

ROLE PRESSURES, PERSONALITY CHARACTERISTICS
AND EXTENT OF JOB SATISFACTION
OF THE DISTRICT SUPERINTENDENT IN NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

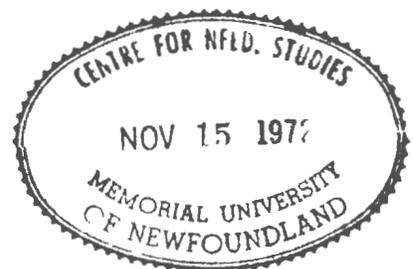
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ROLE PRESSURES, PERSONALITY CHARACTERISTICS
AND EXTENT OF JOB SATISFACTION
OF THE DISTRICT SUPERINTENDENT
IN NEWFOUNDLAND

A Thesis
Presented to
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Frank Jerome King
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MEMORIAL UNIVERSITY OF NEWFOUNDLAND
COMMITTEE ON GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Committee on Graduate Studies for acceptance, a thesis entitled "Role Pressures, Personality Characteristics and Extent of Job Satisfaction of the District Superintendent in Newfoundland" submitted by Frank Jerome King in partial fulfillment of the requirements for the Degree of Master of Education.

Supervisor

Date _____

ABSTRACT

The major purpose of this study was to investigate the job satisfaction of district superintendents in Newfoundland in relation to the role pressures to which they were exposed and in relation to selected personality characteristics. Nine hypotheses were developed for the study.

Expectations for the superintendency role were collected from board members, business managers, principals and superintendents. A standardized personality test and a job satisfaction questionnaire were also administered to each superintendent. These instruments provided the information used in the testing of the various hypotheses.

Items for the role questionnaire were classified under five task areas: (1) Superintendent-School Board Relations; (2) Improving Educational Opportunity; (3) Obtaining and Developing Personnel; (4) Providing and Maintaining Funds and Facilities; and (5) Maintaining Effective Community Relations. The subjects were asked to indicate the degree to which they expected the superintendent to assume responsibility for each item.

For each of the twenty superintendents studied, expectations were recorded from six role senders--two board members, the board's business manager and three principals.

The responses of a particular superintendent were then compared with the expectations of his role senders and indexes of role pressure were computed from the response discrepancies.

Job satisfaction was expressed as a cumulative score over the 46 items on the questionnaire. Superintendents were asked to indicate their feelings of satisfaction or dissatisfaction with various aspects of their present position.

One-way analysis of variance was used in testing the first six hypotheses while the final three necessitated the use of two-way analysis of variance. No significant differences were established in the expressed job satisfaction of superintendents in relation to the degree of total role pressure or in relation to the degree of role pressure from subordinates. Superordinate pressure was directly and significantly related to the superintendents' job satisfaction--i.e., higher pressure correlated with higher satisfaction.

The findings also revealed that anxiety level, introversion/extraversion and subduedness/independence did not exert a significant influence on the job satisfaction experienced by the position incumbents. The postulated interactions between level of role pressure and these personality factors were not supported.

It was concluded that the job satisfaction of those Newfoundland district superintendents sampled is

determined by, among other factors, their own unique personalities, the situations in which they work, their expectations of the role they are to perform and the role expectations of incumbents of counter positions. The assumption that any relationship between job satisfaction and role pressure is monotonically inverse was not supported by the results. It was suggested that the relationship might be curvilinear and influenced both by the level of pressure and, more importantly, the individual's threshold for coping with this pressure.

It was further suggested that a more extensive application of role theory to the analysis of hierarchically structured organizations such as educational districts might lead to a better understanding of the functioning of these organizations and of the determinants of the effectiveness and satisfaction of the individual office incumbents. A written job description was proposed as an initial attempt to remove the ambiguity which clouds certain areas of the superintendency role.

ACKNOWLEDGEMENTS

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Finally, this thesis is dedicated to the writer's daughter, Stacy Ellen, who is the other tangible product of his year of graduate studies.

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Chapter 1

INTRODUCTION TO THE PROBLEM

In December, 1964, the provincial government established a Royal Commission on Education and Youth under the chairmanship of Dr. Philip J. Warren. Its purpose was to undertake a careful study of all aspects of education in Newfoundland and to make recommendations for its future development and expansion. The first volume of the Commission's report was submitted in 1967 and the government began to prepare legislation to implement a number of the Commission's recommendations.¹

The reorganization of the Newfoundland educational structure was accomplished in two major legislative Acts. The Department of Education Act of 1968 dealt with organization at the provincial level.² It attempted to reorganize the Department of Education on a functional rather than a denominational basis. The Churches were to be represented in educational matters through Denominational Educational Committees rather than through

¹Report of the Royal Commission on Education and Youth, 2 vols., Province of Newfoundland and Labrador (1967-8).

²The Department of Education Act, Province of Newfoundland and Labrador (May, 1968).

Department Superintendents.

Complementary to this 1968 Act was the Schools Act of 1969 which provided for reorganization and consolidation at the local level³. This Act implemented a still greater number of the recommendations made by the Royal Commission. Among the most important of these were the consolidation of school districts--the number of school boards in the province was to be reduced from 307 to 37--and the provision of grants to those consolidated school boards to provide for the appointment of a director of education (District Superintendent), a professional staff and a business manager.

The significance of this consolidation rested in the hope that the consolidated boards would be able to provide the professional administration needed for efficient performance of a task that is highly professional in nature. This new office could well emerge as the most important position in our educational hierarchy.

Research evidence suggests that there are special problems associated with this position. This is particularly true in regard to the conceptualization of the superintendent's role. The people who occupy this position and those persons who interact with the superintendents may have different expectations for his potential behavior and

³
The Schools Act, Province of Newfoundland and Labrador (May, 1969).

different perceptions of his actual behavior. This is often experienced by the superintendent as increased job or role pressure. In addition, personality attributes of the incumbent--his nature--can affect his ability to deal with these pressures.

STATEMENT OF THE PROBLEM

This research project explored the nature and extent of role pressures peculiar to the position of the local or district superintendent and the degree to which these pressures were reflected in the job satisfaction of the incumbents. In this regard, role pressures were considered on the basis of their originating from superordinate or subordinate sources as well as in their totality. In each of these cases, it was assumed that increased role pressure would lead to a decrease in job satisfaction.

The study also attempted to relate some specific personality factors--anxiety level, introversion/extraversion, and subduedness/independence--of the incumbent superintendents and their ability to cope with role pressures, as reflected in their job satisfaction scores. High anxious, introverted and/or subdued superintendents were expected to obtain lower job satisfaction scores than low anxious, extraverted and/or independent superintendents.

Finally, the researcher investigated the effect on the superintendents' expressed job satisfaction of the interaction between the role pressures he experiences and his personality characteristics. For example, high anxious superintendents, even though exposed to a relatively low degree of role pressure, should report a lower job satisfaction score than low anxious superintendents who may be experiencing a relatively higher degree of pressure.

Hypotheses

The following hypotheses were developed for investigation. They are grouped here for convenience of reporting. All are expressed in the null form.

A. Hypotheses dealing with job satisfaction and role pressure:

1. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the degree of total role pressure.
2. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the degree of role pressure from superordinates.
3. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the degree of role pressure from subordinates.

B. Hypotheses dealing with job satisfaction and personality characteristics:

4. There will be no significant differences in the expressed job satisfaction of superintendents in relation to their scores on the anxiety factor.

5. There will be no significant differences in the expressed job satisfaction of superintendents in relation to their scores on the introversion/extraversion factor.

6. There will be no significant differences in the expressed job satisfaction of superintendents in relation to their scores on the subduedness/independence factor.

C. Hypotheses dealing with interactions:

7. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the interaction between the anxiety level of the superintendents and the degree of role pressure.

8. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the interaction between the introversion/extraversion scores of the superintendents and the degree of role pressure.

9. There will be no significant differences in the expressed job satisfaction of superintendents in relation to the interaction between the subduedness/independence scores of the superintendents and the degree of role pressure.

DEFINITION OF TERMS

Business manager. A school board employee who is responsible for the business affairs of the board.

Chairman. The duly elected or appointed chairman of a recognized school board.

Focal person. The incumbent of the office under investigation--in this study, the superintendent.

Job satisfaction. The total score on the superintendent's job satisfaction questionnaire.

Principal. A school board employee charged with the responsibility for one of the board's schools.

Role. The set of activities, or potential behaviors, to be performed by any person who occupies the focal office.

Role expectations. The beliefs and attitudes held by members of his role set about what the focal person should and should not do as part of his role.

Role pressure. The difference between the focal person's role specification responses and the responses of the significant others of his role set. The index of role pressure for a superintendent is cumulative for all items in the role questionnaire and for all his role senders.

Role set. All those people within or outside the organization who are concerned with the focal person's behavior in his organizational role.

School board member. A duly elected or appointed member of a recognized school board.

Subordinate. An incumbent of an office situated lower in the organizational hierarchy than the focal office. In this study, Business Manager and Principal are considered subordinate to the Superintendent.

Superintendent. The professional educator employed by a school board as its chief administrative officer.

Superordinate. An incumbent of an office situated higher in the organizational hierarchy than the focal office. In this study, Board Chairman and Board Member are considered superordinate to the Superintendent.

