November 1, 1989. As of November 10, 1989, the researcher had received a return rate of 60 percent. Thus, a follow-up package which contained a different cover letter (see Appendix E), a set of instruments, and a self-addressed, stamped envelope was mailed to non respondents. The return date was set for December 1, 1989. This follow-up increased the return rate to 77 percent.

Data Analysis

Analysis of the research data was based on selected programs from the Statistical Analysis System (SAS).

The five hypotheses of this study concern the relationship between leader behavior and job satisfaction. The linear relationships between these hypotheses were initially assessed by Pearson product-moment correlation. Some significant relationships were found. Additional analysis was performed using multiple regression procedures. Multiple regression was used to provide estimates of the magnitude and statistical significance of relationships between variables. Borg and Gall (1983) describe multiple linear regression as "a statistical technique for exploring the strength of relationship between several independent variables (singly or in combination) and one dependent variable" (p.369).

Chapter 3 has presented the methodology used in this study. The next chapter presents a discussion of the results.

Chapter 4

Findings

The findings resulting from the analysis of data will be presented in Chapter 4. The study investigated the relationship between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior.

The population of the study included 240 assistant principals who are members of VASSP and who use their school as their mailing address to receive communications from VASSP.

Each of the 240 assistant principals selected for the study was requested to complete the Leadership Behavior Description Questionnaire Form XII (LBDQ-XII), the Job Descriptive Index (JDI) and a demographic questionnaire. Seventy-seven percent or 184 assistant principals responded with usable forms. Data collected from the instruments were scored for leader behavior (consideration and initiating structure), job satisfaction (supervision and work), and demographic variables. Data was analyzed by using Pearson product-moment correlations and multiple regression analysis according to the Statistical Analysis System (SAS).

This study investigated four bivariate relationships between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior. Analysis of data for Hypotheses 1, 2, 3, and 4 was by Pearson product-moment correlation. The results of the Pearson correlation for these four bivariate relationships are presented in Table 3.

Hypothesis 1 proposed a significant relationship between the leader behavior variable--consideration as measured by the LBDQ-XII and the job

satisfaction variable--supervision as measured by the JDI. Table 3 shows that a significant ($p < .05$) positive correlation of .7730 was found between consideration and supervision; thus, hypothesis 1 was accepted.

Hypothesis 2 proposed a significant relationship between the leader behavior variable--consideration as measured by the LBDQ-XII and the job satisfaction variable--work as measured by the JDI. Table 3 shows that a significant ($p < .05$) positive correlation of .2869 was found between consideration and work; thus, hypothesis 2 was accepted.

Hypothesis 3 proposed a significant relationship between the leader behavior variable--initiating structure as measured by the LBDQ-XII and the job satisfaction variable--supervision as measured by the JDI. Table 3 shows that a significant ($p < .05$) positive correlation of .4164 was found between initiating structure and supervision; thus, hypothesis 3 was accepted.

Hypothesis 4 proposed a significant relationship between the leader behavior variable initiating structure as measured by the LBDQ-XII and the job satisfaction variable--work as measured by the JDI. Table 3 shows that a nonsignificant ($p > .05$) correlation of .0787 was found between initiating structure and work; thus, hypothesis 4 was rejected.

Based on the analysis of the data presented in Table 3, there is a significant relationship between the leader behavior variable--consideration and the job satisfaction variables--supervision and work. This finding is in support of the majority of previous research on the LBDQ-XII factor of consideration and subordinate satisfaction measures. A significant relationship between the leader behavior variable initiating structure and the job satisfaction variable--supervision is

Table 3

Pearson Correlation of Leader
Behavior (N = 184) and Job
Satisfaction (N = 184)

	<u>Supervision</u>	<u>Work</u>
Consideration	r = .7730 p = .000	r = .2896 p = .000
<hr/>		
Initiating Structure	r = .4164 p = .000	r = .0787 p = .144
<hr/>		

Level of Confidence = $p < .05$

also evident. However, the data presented shows a nonsignificant relationship between the leader behavior variable--initiating structure and the job satisfaction variable--work. Previous studies that investigated the relationship between the initiating structure component of leader behavior and subordinate satisfaction measures have been inconsistent and contradictory. Thus, the nonsignificant relationship between initiating structure and work was not a revelation.

Hypothesis 5 proposed that the job satisfaction of the secondary assistant principal is related to the leader behavior of the principal when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

The four subhypotheses tested were as follows:

Subhypothesis 5A proposed that the leader behavior variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

Subhypothesis 5B proposed that the leader behavior variable--consideration as measured by the LBDQ-XII is related to the job satisfaction variable--supervision as measured by the JDI when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

Subhypothesis 5C proposed that the leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--supervision as measured by the JDI when

the effects of the assistant principal's age, sex, race, educational level and length of service are controlled.

Subhypothesis 5D proposed that the leader behavior variable--initiating structure as measured by the LBDQ-XII is related to the job satisfaction variable--work as measured by the JDI when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled.

Analysis of data for the four subhypotheses of Hypothesis 5 was by the stepwise multiple regression procedure. Multiple regression analysis was used to account for the effects of the demographic variables of age, sex, race, educational level and length of service on the dependent variables in this study. By accounting for the influence of demographic variables, a clearer indication of the relationship between independent and dependent variables is obtained. Multiple regression analysis also permits the determination of the order and magnitude of the influence each variable has on the dependent variable.

The data for subhypothesis 5A is presented in Table 4. The data indicate that there is a significant relationship between the job satisfaction variable--work and the leader behavior variable--consideration when the effects of the demographic variables of age, sex, race, educational level and length of service are controlled. The obtained F-ratio of 6.84 with 6 df regression and 175 df for residual was significant, $p < .05$. However, the independent variable, consideration, accounted for only 6 percent of the variance in the dependent variable, work. The correlation of .4360 was also significant, $p < .05$. Thus, subhypothesis 5A was accepted.

Table 4

Multiple Regression Analysis of the Relationship Between the Dependent Job Satisfaction Variable Work (N=184) and the Independent Leader Behavior Variable Consideration (N=184) When the Demographic Variables of Age, Sex, Educational Level, and Length of Service Are Controlled

		Work
Demographic Variables	r	.3573
	R Square Change	.1277
	F	5.15
	Significance of F	.000
	df Regression	5
	df Residual	176
	Consideration	r
R Square Change		.0624
F		6.84
Significance of F		.000
df Regression		6
df Residual		175

Table 5 presents the data for subhypothesis 5B. The data indicate that there is a significant relationship between the job satisfaction variable, supervision and the leader behavior variable, consideration when the demographic variables of age, sex, educational level and length of service are controlled. The obtained F-ratio of 46.47 with 6df regression and 175df residual is significant, $p < .05$. The independent variable, consideration, accounted for 54 percent of the variance in the dependent variable supervision which is nine times the variance it accounted for in the dependent variable work. The correlation of .7838 was also significant, $p < .05$. Thus, subhypothesis 5B was accepted.

Data for subhypothesis 5C is presented in Table 6. The data show that the relationship between the job satisfaction variable, work and the leader behavior variable, initiating structure is not significant when the demographic variables of age, sex, educational level and length of service are controlled. The variable of initiating structure did not enter the equation in the stepwise multiple regression procedure. Thus, subhypothesis 5C was rejected.

Table 7 presents the data for subhypothesis 5D. The data show that there is a significant relationship between the job satisfaction variable, supervision and the leader behavior variable, initiating structure when the demographic variables of age, sex, educational level and length of service are controlled. The obtained F-ratio of 7.58 with 6df regression and 175df residual was significant, $p < .05$. The independent variable, initiating structure accounted for 13 percent of the variance in the dependent variable, supervision. The correlation of .4541 was significant, $p < .05$. Subhypothesis 5D was accepted.

Table 5

Multiple Regression Analysis of the Relationship Between the Dependent Job Satisfaction Variable Supervision (N=184) and the Independent Leader Behavior Variable Consideration (N=184) When the Demographic Variables of Age, Sex, Educational Level and Length of Service Are Controlled.