IMPORTANCE OF THE STUDY

Several studies done in Canada have been concerned with the development of role specifications for the local superintendency.⁴ When these approached the question of

⁴C. P. Collins, "The Role of the Provincially-Appointed Superintendent of Schools in Larger Units of Administration in Canada" (unpublished Doctor's thesis,

role pressure, they were content to simply note its existence. The present study attempted to start from this point by acknowledging the existence of role pressure and to proceed to an analysis of its effects in terms of one particular dimension, job satisfaction.

Because the position of District Superintendent was embryonic on the Newfoundland educational scene, many of the initial position incumbents were not cognizant of their specific responsibilities and obligations. A similar statement could be made with regard to those persons in other educational positions who would interact with the superintendents.

The effects of role pressure on the job satisfaction of the incumbent superintendents should indicate how important it is for all participants to clearly perceive the specifications of the superintendent's role.

The investigation of some of the factors involved should provide guidelines for further research on the

University of Alberta, 1958); J. H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1961); F. J. Gathercole, "The Role of the Locally-Employed Superintendent of Schools in Alberta, Saskatchewan and Manitoba" (unpublished Doctor's thesis, University of Toronto, 1964); J. A. Burnett, "Expectations of School Trustees for the Role of the Locally-Employed Superintendent of Elementary Schools in Saskatchewan" (unpublished Master's thesis, University of Saskatchewan, 1966).

problem of role pressure as experienced by the incumbents of the superintendency office.

DELIMITATIONS

Of the forty-five school boards in Newfoundland in 1969, only twenty-nine employed a District Superintendent as the chief administrative officer. Furthermore, one superintendent was on leave of absence and another had only two schools in his district. Both were omitted from the study. The researcher's conclusions were based on complete returns from only twenty of the remaining twenty-seven⁵ districts.

Expectations for the behavior of a position incumbent are held by all members of his role set. The present research considered only three categories of role senders for each superintendent--his board members (including the board chairman), his board's business manager and the principals in his schools. It was felt that these would be the most significant members of the superintendent's role set as these are the hierarchical positions with which his office frequently interacts. However, it must be noted

⁵ Seven districts were eliminated from the study because of incomplete information. The analyses necessitated the following data for each district: (a) role expectations--from the superintendent, two board members, the business manager and three principals; (b) personality data--from the superintendents; and (c) job satisfaction scores--from the superintendents.

that the "significant other" can exist on an affective basis as well as on this positional one, i.e., someone who exerts meaningful, but informal, authority and pressure vis-a-vis someone who can exert legitimate authority and pressure.

Two questionnaires (superintendent's role and job satisfaction) and one standardized test (personality variables) were used in gathering data to test the hypotheses. The disadvantages of dependence on the self-reporting technique inherent in questionnaire usage were outweighed by financial and geographic considerations.

Nine superintendents investigated had held the position during the previous year while the other eleven were in their first year. This difference in longevity in office was an uncontrollable factor which could operate as a confounding variable in the study.⁶

The only organizational factor considered was occupancy of a particular position--board chairman, board member, superintendent, business manager or principal. Board size, location, geographic composition, financial base, rate of growth--all may influence the expectations and perceptions of both the role senders and the focal person. However, they were beyond the domain of this study.

6

Subsequent analysis of this longevity factor did not indicate any significant differences in job satisfaction scores.

Interpersonal relations may modify the results of role pressure. Only power, or potential to influence-- judged on incumbency in a superordinate or subordinate position--was considered in this study. Affective bonds and frequency and style of communication may be related factors but their investigation must be relegated to later studies.

Factors external to the educational organization-- e.g., family and social contacts--may also influence the focal person's awareness of, and reaction to, role pressures. These were likewise excluded from this study.

The interaction of personality with role pressure was investigated for only three personality variables-- anxiety level, introversion/extraversion and subduedness/independence.

Chapter 2

A REVIEW OF RELATED LITERATURE

This chapter presents a summary of the theoretical bases and constructs which provide the necessary background for the present study. It attempts to describe the nature of certain aspects of the social setting within which the District Superintendent enacts his role. It reports research which illustrates the interrelatedness of the variables under consideration in this study.

A description of the role theory and model which form the basis for this research precedes consideration of the specific role of the superintendent. The Two-Factor theory of job satisfaction is subsequently examined and related research is reviewed. The chapter ends with a brief summary.

ROLE THEORY

Role Expectations

Talcott Parsons has suggested that the structure of organizations may be analyzed either from the point of view of the organizational culture and its institutionalized manifestations or from the point of view of the sub-organizations or roles which participate in the functioning

of the total organization.¹ Students of role theory generally agree that the behavior of an individual in a social setting is in large measure determined by the expectations of others who may be considered his reference groups. Sarbin and Allen view the concept of "role expectations" as the conceptual bridge between social structure and role behavior.²

The units of social structure are positions or statuses--in specialized contexts, jobs and offices. These units are defined in terms of actions and qualities expected of the person who occupies the position at any given time. A person in any social position is confronted with several other persons occupying complementary positions in interaction with him. The totality of these complementary and related roles has been called a "role set".

Katz and Kahn have commented about the relative interdependence of members of a role set. They hold that "because they [role members] have a stake in his [focal person] performance they develop beliefs and attitudes about what he should and should not do as part of his role.

¹ Talcott Parsons, "Suggestions for a Sociological Approach to the Theory of Organizations--I," Administrative Science Quarterly, I (June, 1956), 63-85.

² Theodore R. Sarbin and Vernon L. Allen, "Role Theory," The Handbook of Social Psychology, II, eds. Gardner Lindzey and Elliot Aronson (Reading, Mass.: Addison-Wesley Publishing Co., 1968), 497.

The prescriptions and proscriptions held by members of a role set are designated 'role expectations'. . ."³ For some positions or offices, the role expectations may be uniform from one person to another or from one group to another. For other positions in the same structure, role expectations may vary.

Role expectations vary along several dimensions: in the degree of their generality or specificity; in their scope or extensiveness; in their degree of clarity or uncertainty; and in the degree of consensus among other persons.⁴

Effects of Role Expectations

A person's knowledge of the role expectations held for him by members of his role set facilitates interaction with them, regardless of whether his own conception of his role coincides with theirs. Role expectations tend to influence the behavior of the performer by inducing conformity because of the focal person's sensitivity to the reactions of other persons. In addition, role expectations influence persons with whom the focal person interacts for behavior is interpreted and reacted to differently, according to whether or not it is perceived as conforming

³ Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, 1966), 175.

⁴ Sarbin and Allen, "Role Theory," 499.

to the role expectations which have been assigned to the focal person.

The Role Episode

From work at the University of Michigan, Kahn et al. (1964) developed a theoretical model outlining the factors involved in the role episode (Figure 2.1). These researchers investigated the effects of role conflict in industrial organizations.⁵ They directed their attention toward particular focal positions in the organizational hierarchy, and on members of the relevant role set for each position.

Experience and response. Their studies have shown that role senders have certain expectations regarding the way in which the focal role should be performed. They also have perceptions regarding the way in which the focal person is actually performing. They correlate the two, and exert pressures to make his performance congruent with their expectations. As well, each role sender behaves

⁵ Robert L. Kahn et al., Organizational Stress: Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, 1964); Robert L. Kahn and Elise Boulding (eds.), Power and Conflict in Organizations (New York: Basic Books, 1964); Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, 1966); Robert L. Kahn et al., "Adjustment to Role Conflict and Ambiguity in Organizations," Role Theory: Concepts and Research, eds. B. J. Biddle and E. J. Thomas (New York: John Wiley and Sons, 1966), 277-82.

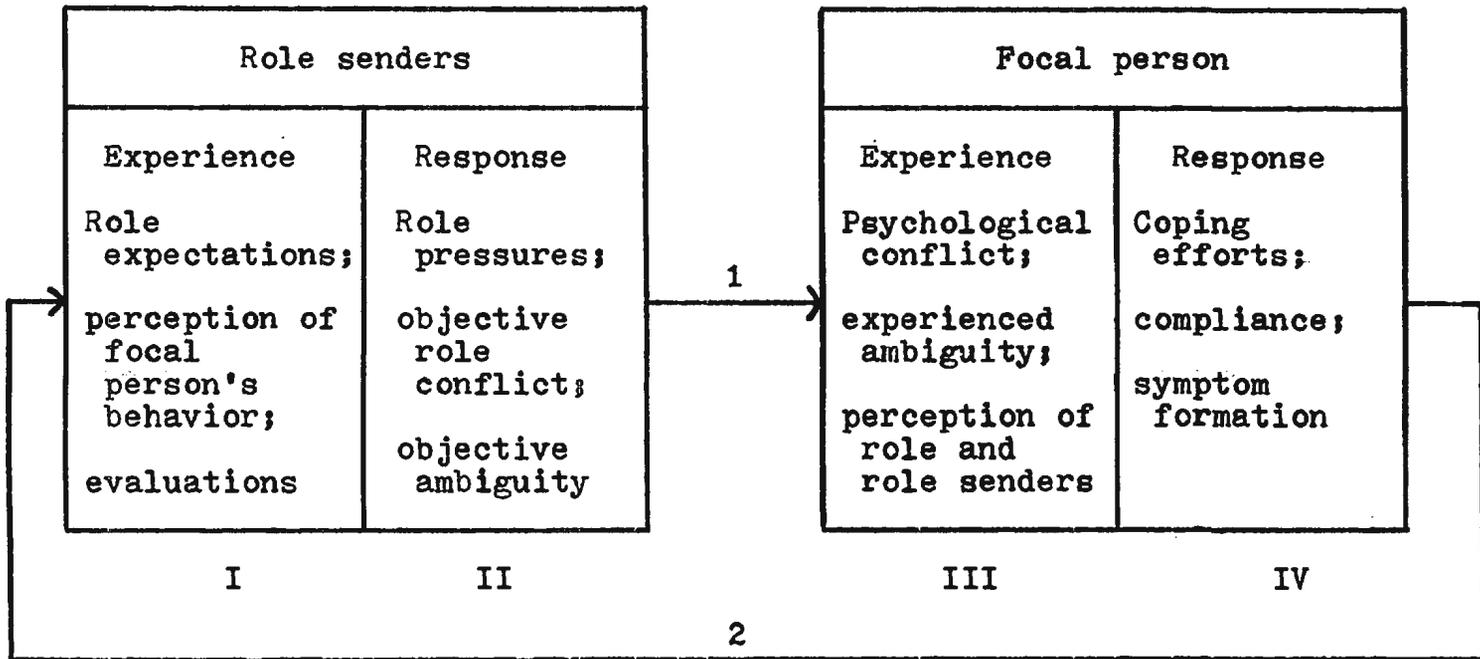


FIGURE 2.1
 A Model of the Role Episode⁶

⁶Kahn et al., Organizational Stress, 26.

toward the focal person in ways determined by his own expectations and his own anticipations of the focal person's responses.