		Supervision
Demographic Variables	r	.2671
	R Square Change	.0714
	F	2.71
	Significance of F	.022
	df Regression	5
	df Residual	176
	Consideration	r
R Square Change		.5430
F		46.47
Significance of F		.000
df Regression		6
df Residual		175

Table 6

Multiple Regression Analysis of the Relationship Between the Dependent Job Satisfaction Variable Work (N=184) and the Independent Leader Behavior Variable Initiating Structure (N=184) When the Demographic Variables of Age, Sex, Educational Level and Length of Service Are Controlled.

		Work
Demographic Variables	r	.3573
	R Square Change	.1277
	F	5.15
	Significance of F	.000
	df Regression	5
	df Residual	176
	Initiating Structure	r
R Square Change		Variable did not enter the equation
Significance of F		
df Regression		
df Residual		

Table 7

Multiple Regression Analysis of the Relationship Between the Dependent Job Satisfaction Variable Supervision (N=184) and the Independent Leader Behavior Variable Initiating Structure (N=184) When the Demographic Variables of Age, Sex, Educational Level and Length of Service Are Controlled

		Supervision
Demographic Variables	r	.2672
	R Square Change	.0714
	F	2.71
	Significance of F	.022
	df Regression	5
	df Residual	176
Initiating Structure	r	.4541
	R Square Change	.1349
	F	7.58
	Significance of F	.000
	df Regression	6
	df Residual	175

In summary, analysis of data indicated that subhypotheses 5A, 5B, and 5D which proposed a significant relationship between the job satisfaction of the secondary assistant principal and the leader behavior of the principal when the effects of the assistant principal's age, sex, race, educational level, and length of service are controlled can be accepted. Subhypothesis 5C must be rejected. Controlling the effects of the demographic variables on job satisfaction had little effect on the correlation of the leader behavior variables and the job satisfaction variables.

Pearson product-moment correlation coefficients between the variable scores on the LBDQ-XII, the JDI, and the Demographic Data items were also included in the analysis of data to test for intervening variables that may be impacting the results of this study. Even though there was no hypothesis concerning the coefficients of correlations of the demographic variables, the researcher included this data to assist future researchers.

There were six significant correlations between the demographic variables and the dimensions of leader behavior and job satisfaction. Table 8 contains this data. Table 8 indicates that a significant negative correlation was found between the independent variables of consideration and initiating structure and the assistant principals' race. The correlation found between consideration and assistant principals' race was $-.1343$ and it was significant at the $p < .05$ level of confidence. The negative relationship between consideration and race indicates that white assistant principals tend to score their principals higher on consideration behaviors than black assistant principals do.

Table 8

Pearson Correlation of Demographic Variables with
Leader Behavior Measures and Job Satisfaction Measures (N=184)

	Age	Sex	Race	Educational Level	Length of Service
Consideration	r=.0543 p=.232	r=-.0570 p=.221	r=-.1343 p=.035*	r=.0059 p=.468	r=.0455 p=.270
Initiating Structure	r=-.0244 p=.371	r=-.0671 p=.183	r=-.1864 p=.006*	r=.0401 p=.295	r=.0170 p=.409
Supervision	r=.0555 p=.227	r=.0759 p=.153	r=-.2270 p=.001*	r=-.0165 p=.468	r=.0236 p=.375
Work	r=.1220 p=.050	r=.1371 p=.032*	r=-.2953 p=.000*	r=.1394 p=.030*	r=.0457 p=.269

*Level of Confidence = $p < .05$

The correlation found between initiating structure and assistant principals' race was $-.1864$ and it was significant at the $p < .05$ level of confidence. The negative relationship between initiating structure and race indicates that white assistant principals tend to score their principals higher on initiating structure than black assistant principals do.

Further analysis of the data in Table 8 reveals that the job satisfaction variables, supervision and work, were also negatively and significantly correlated with the assistant principal's race. The correlation found between supervision and the race of assistant principals was $-.2270$ and it was significant at the $p < .05$ level of confidence. The negative relationship between supervision and the race of assistant principals indicates that satisfaction with supervision was greater for white assistant principals. The correlation found between work and the race of assistant principals was $-.2953$ and it was significant at the $p < .05$ level of confidence. This indicates that satisfaction with work was greater for white assistant principals.