Boxes I and III represent processes of perception, cognition and motivation. These processes are internal to the person--the role sender in I and the focal person in III. Boxes II and IV represent behaviors undertaken in expression of cognitive and motivational processes. These acts are regarded as role-sending when they are the behaviors of members of a role set, and as role behaviors when they are the acts of a focal person.

Arrow 1 represents the process of role-sending and arrow 2 represents the feedback process by which the role sender estimates the degree of compliance which he has apparently induced on the part of the focal person and prepares to initiate another cycle.

In sum, the role episode is abstracted from a process which is cyclic and ongoing: the responses of the focal person to role-sending feeds back to each sender in ways that alter or reinforce his expectations and subsequent role-sending. The current role-sendings of each member of the role set depend on his evaluation of the response to his last sending, and thus a new episode begins.

Role pressure. Much of role pressure can be viewed as a kind of inadequate role sending. Lack of agreement or

coordination among role senders produces a pattern of sent expectations which contain logical incompatibilities or which take inadequate account of the needs and abilities of the focal person.

Sent vs. received role. Investigation of role pressure in an organization is complicated by the possibility of a lack of congruence between the role as sent and the role as received. The sent role consists of the communicated expectations of the members of a role set and, as such, constitutes part of the focal person's objective environment and is verifiable outside his consciousness and experience.

The received role, however, is the focal person's perceptions and cognitions of what was sent. Thus, the focal person's psychological environment consists of the conscious and unconscious representations of his objective environment. These may or may not be congruent, depending on his ability and opportunity to perceive organizational reality.

Therefore, we cannot expect that the relationship between sent pressure and experienced conflict will be unvarying for all focal persons in all situations. Though we examine the sent role, it is the received role which is the immediate influence on the focal person's behavior and the immediate source of his motivation for role performance.

The Context of Role-Taking

This model of the role episode (Figure 2.1, p. 16) is in many respects oversimplified, and can be conveniently enlarged and extended by the inclusion of three additional classes of variables--organizational, personal and interpersonal (Figure 2.2). The circles in Figure 2.2 represent not the momentary events of the role episode, but enduring states of the organization, the person and the interpersonal relations between focal person and role senders.

Organizational factors. Circle A represents a set of variables--size, number of rank or status levels, financial base, focal person's rank, his responsibilities, the number and positions of others directly concerned with his performance. Some of the variables characterize the organization as a whole; others describe some part of it. Arrow 3 asserts a causal relationship between certain organizational variables and the role expectations held about and sent to a particular position.

Personality factors. Circle B refers to all those variables which describe the propensity of an individual to behave in certain ways--his motives and values, his defense preferences, his sensitivities and fears. Personality factors affect role episodes in several ways:

- (1) some traits of the focal person tend to evoke or

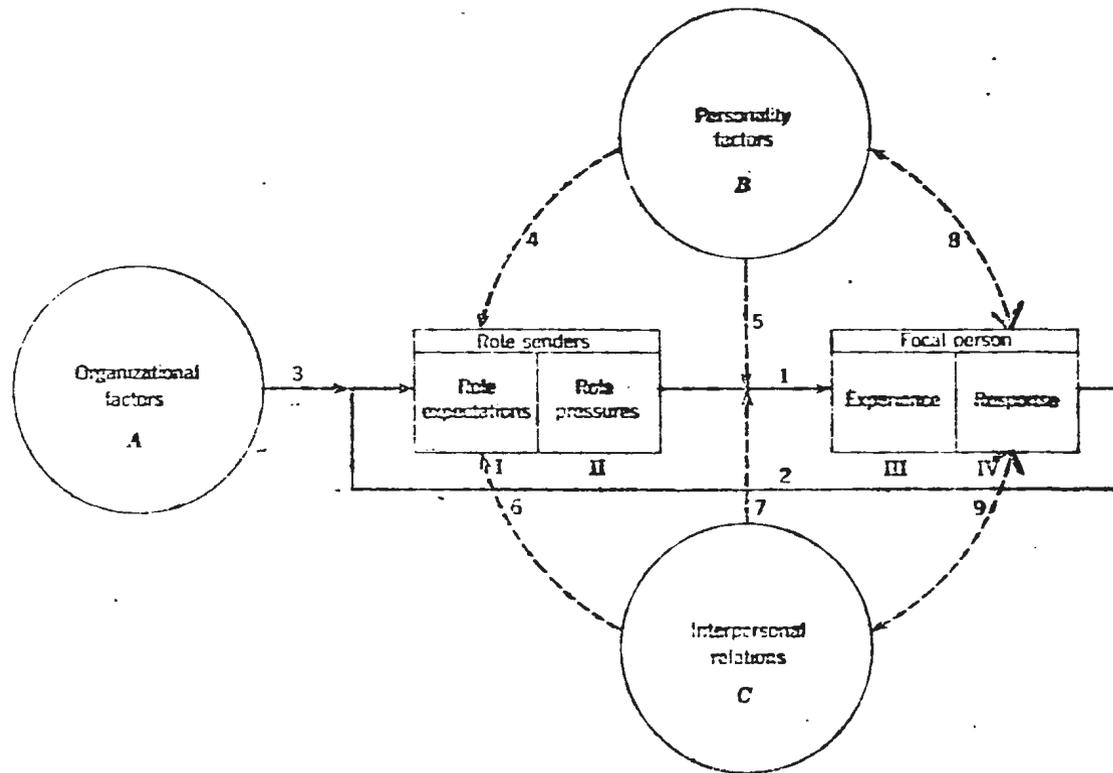


FIGURE 2.2

A Model of the Context of Role-Taking⁷

⁷Adapted from Kahn et al., Organizational Stress, 30.

facilitate certain evaluations and behaviors from his role senders (arrow 4);

(2) personality factors can act as conditioning variables in the relationship between the role as sent and the role as received and responded to, so that the same sent role can be experienced differently by different people (arrow 5); and,

(3) personality predispositions may lead to the use of certain kinds of coping responses (arrow 8).

Interpersonal relations. Interpersonal factors (Circle C) fulfill functions similar to those described for personality variables. The expectations held for and sent to a focal person by his role senders depend to some degree upon the nature and quality of interpersonal relations between them (arrow 6). Pressures will also be interpreted differently depending on the relationship between focal person and role senders (arrow 7). Finally, the nature of a person's behavioral reactions to a given experience may be affected by interpersonal relations in the situation (arrow 9). At the same time, the behavior of the focal person feeds back to and has effects on his interpersonal relations with members of his role set (arrow 9).

THE ROLE OF THE SUPERINTENDENT

Daniel Griffiths has divided the superintendent's

job into four parts:

1. "Improving educational opportunity." All aspects of the instructional program are included in this part, such questions as what shall be taught and how it shall be taught are considered here.

2. "Obtaining and developing personnel." The divisions of the job concerned with recruitment, selection, placement, and promotion of personnel are relevant here. All matters of personnel administration are likewise considered. Pupil personnel problems are considered under this head in addition to matters relating to professional and non-professional personnel.

3. "Maintaining effective relations with the community." This part of the job is more broadly conceived than mere public relations. It includes interpreting the schools to the public and studying the community so as to further education.

4. "Providing and maintaining funds and facilities." The business and housekeeping aspects of school administration are included in this part of the job. Included are budget planning, plant maintenance, construction and renovation of buildings, and similar functions.

Roald Campbell seems to support this view of the superintendent when he writes, "I believe his major functions are as follows: to help define and clarify the purpose and direction of the school, to establish and maintain an organization to work at these purposes, and to secure and allocate resources needed by the organization."⁹

Goldring particularized the job of the local

⁸Daniel E. Griffiths, The School Superintendent (New York: Center for Applied Research in Education, 1966), 70-1.

⁹Roald F. Campbell, "The Changing Role of the Superintendent," Contemporary Education, XXXIX (May, 1968), 249.

superintendent:

The superintendent's most important job is to improve instruction in the classroom. . . . One way is by the selection of good teachers and the provision of appropriate in-service training courses for them. . . .
 . . . In addition to instruction, it is his major responsibility to plan and administer education in the area, . . .

He should keep in mind the business aspect of education--particularly the cost. . . . it is the superintendent's responsibility to see that a fair return is received for every educational dollar spent.

He has a function to perform, too, in advising the board of education and in carrying out policies which the board has decided. . . .

In discharging these duties, he must, of course, work in close harmony with the Department of Education and see that proposed policies are in accord with the provincial regulations and educational plans.¹⁰

Two Canadian studies in 1964 reported high degrees of consensus regarding the superintendent's role. The superintendent's administrative functions were ranked by Stafford's school trustees as: (1) instructional leadership; (2) selection and management of staff; (3) management of pupil personnel; (4) administrative organization and structure; (5.5) provision and maintenance of school facilities; (5.5) public relations; and, (7) school finance.¹¹

¹⁰G. C. Goldring, "The Superintendent of Schools as a Local Leader," Leadership in Action: The Superintendent of Schools in Canada, eds. George E. Flower and Freeman K. Stewart (Toronto: W. J. Gage Ltd., 1958), 90-1.

¹¹Harold D. Stafford, "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia" (unpublished Master's thesis, University of Alberta, 1964).

On the other hand, Gathercole's superintendents saw themselves assuming responsibility for assisting the board in policy-making, for implementing policies approved by the board, for providing educational leadership, for administration of all personnel, for coordination of the staff in the preparation of the budget, and for giving general oversight to the board's business and financial operations.¹² However, Gathercole's data supported the hypothesis that role conflict exists for many superintendents because their personal expectations of their own role do not correspond to their actual role behavior.

The Superintendency in Newfoundland

The office of District Superintendent was given legislative approval with the enactment of the Schools Act, 1969. This Act specified the duties of the superintendent:

- (a) attend meetings of the School Board and the Executive Committee thereof;
- (b) advise and assist the School Board in exercising its powers and duties under this Act;
- (c) investigate any matter as required by the Board and, after investigation, report in writing to it on such matter;
- (d) recruit and recommend for appointment professional staff and, subject to the approval of the Board, assign them to their respective positions;
- (e) subject to the approval of the School Board, determine which school a pupil shall attend;
- (f) recommend the promotion, transfer and, subject

¹²Gathercole, "Superintendent in Alberta, Saskatchewan and Manitoba".

to this Act, the termination of employment of professional employees of the School Board;

(g) develop and implement a program of supervision and inservice training;

(h) exercise general supervision over all schools, property, teachers and, subject to subsection (2) of Section 15, other employees of the School Board and, to that end, ensure that each school is visited as frequently as feasible and at least twice in each school year;

(i) in conjunction with the school principals and Board Supervisors concerned, articulate the programs in the elementary and secondary school grades and develop policies for promoting pupils from one school level to another;

(j) provide leadership in evaluating and improving the educational program in the district;

(k) provide professional advice to the School Board on planning new buildings, extensions and renovations;

(l) assist the School Board in preparing its annual budget;

(m) act as a means of communication between the School Board and staff, both professional and non-professional, and other employees of the School Board;

(n) attend institutes as required by the Minister;

(o) make known to the public the policies of the School Board and enlist support of the public for the School Board's program;

(p) make, on forms prescribed by the Minister, annual reports to the School Board and to the Department on the educational program in the School Board's district and concerning each member of the teaching staff and furnish copies of such reports to the appropriate Education Committee; and

(q) perform such other duties as may be assigned to him from time to time by the School Board, provided, however, that these duties are consistent with this Act.

Role Conflict in the Superintendency

Cole Brembeck explains that the superintendent's

¹³The Schools Act, Newfoundland, Section 19, 23-4.

role conflict springs from differing expectations: "The superintendent also experiences role conflicts, standing as he does between the board of education, a lay body, and the school's faculty, a professional group. . . . Because they approach education from different vantage points, citizens and educators frequently have different sets of priorities for the school."¹⁴ He concludes that "part of the skill required of all persons who hold educational positions is the ability to mediate between conflicting demands."¹⁵

The American Association of School Administrators have investigated school board-superintendent relations and have noted possible sources of conflict. In their thirty-fourth yearbook, they discuss the hiring of teachers, expenditure for the school program, finance functions, personnel functions, the selection of textbooks, teacher grievances, the use of school property by community groups, teacher dismissal and salaries as the major potential difficulties.¹⁶ Each problem situation seems to include a

¹⁴Cole S. Brembeck, Social Foundations of Education (New York: John Wiley and Sons, 1966), 291.

¹⁵Brembeck, Social Foundations, 291.

¹⁶American Association of School Administrators, School Board-Superintendent Relations, Thirty-fourth Yearbook (Washington, D.C.: AASA, 1956). (The Association is hereafter referred to as AASA.)

common element: a lack of agreement on the roles and functions of the board and superintendent.

Role conflict research. Studies by Duncanson, Keeler, Boss, Shanks, Hohol and Lall report differing expectations for the school superintendency role. In addition to finding significant differences in expectations for the superintendent, Duncanson also found that superintendents and school board members were not even in complete agreement as to the superintendent's actual behavior.¹⁷

Keeler analyzed school board-superintendent conflict and role conception in Elmira, New York from 1930 through 1954. His data focused upon roles and conflict in the conception of roles as related to the actual roles played. He concluded that a gap exists between the roles defined in theory by the respondents as compared with role behavior and practice. Whatever concept the board member has of the role of the superintendent in theory, this role in practice is narrow and circumscribed and compounds negatively with passing time and practice.¹⁸

¹⁷Donald L. Duncanson, "The Relationship of Role Expectations and the Behavior of School Superintendents in the State of Minnesota," Dissertation Abstracts, XXII (1961), 1881-2.

¹⁸Donald S. Keeler, "A Case Analysis of Points of Conflict in School Board-Superintendent Relationships," Dissertation Abstracts, XXIII (December, 1962), 1984-5.

Boss found greater disagreement among school boards than among other groups on the role of the school district superintendent.¹⁹ Shanks likewise reported different and conflicting expectations among board members and among superintendents, as well as between the two responding groups.²⁰ Similar differences in expectations between various status groups were recorded by Lall.²¹

Hohol investigated areas of congruence and lack of congruence in the role expectations and the perceptions of behavior for the locally appointed school superintendent in Alberta as seen by the superintendents, board members and school principals. He concluded that the superintendent's major task was to be clear on his own self-expectations, to be clear on the expectations his two major alter groups hold for him, and to work out the differences.²²

¹⁹LaVerne H. Boss, "Role Expectations Held for the Intermediate School District Superintendents in Michigan" (unpublished Doctor's thesis, Michigan State University, 1963).

²⁰Robert E. Shanks, "Expectations for the School Superintendency Role," Dissertation Abstracts, XXVII (1966), 2346-A.

²¹Bernard M. Lall, "Role Expectations of the School Superintendents as Perceived by Superintendents, Principals, Teachers, and Board Members in the Province of Saskatchewan," Dissertation Abstracts, XXIX (1968), 3380-A.

²²Albert E. Hohol, "Leadership Role Conflicts of School Superintendents," Alberta School Trustee, XXXVIII, 1 (March, 1968), 31-4.

An interesting finding was reported by Lightsey in his study of Georgia school superintendents. The manner in which school superintendents and school board members were selected for their positions affected the way they viewed the role of the school superintendent. The least statistically significant differences occurred when both school board members and superintendents were appointed or when the board was elected and the superintendent was appointed by the board.²³

Gross, Mason and McEachern. One of the definitive studies of the superintendency is that reported by Neal Gross and his colleagues.²⁴ They explored the problems of consensus on role definition, conformity to expectations and role conflict resolution with a major focus on the role of the school superintendent. After an extensive review of definitions and formulations concerned with the phenomena of role, Gross et al. conclude, "People do not behave in a random matter; their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants."²⁵

²³Tom J. Lightsey, "Reactions of Georgia School Superintendents and School Board Members to the Role of the Superintendent," Dissertation Abstracts, XXV (1964), 2828.

²⁴Neal Gross, Ward S. Mason and A. W. McEachern, Explorations in Role Analysis (New York: John Wiley, 1958).

²⁵Gross et al., Explorations, 17.

Although affirming that a position cannot be completely described until all the other positions to which it is related have been specified, the authors caution that ". . . a complete relational specification is a limiting case with which it would be impossible to deal empirically."²⁶ They add that, for a given research problem, it may be necessary to take into account only a limited set of counter positions.²⁷

This excellent study of school boards and school superintendents demonstrated a number of significant relationships between the expectations and sent pressures of members of a role set, on the one hand, and the perceptions and responses of the focal person on the other. Role-sending from the school board to the superintendent was associated with high job satisfaction on the part of the superintendent when the expectations of the board were consistent with his professional standards, and with low job satisfaction when they were not. Gross and his colleagues also found that role conflict around such issues as hiring, promotion, teacher salaries and budgetary matters was associated with low job satisfaction for the superintendents.

²⁶Gross et al., Explorations, 51.

²⁷Gross et al., Explorations, 51.

JOB SATISFACTION

Job satisfaction has been defined as "an affective response of the worker to his job."²⁸ Blum and Naylor refer to job satisfaction as a general attitude which is the result of many specific attitudes in three areas: specific job factors, individual characteristics and group relationships outside the job.²⁹

One of the early surveys of job satisfaction was conducted by Hoppock in 1935. In the epilogue to his study, Hoppock proposed the following six major components of job satisfaction:

1. The way the individual reacts to unpleasant situations.
2. The facility with which he adjusts himself to other persons.
3. His relative status in the social and economic group with which he identifies himself.
4. The nature of the work in relation to the abilities, interests and preparation of the worker.