The dependent variable, work, and the demographic variable, sex, had a correlation of $.1371$ and was significant at the $p < .05$ level of confidence. This indicates that satisfaction with work tends to be higher for females.

A significant positive relationship was also found between the dependent variable, work, and the demographic variable, educational level, of assistant principals. The correlation between work and educational level was $.1394$ and it was significant at the $p < .05$ level of

confidence. This indicates that the higher the assistant principals' educational level, the higher their satisfaction score on work.

Chapter 4 presented the findings of this study. Chapter 5 will review the findings, present conclusions derived from the findings, and indicate implications for educational practice and research.

Chapter 5

Summary, Conclusions, and Implications

This chapter will present a summary of the study, conclusions derived from the findings, and implications for educational practice and research.

Summary

The intent of this study was to examine the relationship between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior.

Job satisfaction was defined as the assistant principals' scores on the Job Descriptive Index (JDI). The JDI measures five separate subscales, covering satisfaction with type of work, pay, promotional opportunities, supervision, and co-workers. Satisfaction with supervision and work were the areas that were examined in this study.

Leader behavior was defined as the observed behavior of secondary school principals as perceived by their assistant principals and measured by the Leader Behavior Description Questionnaire (LBDQ-XII). Leader behavior was viewed as having two dimensions, consideration and initiating structure. Consideration is that leader behavior which is indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and members of his group. Initiating structure refers to the leader's behavior that establishes roles and lines of communication and that behavior which is concerned with the achievement of organizational goals (Stodgill, 1948 and Fleishman, 1973).

Two major hypothesis were tested in this study. The first major hypothesis stated that there is a relationship between the job

satisfaction of secondary assistant principals and their perception of the leader behavior of their principal. The second major hypothesis stated that there is a relationship between the job satisfaction of secondary assistant principals and their perception of the leader behavior of the principal when the effects of the demographic variables of age, sex, race, educational level, and length of service are controlled.

A review of related literature and relevant research was conducted and presented. Literature was reviewed in the areas of perceptions and behavior, job satisfaction, leader behavior, job satisfaction and leader behavior, and related demographic variables. The review of related literature and relevant research suggested that there is a relationship between job satisfaction and perceived leader behavior.

The population for the study consisted of 240 secondary assistant principals who are members of the Virginia Association of Secondary Schools (VASSP) and who use their school's address to receive communications from VASSP. The Leadership Behavior Description Questionnaire Form XII (LBDQ-XII), the Job Descriptive Index (JDI) and a demographic data form were used to collect data. The Leadership Behavior Description Questionnaire Form XII was used to determine the assistant principal's perception of the principal's leader behavior. The Job Descriptive Index (JDI) was used to obtain job satisfaction scores from the assistant principals. Demographic data collected from the assistant principals included age, sex, race, educational level, and length of service.

Of the total population of 240 assistant principals surveyed, 184 or 77 percent responded. The demographic data revealed that the typical

respondent was a white male between the ages of 40-49 years old, has a master's degree, and has been an assistant principal from one to six years.

Data collected from the assistant principals were analyzed and tested statistically using Pearson product-moment correlation and multiple regression. The Statistical Analysis System (SAS) was used to compute the statistics used in this study. Statistical significance was tested at the $P < .05$ level.

Conclusions

Pearson product-moment correlation was used to examine the relationship between leader behavior and job satisfaction. Each dimension of leader behavior, consideration and initiating structure was correlated with each dimension of job satisfaction, supervision and work. The results indicated that there is a significant relationship between consideration and supervision, consideration and work, and initiating structure and supervision. The most significant relationship was found between consideration and supervision. No significant relationship was found between initiating structure and work.

The finding of the present study which indicates a significant relationship between consideration and supervision supports findings from studies by Vecchio (1981), Ronan (1970), and Aiken, Smits, and Lollar (1972). Conclusions from each of these studies indicate that the most significant relationship was found between consideration and supervision.