²⁸Patricia Cain Smith, "The Development of a Method of Measuring Job Satisfaction: the Cornell Studies," Studies in Personnel and Industrial Psychology, Revised Ed., (ed.) Edwin A. Fleishman (Homewood, Ill.: Dorsey Press, 1967), 343.

²⁹Milton L. Blum and James C. Naylor, Industrial Psychology: Its Theoretical and Social Foundations (New York: Harper and Row, 1968), Chap. 12.

5. Security.
6. Loyalty.³⁰

The Two-Factor Theory of Job Satisfaction

The original study by Herzberg, Mausner and Snyderman was an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants.³¹ The subjects were asked to describe events in their job experience resulting either in a marked improvement or in a marked deterioration in their job satisfaction.

The analysis of their replies indicated that the things which were associated with high satisfaction (satisfiers) were somewhat different from the things which were associated with situations of low satisfaction (dissatisfiers). The researchers report, "The presence of these factors [the satisfiers] would act to increase the individual's job satisfaction, but the failure of these factors to occur would not necessarily give rise to job dissatisfaction."³² Likewise, "Existence of these negative

³⁰R. Hoppock, Job Satisfaction (New York: Harper and Row, 1935).

³¹F. Herzberg, B. Mausner and B. B. Snyderman, The Motivation to Work (New York: John Wiley and Sons, 1959).

³²Herzberg et al., Motivation to Work, 111.

factors [the dissatisfiers] would lead to an unhappy employee. The satisfying of these factors, however, would not create a happy employee."³³

The resultant "Two-Factor Theory" postulated two general classes of work variables--"satisfiers" and "dissatisfiers". The former are effective in motivating the employee to superior performance and effort but play an extremely small part in producing job dissatisfaction. Therefore, these factors with potential for generating satisfaction are termed "motivators". Conversely, the dissatisfiers have high potential for producing job dissatisfaction but are relatively inconsequential as positive determinants of satisfaction. Thus they operate in preventive fashion as "hygiene factors". (Figure 2.3).

The theory states that those factors which are intrinsic to the job--that is, part of the job task--are "motivators"; those that are extrinsic to the job--that is, are related to the job environment--are "hygiene factors".³⁴ Motivator factors lead to job satisfaction because of the individual's need for personal growth or self-actualization. They include the nature of the task, the extent of employee responsibility for task performance, the employee's sense

³³Herzberg et al., Motivation to Work, 111.

³⁴F. Herzberg, "New Approaches in Management Organization and Job Design--I," Industrial Medicine and Surgery, XXXI (1962), 477-81.

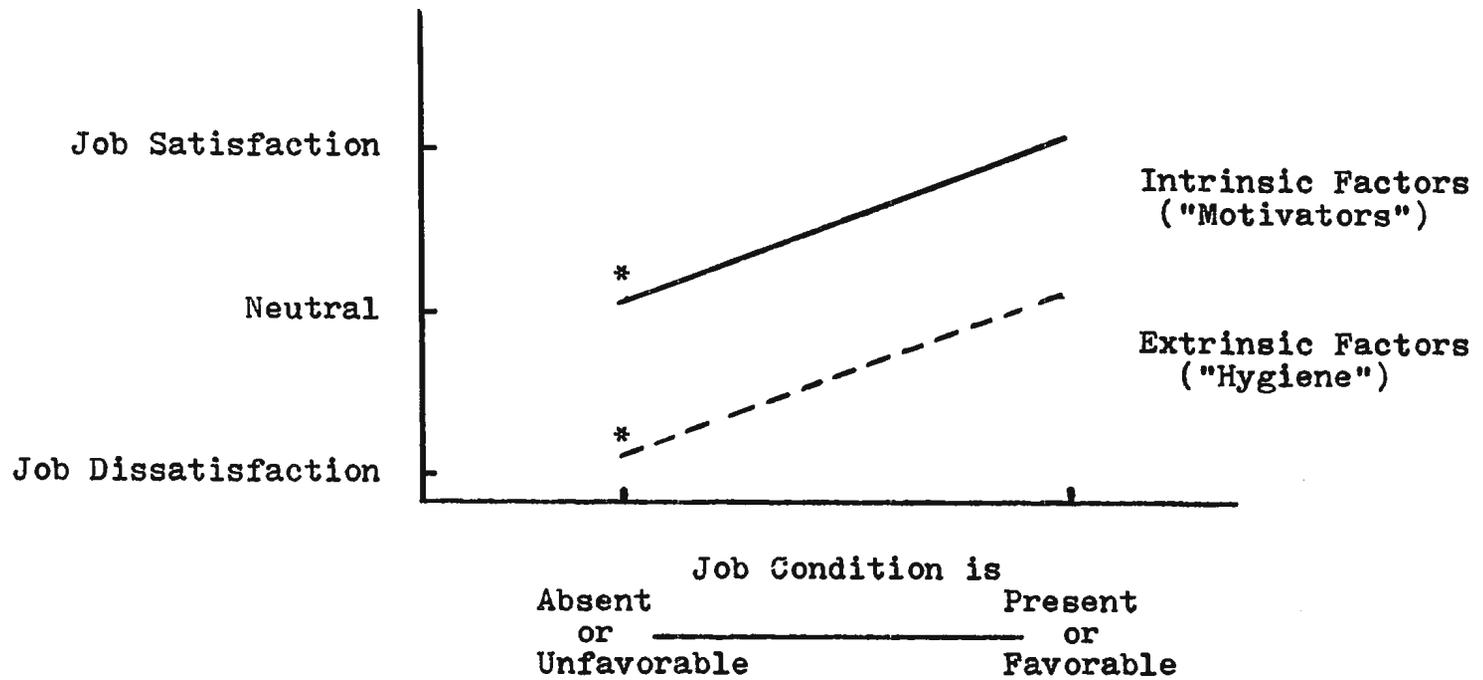


FIGURE 2.3

The Two-Factor Theory of Job Satisfaction³⁵

*Although shown as linear functions, no assumption of linearity is made by the theory.

³⁵Lawrence Siegel, Industrial Psychology (Homewood, Ill.: Richard D. Irwin, 1969), 356.

of achievement from doing the task, recognition and advancement. Hygiene factors lead to job dissatisfaction because of the need to avoid unpleasantness, and include such things as company policy and administrative practices, type of supervision, quality of working conditions and interpersonal relations, and pay.³⁶

The more traditional view had postulated that job satisfaction and dissatisfaction represent terminal points on a linear continuum. Job satisfaction and dissatisfaction were thus regarded as issuing from identical or at least homogeneous sources. Herzberg, Mausner and Snyderman made the point that being satisfied is not the opposite of being dissatisfied. Different incentive conditions influence satisfaction and dissatisfaction.

Dubin appears to support this two-dimensional view when he notes a possible situation in which workers are not actively dissatisfied, although they may not be satisfied.³⁷ He feels that these individuals are maximizing neither their efforts nor their possible job satisfaction. But both employer and employee find the situation satisficing--in the Simon sense--and, therefore, relatively stable. The workers

³⁶Frederick Herzberg, Work and the Nature of Man (Cleveland: World Publishing Company, 1966).

³⁷Robert Dubin, Human Relations in Administration (Third Edition, Englewood Cliffs, N.J.: Prentice-Hall, 1968).

may seek meaning in life from their home and community rather than from their jobs.

Siegel presents an assessment of Herzberg's two-factor theory and draws two conclusions from the research evidence:

1. Although the older distinction between intrinsic and extrinsic factors in job satisfaction is still a meaningful one, the former are not uniformly satisfiers only and the latter are not uniformly only dissatisfiers. Either type of factor, intrinsic or extrinsic, may operate as a source of either job satisfaction or dissatisfaction.

2. There is a growing body of evidence that intrinsic factors are more powerful than extrinsic factors for generating satisfaction and dissatisfaction.³⁸

Lindsey et al. support this contention that motivator and hygiene factors might not be independent and suggest that the theory may be an oversimplified representation of job satisfaction. Nevertheless, they feel, the basic distinction between intrinsic job characteristics and environmental job characteristics is a useful one for purposes of research.³⁹

Job Satisfaction Research

In recent years many studies have been undertaken to examine the nature of job satisfaction associated with various organizational offices. These studies have focused

³⁸Siegel, Industrial Psychology, 357.

³⁹Carl A. Lindsey, Edmond Marks and Leon Gorlow, "The Herzberg Theory: A Critique and Reformulation," Journal of Applied Psychology, LI, 4 (August, 1967), 330-39.

on the degree of role consensus, on personality factors of the office incumbents, and on a combination of both variables. As well as suggesting approaches to job satisfaction analysis, providing findings relevant to educational administration and pointing out specific areas for investigation, such studies have helped to place the role of the district superintendent in its proper context.

Role expectations and job satisfaction. Gross, Mason and McEachern (1958) studied the expectations of school board members and school superintendents. They reported an inverse relationship between the superintendent's job satisfaction and the degree of consistency between the board members' expectations and the superintendent's professional standards.⁴⁰

A study of extension advisory committee members in Pennsylvania found that satisfaction of committee functioning was associated with consensus between committee members and county extension agents for the committee member role.⁴¹ A similar study by Bible and McComas found satisfaction to be associated with consensus of role expectations for

⁴⁰Gross et al., Explorations.

⁴¹Bond L. Bible and Emory J. Brown, "Role Consensus and Satisfaction of Extension Advisory Committee Members," Rural Sociology, XXVIII (1963), 81-90.

teachers.⁴²

These results are interesting, particularly in the light of a study by Thomas, who reported that organizational size affects the degree of consensus, with greater consensus occurring in smaller organizational units.⁴³ Gross et al. corroborated the view that organizational size was a determinant of the pattern of role expectations. Lack of consensus was more frequent in large school systems and members of large school boards were less accepting of any deviation from established lines of authority.⁴⁴

Commencing about 1964, researchers at the University of Michigan began to publicize the results of their studies of organizational stress. They found that objective role conflict was related to low job satisfaction, low confidence in the organization and a high degree of job-related tension.⁴⁵

⁴²B. L. Bible and J. D. McComas, "Role Consensus and Teacher Effectiveness," Social Forces, XLII (1963), 225-33.

⁴³E. J. Thomas, "Role Conceptions and Organizational Size," American Sociological Review, XXIV (1959), 30-37.

⁴⁴Gross et al., Explorations.

⁴⁵Kahn et al., Organizational Stress.

Personality and job satisfaction. Felix Lopez, in a study of The Port of New York Authority, explored the relationship between the role consensus and personality consensus of superordinate-subordinate pairs and the job satisfaction of the subordinate and his supervisor's appraisal of his job performance.⁴⁶ He concluded that in a well managed organization where lines of communication are reasonably clear and assignment of duties and responsibilities well organized, neither role consensus nor personality consensus is related to the level of the subordinate's job satisfaction, nor to his supervisor's appraisal of his job performance.

However, Woodworth's study of research scientists found that overall satisfaction was related to (a) freedom from anxiety, (b) personal stability and ego strength, (c) socialization and responsibility, and (d) potential for achievement.⁴⁷ His general conclusions were that the personal characteristics of workers are related to their job attitudes in significant and meaningful ways, and that

⁴⁶Felix Manuel Lopez, Jr., "A Psychological Analysis of the Relationship of Role Consensus and Personality Consensus to Job Satisfaction and Job Performance," Dissertation Abstracts, XXIII (1962), 1104.

⁴⁷Donald G. Woodworth, "Job Satisfaction and Personality: A Study of Research Scientists," Dissertation Abstracts, XXV, 3 (1964), 2038-9.

the personalities of workers should be seriously considered in research and theory concerning worker attitudes. His results indicated that job satisfaction is, at least in part, a function of the degree of consonance between the individual's personal interests, motives and styles and the context of the organizational environment within which he works.

Peter Weissenberg employed Herzberg's two-factor theory to study the job satisfaction of New York civil service supervisors.⁴⁸ Field dependence/independence was related to the perception of job satisfaction. In addition, organizational level was found to be an important determinant of satisfaction regardless of personality. Moreover, interaction between personality and organizational levels did affect job satisfaction.

The secondary school principals studied by Johnson indicated that two of the variables tested--Factor H of the 16 PF (Timid/Adventurous) and experience in educational administration--were significantly associated with the principals' job satisfaction levels.⁴⁹

⁴⁸Peter Weissenberg, "Psychological Differentiation and Job Satisfaction," Dissertation Abstracts, XXVIII, 6 (1967), 2653-B.

⁴⁹Dale Arden Johnson, "A Study of Relations between Participation in Decision-Making, Job Satisfaction, and Selected Personality Variables of Secondary School Principals," Dissertation Abstracts, XXIX (1968), 3377-8-A.

SUMMARY

This chapter has presented the theoretical bases upon which this research was developed. The first section explored role theory and attempted to show the importance of role expectations. A model was developed to explain the interaction of various elements in an ongoing, cyclic role episode. The educational organization was depicted as a social system within which the focal person's role is allocated in accordance with his incumbency of a hierarchical position. The district superintendent is one such position.

Job satisfaction was then discussed with an emphasis on Herzberg's theory of satisfiers and dissatisfiers. An attempt was made to relate job satisfaction to existing role pressures and to personality variables of the position incumbents. Research findings were presented to support the theoretical framework.

Chapter 3

DESIGN OF THE STUDY

This chapter presents details of the steps taken to test the hypotheses. Procedures for the selection of subjects are outlined with proposals for randomization where necessary. Instrumentation is developed and the techniques of gathering information are delineated. The chapter concludes with a description of the statistical procedures which were used in analyzing the data and testing the hypotheses.

THE SAMPLE

Superintendents

The population for this study was the group of superintendents who were employed by local consolidated school boards in Newfoundland. A list of these superintendents was obtained from the Department of Education. Only those superintendents who were responsible for districts containing at least five schools and whose board employed at least five principals were included in our population. As well, only superintendents who were occupying the office as of October, 1969 were involved in the study.

On the basis of these criteria, the population was stabilized at twenty-seven superintendents. Because of the small number, the entire population of superintendents was taken as the sample for the research.

Board Members

The list provided by the Department of Education also supplied the names and mailing addresses of the school boards which employed district superintendents. Records of the various Denominational Education Committees furnished the names of the board members for the majority of these boards. Nine boards had to be contacted by individual letter. A list of their board members was requested for use in educational research.

When all board lists had been obtained, each list was numbered--the sequence, in each case, running from one to the highest number necessary to include all board members. Selection of the sample was then made by reference to a table of random numbers.

Four members of each board were chosen in this manner. If a board chairman had not been selected to this point (as happened with three boards), he was then added to the sample for that board, bringing the number of board members to five. If the board chairman had been included in the first four choices, a fifth member was also chosen at random.

To overcome the problem of sample bias through selective returns, a "dumping" technique was employed, similar to that used by Halpin.¹ Although questionnaires were dispatched to all five board members, only two were to be actually used in the study. This selection was made before any questionnaires were distributed but it was not mentioned in any communication with the board members.

Business Managers

The names of the twenty-seven business managers (secretary-treasurers in the Roman Catholic school boards) were obtained from the aforementioned Department of Education list. As with superintendents, the entire population of business managers was used as the sample. The only criterion for representation in the sample was incumbency of the business manager's office for a school board which employed a district superintendent.

Principals

A list of principals in each district included in the study was compiled from the Newfoundland Schools

¹Andrew W. Halpin, The Leadership Behavior of School Superintendents (Columbus, Ohio: College of Education, Ohio State University, 1956). Three board member questionnaires, chosen at random, were to be considered superfluous and their information would not be reflected in the data. If any of these designated questionnaires were returned, their responses were simply not tabulated. No follow-up procedures would be directed towards these subjects.

Directory, 1969-70 as published by the Department of Education. The list for each district was numbered consecutively from one to the highest number necessary. From this population of school principals, a sample was chosen by reference to a table of random numbers.

Five principals were selected for each district. As with board members, a "dumping" technique was employed to minimize the possibility of response bias. Only returns from three of the five principals contacted were to be included in the final analysis of the data.

THE INSTRUMENTS

The data to be used in testing the hypotheses was gathered by means of three instruments. A role questionnaire was used to measure the expectations of each role sender--superintendents, board members, business managers, principals--for the role of the district superintendent in Newfoundland. The expressed job satisfaction of the superintendents was ascertained through a job satisfaction questionnaire. A third instrument, the Sixteen Personality Factor Questionnaire, was a standardized test.²

²The Sixteen Personality Factor Questionnaire is available through the Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois, U. S. A. 61820.

Role Questionnaire

A questionnaire was developed to record the expectations of each of the subjects for the role of the district superintendent. Writings by Griffiths,³ Clabaugh,⁴ Fensch and Wilson,⁵ and the American Association of School Administrators⁶ provided practical and concrete suggestions for questionnaire items.

A review of several studies that dealt with the role of superintendent revealed a large number of pertinent administrative practices. Studies such as those reported by Halpin,⁷ Gross, Mason and McEachern,⁸ Collins,⁹

³Griffiths, The School Superintendent.

⁴Ralph E. Clabaugh, School Superintendent's Guide: Principles and Practices for Effective Administration (West Nyack, N.Y.: Parker Publishing, 1966).

⁵E. A. Fensch and R. E. Wilson, The Superintendency Team (Columbus, Ohio: Charles E. Merrill Books, 1964).

⁶AASA, The American School Superintendency, Thirtieth Yearbook (Washington, D.C.: AASA, 1952); _____, School Board-Superintendent Relationships; _____, The Superintendent as Instructional Leader, Thirty-fifth Yearbook (Washington, D.C.: AASA, 1957).

⁷Halpin, Leadership Behavior.

⁸Gross et al., Explorations.

⁹Collins, "The Provincially Appointed Superintendent in Canada".

Finlay,¹⁰ Gathercole,¹¹ and Burnett¹² were most helpful. Care was taken to include the superintendent's duties as presented in the Schools Act, 1969.

A preliminary list of 192 items was prepared. After combining similar items, and rejecting items that did not suit the Newfoundland situation and were not representative of the areas under consideration, the list was reduced to 127. These items were grouped into five task areas, along the lines of Griffith's conceptualization of the superintendent's job: Executive Officer of the School Board; Improving Educational Opportunity; Obtaining and Developing Personnel; Providing and Maintaining Funds and Facilities; and Maintaining Effective Community Relations.¹³

Validation. To ensure content validity, copies of the preliminary draft of the role questionnaire were presented

¹⁰Finlay, "The Provincially Appointed Superintendent in Alberta".

¹¹Gathercole, "Superintendent in Alberta, Saskatchewan and Manitoba".

¹²Burnett, "The Locally-Employed Superintendent in Saskatchewan".

¹³Griffiths, The School Superintendent, 70-1.

to a jury of six experienced educators:

Dr. Philip J. Warren, Head, Department of Educational Administration, Memorial University of Newfoundland.