The significant relationship found between consideration and work supports findings from studies by Hackman and Oldman (1980) and Snizek

and Bullard (1983) all of whom found significant association between the leader behavior variable--consideration and the job satisfaction variable--work.

Payne (1982) found a significant relationship between initiating structure and supervision in his study of the job satisfaction of nurses employed in five hospitals in or near a major midwestern city. Vecchio (1981) conducted a study of 107 subordinate--supervisor relationships. Results of his study support Payne's finding. The finding of a significant relationship between initiating structure and consideration in the present study appears to be consistent with the findings by Payne and Vecchio.

No significant relationship was found between initiating structure and work. This finding supports by results obtained from studies conducted by Ronan (1970) and Greenspan (1981).

Conclusions from these findings indicate that (1) secondary assistant principals are most likely to be satisfied with the supervision provided by their principal and the work assigned by their principal when the principal shows consideration, (2) secondary assistant principals experience satisfaction with the supervision provided by their principal when their principal initiates structure; but the level of satisfaction is not comparable to the level experienced by assistant principals when their principal shows consideration, and (3) the assistant principal's level of satisfaction with the work assigned by their principal is not related to their principal's leader behavior of initiating structure.

Multiple regression analysis was used to account for the effects of the demographic variables of age, sex, race, educational level and length

of service. The results indicated that when the effects of these variables are controlled, the change in the relationship of the independent variables (consideration and initiating structure) and the dependent variables (supervision and work) was insignificant.

The demographic variables age, sex, race, educational level and length of service were analyzed using Pearson correlation to determine if they were impacting the results. Six relationships were found to be significant at the $p < .05$ level of confidence.

The assistant principal's race was significantly and negatively related to the variables of consideration, initiating structure, supervision, and work. The negative relationship between the assistant principals' race and the leader behavior variables consideration and initiating structure indicates that white assistant principals tend to score their principals higher on the dimensions of leader behavior than black assistant principals. The negative relationship between the assistant principals' race and the job satisfaction variables, supervision and work indicates that satisfaction is greater in these areas for white assistant principals. The significant relationships found between race and the leader behavior variables and the job satisfaction variables are consistent with the research findings of Billups (1972 and Jones et al (1977)).

The assistant principals' sex was significantly related to the job satisfaction variable work. This indicates that satisfaction with work tends to be higher for females. Differences in duties and responsibilities of male and female assistant principals may be impacting this relationship. The assistant principal's educational level was

significantly related to the job satisfaction variable, work. This indicates that the higher the educational level of assistant principals the greater was their reported satisfaction with work. This finding is consistent with results from studies by Herzberg et al. (1957).

Implications

The findings and conclusions of this study have implications for educational practice and research.

Implications for Educational Practice

The findings of this study seem to indicate that the perceived leader behavior of the principal is related to the job satisfaction of the secondary assistant principal. Moreover, the review of related literature and relevant research tends to show that leader behavior is an important factor in the level of job satisfaction experienced by subordinates.

Thus, these findings suggest that principals should recognize the influence their leader behavior has on the job satisfaction of secondary assistant principals. Principals should also recognize that the level of job satisfaction of assistant principals is affected by the degree to which assistant principals perceive the principals' behavior as a factor that enables assistant principals to follow paths to goals.

Principals should be cognizant of behaviors that contribute to job satisfaction and dissatisfaction and use this knowledge to create an environment which will provide opportunities for professional growth and involvement.

Thus, staff development should be provided for principals that will enable them to use techniques to receive feedback on how their leader

behavior patterns are perceived by assistant principals. Also, additional training should be provided for principals that will enable them to implement leadership development programs for assistant principals.

Implications for Educational Research

The following implications for educational research are based on the limitations stated in Chapter 1.

1. Research is needed to examine the relationship between initiating structure and work. Results of this study indicate that there is no significant relationship between the two variables.

2. Research is needed to examine the effect of race on the job satisfaction of subordinates. Inconsistent results have been found in previous studies.

3. Research is needed of other samples of assistant principals to provide for greater generalizability of results.

4. Research is needed to determine whether the assistant principal's description of the principal's leader behavior is congruent with the principal's description of his own leader behavior and whether difference in the two perceptions if it exists affects assistant principals' job satisfaction.