Dr. Zarif Bacilious, Assistant Professor, Department of Educational Administration, Memorial University of Newfoundland.

Dr. J. Kevin Tracey, Executive Secretary, Roman Catholic Education Committee.

Mr. John Acreman, Chief Superintendent, Department of Education.

Mr. Michael McCarthy, Department of Education (former superintendent for Conception Bay Center).

Mr. Ken Wallace, postgraduate student, University of Alberta (former superintendent outside Newfoundland).

Each juror was asked to indicate whether he considered the questionnaire items to be relevant to the areas investigated; whether each item was clear and unambiguous; and, whether the items were appropriate for eliciting from the respondents information related to the role of the superintendent, and of securing their expectations in relation to the superintendent's role. In addition, each juror was invited to suggest changes in, deletions from, and/or additions to the questionnaire.

A study of their replies resulted in a revision of the questionnaire which modified the instructions to respondents and the wording of various items. As well, the

title of Part I was altered to Superintendent-School Board Relations. New items were added while several others were deleted; the net result was a role questionnaire containing 114 items (Appendix B).

Job Satisfaction Questionnaire

The second questionnaire used in this research was designed to measure the superintendents' expressed satisfaction with various aspects of his job. His accumulated responses would indicate his overall job satisfaction.

Prospective items for this questionnaire were gathered from the work of Hoppock,¹⁴ Vroom,¹⁵ Herzberg, Mausner and Snyderman,¹⁶ Herzberg,¹⁷ Dubin,¹⁸ Siegel,¹⁹ Gross, Mason and McEachern,²⁰ and Kahn et al.²¹ Additional items were adapted from the "S" scale of the CES Battery

¹⁴Hoppock, Job Satisfaction.

¹⁵Victor Vroom, Work and Motivation (New York: John Wiley and Sons, 1964).

¹⁶Herzberg et al., Motivation to Work.

¹⁷Herzberg, Work and the Nature of Man.

¹⁸Dubin, Human Relations in Administration.

¹⁹Siegel, Industrial Psychology.

²⁰Gross et al., Explorations.

²¹Kahn et al., Organizational Stress.

published by the Midwest Administration Center of the University of Chicago, and from the short form of the Minnesota Satisfaction Questionnaire.

This original draft of the job satisfaction questionnaire contained fifty-one items.

Validation. Content validity was ensured by applying Herzberg's list of motivator-hygiene factors as the criteria for the acceptability of items. This validation was done by the thesis chairman in consultation with the researcher. Each item was classified as relating specifically to one of Herzberg's ten factors. Several items were rejected because they did not meet this criterion. Others were reworded.

The final draft of the questionnaire contained 46 items (Appendix B). Herzberg's factors were well represented: Achievement--3 items; Recognition--4 items; Work Itself--7 items; Responsibility--4 items; Advancement--2 items; Policy and Administration--5 items; Supervision: technical--4 items; Salary--1 item; Interpersonal relations, supervision--7 items; and Working Conditions--9 items.

Reliability. The reliability of the job satisfaction questionnaire was determined by calculating a coefficient of internal consistency for the completed forms which were received from twenty-three superintendents (85.2% of the

sample). The forty-six items had been divided into two equivalent parts before the test was administered. A simple split-halves (odds-evens) approach was not feasible because of the varying influence of the ten factors.

Instead, assignment of items to either Form A or Form B was divided equally among the factors as much as possible. For instance, there were four questionnaire items which dealt with the factor "Recognition". The first and third of these were assigned to Form A; the second and fourth, to Form B. In this way, two nearly equivalent forms were constructed though no visible sign of this appeared in the questionnaire.

The subjects' scores for each form were compiled. These were then correlated to obtain a measure of reliability for a half test. The reliability of the entire test was calculated by applying the Spearman-Brown Prophecy Formula.²² The coefficient obtained through the Rank Difference Correlation approach was +0.89 for the half-test and +0.94 for the entire test. The Pearson Product Moment Correlation Coefficient for the half-test was +0.90 and for the entire test, +0.95. The questionnaire was judged sufficiently reliable to be used in further testing

²²George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, 1966), Chapter 23.

of the hypotheses.

Personality Questionnaire

The personality characteristics of the incumbent superintendents were measured by means of a standardized test--the Sixteen Personality Factor Questionnaire. This test yielded scores on sixteen independent personality dimensions as well as four broad second-order factors. Two forms, A and B, were used to maximize precision.

Validity. The validity of the test is meant to be a "concept" or "construct" validity. The Manual for Forms A and B of the 16 PF provides information as to the validity of each factor. The direct validity coefficients for the sixteen individual scales range from 0.74 for Factors G and M (expedient/conscientious and practical/imaginative) to 0.92 for Factor H (shy/venturesome).²³

Reliability. The reliabilities of the 16 PF scales are given as dependability, i.e., short term test-retest correlations, and also stability, i.e., retest after a longer interval. The fifteen dependability coefficients (The intelligence test cannot meaningfully be repeated after a short interval.) range from 0.76 for Factor N

²³16 PF Manual, p. 8.

(forthright/shrewd) to 0.93 for Factor H.²⁴ The trait stability coefficients vary from a low of 0.63 for Factor B (less intelligent/more intelligent) to a high of 0.88 for Factor H.²⁵

THE COLLECTION OF DATA

Personality Characteristics

Use of a standardized test permitted the researcher to begin his information gathering by obtaining a personality profile of each district superintendent. The superintendents were addressed during a meeting in St. John's. The purpose of the research was explained and their cooperation was requested. Fifteen superintendents wrote the test in a group sitting at that time. Five other superintendents were contacted individually and agreed to complete the questionnaire. The remaining seven were contacted by letter and copies of the 16 PF were enclosed. Twenty-four completed questionnaires were obtained, a return of 88.9%.

Role Expectations

The role questionnaire was mailed to each subject in mid-April. For superintendents, board members and

²⁴16 PF Manual, p. 6.

²⁵16 PF Manual, p. 6.

business managers, the boards' mailing addresses were used. The principals' questionnaires were mailed to their schools. Each questionnaire was coded so that completed forms could be assigned to the appropriate group and so that follow-ups could be directed to "reluctant" subjects. The code also facilitated the "dumping" procedure.

A follow-up letter was dispatched three weeks later and a second reminder--along with a second copy of the questionnaire--was mailed two weeks after that. Completed returns were received from 23 of the 27 superintendents (85.2%), 73 of 135 board members (54.1%), 27 of 27 business managers (100%) and 109 of 135 principals (80.8%). However, the dumping of the selected questionnaires raised the board members' return rate to 47 of 54 (87%), and the principals' rate to 78 of 81 (96.3%).

Subjects were requested to indicate whether they agreed or disagreed that each questionnaire item pertained to the role of a superintendent. The response alternatives available were: Strongly Agree, Agree, Uncertain or Undecided, Disagree, and Strongly Disagree. The subjects were to record their personal view by encircling one of the choices.

Job Satisfaction

The final stage of data collection was the measurement of the job satisfaction experienced, and expressed, by

the incumbent superintendents. Many of the superintendents were visited personally during the first week of June, 1970 and the job satisfaction questionnaire was completed in the researcher's presence. Geographic and financial factors necessitated a mailed questionnaire to seven superintendents. Twenty-four superintendents, or 88.9% of the sample, completed this test.

The subjects were asked to indicate their satisfaction or dissatisfaction with various aspects of their present jobs by circling one of five responses for each statement. The response alternatives followed Herzberg's Satisfaction/No Satisfaction; Dissatisfaction/No Dissatisfaction typology.²⁶

The collection of data was completed in August and analysis could then begin. The interrelatedness of the various data necessitated a complete return from any one district before that superintendent could be included in the study. That is, the collected data must include the role expectations of the superintendent, his two board members, his business manager and his three principals; the expressed job satisfaction of the superintendent; and, his personality profile. The absence of any one of these items invalidated all the rest. Consequently, only twenty districts (74% of the sample) were included in the final

²⁶ Herzberg et al., Motivation to Work.

analysis and interpretation of the data.

TREATMENT OF THE DATA

Computation of the Role Pressure Indexes

To obtain a measure of the sent role pressure for any one superintendent, the expectations of each of his role senders had to be compared with the expectations of the superintendent. If, on a particular item, the superintendent's response differed from the response of one of his role senders by at least two categories--e.g., Strongly Agree vs. Uncertain, Disagree or Strongly Disagree; Agree vs. Disagree or Strongly Disagree; Uncertain vs. Strongly Agree or Strongly Disagree; etc.--this would be regarded as a pressure of 1. The role pressure index would be cumulative for all 114 items in the questionnaire.

In this way, indexes for each superintendent could be developed in relation to each of his six role senders, in relation to his superordinate and subordinate role senders, and in relation to total role sending. Similarly, these indexes could be subdivided so that we obtained an indication of the degree of role pressure on each superintendent in each of the five major areas of the role questionnaire (Appendix D).

The superintendents were rank ordered from high pressure to low pressure along each of these continua and divided at the midpoint. Superintendents in the upper

group were assumed to have been exposed to high role pressure and those in the bottom group, to low role pressure.

Job Satisfaction Score

To compute a numerical score for the superintendents' expressed job satisfaction, each of the response alternatives was assigned a numerical value: Satisfaction = +2; No Satisfaction = +1; Neutral or Undecided = 0; No Dissatisfaction = -1; and Dissatisfaction = -2. By treating the questionnaire as a cumulative scale, each superintendent could be assigned a total job satisfaction score, as well as subscores on each of Herzberg's ten factors (Appendix E).