5. Research is needed to study the relationship between the educational level of subordinates and their level of job satisfaction. Previous studies have produced inconsistent findings.

A P P E N D I C E S

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Appendix C
Demographic Questionnaire

1. Age: _____ Under 30 _____ 40 - 49 _____ 60 or older
2. Sex: Male _____ Female _____
 _____ 30 - 39 _____ 50 - 59
3. Race: (check one)
 Black _____
 White _____
 Mexican American _____
 Oriental _____
 American Indian _____
 Other (Specify) _____
4. Education (Check one):
 _____ Bachelor's Degree
 _____ Master's Degree
 _____ Educational Specialist
 _____ Degree or Advanced Certificate
 _____ Doctorate
5. How many years have you been an assistant principal? _____

Appendix D

October 10, 1989

Dear Fellow Assistant Principal:

This letter is to request your participation in a research project that will investigate the relationship between the job satisfaction of assistant principals and their perceptions of the leader behavior of the principal. This study is being conducted by the undersigned to complete the requirements for the degree of Doctorate of Education in Educational Administration at the College of William and Mary.

I know that there are demands on your time, but I will be most grateful if you take a few minutes to complete the attached questionnaire. To respond, simply read the directions for each section of the instrument. All data will be group processed. No participant or school system will be identified in the process.

After completing the questionnaire, please mail it to me in the enclosed pre-stamped envelope by November 1, 1989.

I need your help, and your support will be greatly appreciated.

Sincerely,

Lloyd C. Jones

Appendix E

November 15, 1989

Dear Fellow Assistant Principal:

I am investigating the relationship between the job satisfaction of assistant principals and their perception of the leader behavior of the principal. A copy of the survey being used to obtain data for this study was mailed to you on October 15, 1989. Your participation is greatly needed if I am to be successful in completing this study.

Thus, I am enclosing another survey, and I solicit your support in completing and returning it to me by December 1, 1989 in the stamped envelope enclosed. Your responses will be held in strictest confidence.

I will be pleased to send you a summary of the survey results if you desire. Thank you for your cooperation.

Sincerely,

Lloyd C. Jones

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A STUDY OF THE RELATIONSHIP BETWEEN THE JOB SATISFACTION OF SECONDARY ASSISTANT PRINCIPALS AND THEIR PERCEPTION OF THEIR PRINCIPAL'S LEADER BEHAVIOR

Lloyd Conway Jones, Ed.D.

The College of William and Mary in Virginia, April, 1990

Chairman: Professor Armand J. Galfo

Purpose

The purpose of this study was to investigate the relationship between the job satisfaction of secondary assistant principals and their perception of their principal's leader behavior. Two major hypotheses were tested. The first hypothesis predicted a significant relationship between the leader behavior variables, consideration and initiating structure and the job satisfaction variables, supervision and work. The second hypothesis predicted a significant relationship between the leader behavior variables, consideration and initiating structure and the job satisfaction variables, supervision and work while controlling for the effects of the demographic variables age, sex, race, educational level and length of service. The theoretical rationale for the study was the Path Goal Theory of Leadership.

Method

Assistant principals completed the Leader Behavior Description Questionnaire which was used to measure the two dimensions of perceived leader behavior and the Job Descriptive Index which was used to measure the two components of job satisfaction. A demographic data form was also completed by assistant principals. Hypotheses were tested by using Pearson product-moment correlation and multiple regression analysis.

Findings and Conclusions

Results supported a significant relationship between consideration and work, consideration and supervision, and initiating structure and supervision. No significant relationship was found between initiating structure and work. Analysis of data using multiple regression indicated that the demographic variables age, sex, race, educational level, and length of service had an insignificant effect upon the relationship between the leader behavior variables and the job satisfaction variables.

It was concluded that the leader behavior of the principal does impact the job satisfaction of the secondary assistant principal. This study suggests that principals need to recognize that their leader behavior is an important factor in assessing the level of job satisfaction experienced by assistant principals.