Personality Variables

The raw scores for each primary factor of the 16 PF were converted into sten scores²⁷ and stens for the second-order factors were computed.²⁸ These second-order sten scores could then be divided into above or below average--average fixed at 5.5. Below average scores indicate low

²⁷Sten scores (the term comes from "standard ten") are distributed over ten equal-interval standard score points from 1 through 10, with the population mean fixed at sten 5.5. Stens 5 and 6 extend, respectively, a half standard deviation below and above the mean, constituting the solid center of the population, while the outer limits for stens 1 and 10 are $2\frac{1}{2}$ standard deviations below and above the mean. (16 PF Manual, p. 11)

²⁸16 PF Manual, pp. 20-1.

anxiety, introversion or subduedness. Above average scores indicate high anxiety, extraversion or independence (Appendix F).

Testing the Hypotheses

Job satisfaction and role pressure. To test the first hypothesis, the superintendents were divided into high and low pressure groups based on their total role pressure index. Their satisfaction scores were compared through a one-way analysis of variance. Similar analyses compared their satisfaction scores for each separate factor.

In addition, the superintendents were divided on the basis of total role pressure related to each section of the role. In each case, a one-way analysis of variance was used to determine the possibility of significant differences in the satisfaction scores of the different groups.

The second and third hypotheses were tested in a manner similar to that used in testing the first hypothesis. In hypothesis two, the superordinate role pressure indexes were employed, and in hypothesis three, the subordinate indexes.

Job satisfaction and personality characteristics. For the fourth hypothesis, superintendents were divided into high anxiety and low anxiety groups according to their sten scores on the anxiety factor. Their job satisfaction

scores were then subjected to a one-way analysis of variance.

Hypotheses five and six were tested in similar fashion with the groups being determined by sten scores on the appropriate factor--introversion/extraversion or subduedness/independence.

Interactions. The treatment of hypothesis seven involved the following basic steps:

1. Calculation of a total role pressure index for each superintendent. Division into high and low pressure groups.
2. Calculation of a superordinate index for each superintendent. Division into high and low pressure groups.
3. Calculation of a subordinate role pressure index for each superintendent. Division into high and low pressure groups.
4. Calculation of the anxiety factor sten score for each superintendent. Division into high and low anxiety groups.
5. Two-way analysis of variance and interpretation of the findings for each of the three situations--total pressure, superordinate pressure and subordinate pressure.

Hypotheses eight and nine were treated in a manner similar to that used in testing hypothesis seven.

None of the above hypotheses predict the direction of the difference. Because of this, two-tailed tests of

significance were used in all statistical treatments. The critical level of significance was set at the ninety-five per cent confidence interval.

SUMMARY

This chapter has identified the various populations used in this study and has described the selection of the samples from each. The resultant investigation of expectations for the role of the district superintendent followed the general outline of Gross' position-centric model²⁹ (Figure 3.1). The position of superintendent was specified by its relationship to six counter positions.

Two instruments were developed by the researcher-- one, to record role expectations; the other, to measure job satisfaction. The third instrument was a standardized personality test. The methods of data collection and data analysis were presented. Figure 3.2 summarizes the analysis of the data.

²⁹Gross and his colleagues proposed several models for considering the relationship between a particular position (a focal position) and one or more other positions (counter positions): (a) the dyad model--a position was specified by its relationship to only one counter position; (b) the position-centric model--the position was specified by its relationship to a number of counter positions; and (c) the system model--the relationships among the counter positions were added. They also discussed a hierarchically structured system model and a multiple systems elaboration. (Gross et al., Explorations, 51-6.)

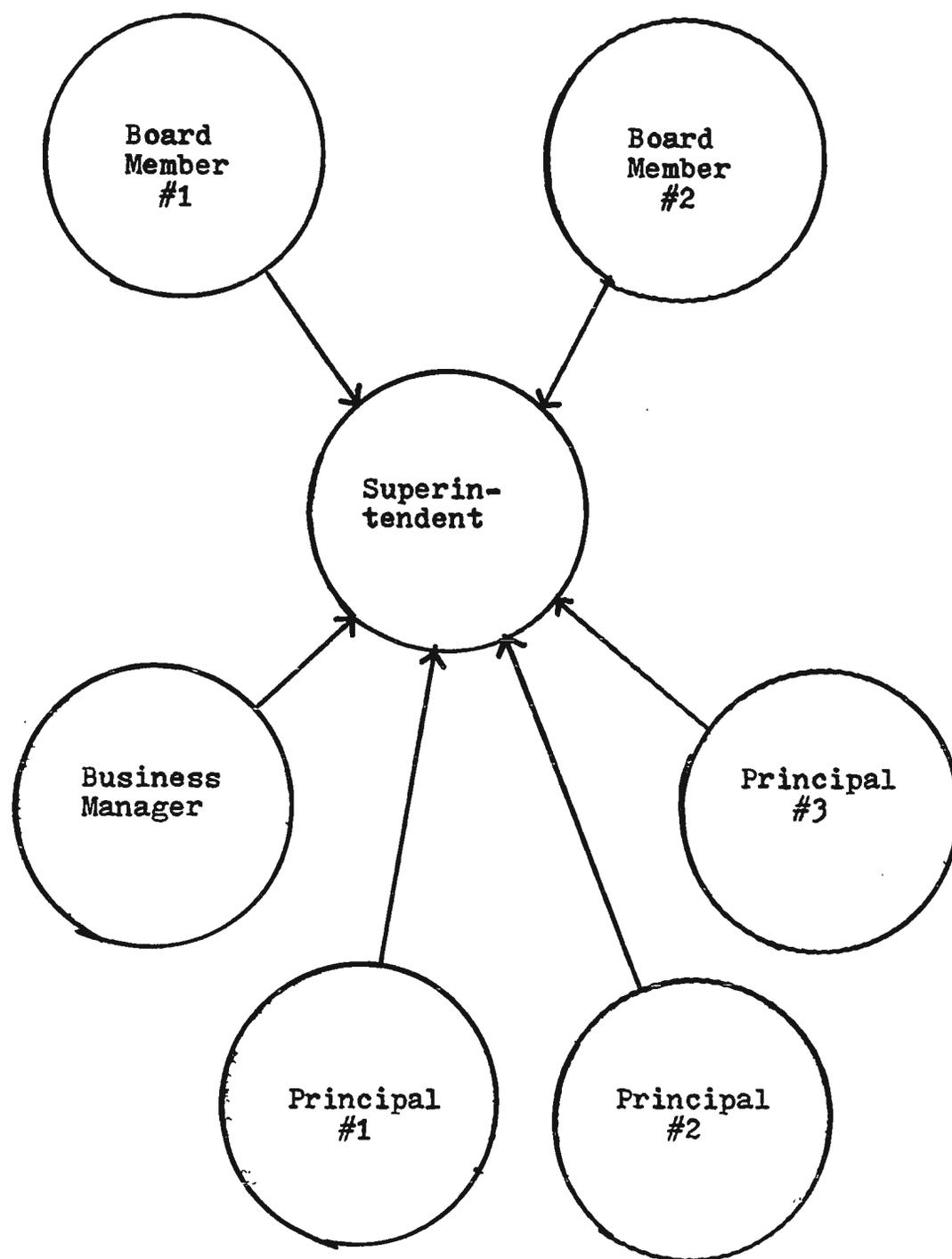


FIGURE 3.1

Expectations for the Superintendent's Role

Sub- jects	Job Satisfaction	Role Pressure			Personality		
	(each of 10 fac- tors + total)	(each of 5 areas + total in each case)			Anx. Level	Intro/ Extra.	Subdu/ Indep.
		Superordinate	Subordinate	Total			
20 S u p e r i n t e n d .		High Super. Pressure	High Sub. Pressure	High	High Anx.	Intro.	Subdued.
					Low Anx.	Extra.	Independ.
		Low Super. Pressure	Low Sub. Pressure	Low	High Anx.	Intro.	Subdued.
					Low Anx.	Extra.	Independ.

FIGURE 3.2
Analysis of Data

Job satisfaction, the dependent variable, was to be analyzed in relation to the degree of role pressure--superordinate, subordinate and total pressure for both the total role and for each of the five major areas of the role. Similarly, job satisfaction was to be related to each of three personality characteristics of the superintendents. Finally, interactions between role pressures and personality characteristics were investigated.

Chapter 4

AN ANALYSIS OF THE JOB SATISFACTION OF NEWFOUNDLAND SUPERINTENDENTS

The purpose of this study was to investigate the job satisfaction of the district superintendents in Newfoundland in relation to the degree of role pressure to which they were subjected and in the light of certain personality characteristics. The appropriate role pressure indexes were computed from responses to the Role Questionnaire (Appendix D). The Job Satisfaction Questionnaire yielded an expressed job satisfaction score for each superintendent (Appendix E). Personality characteristics were assessed through the Sixteen Personality Factor Questionnaire, Forms A and B (Appendix F).

Nine hypotheses were developed to guide this project. This chapter presents the results of the analyses related to these hypotheses.

JOB SATISFACTION AND ROLE PRESSURE

The degree to which role pressures peculiar to the position of the district superintendent are reflected in the incumbents' job satisfaction was explored in this study. In this regard, three hypotheses were developed

with role pressures being considered on the basis of their originating from either superordinate or subordinate sources as well as in their totality. This postulated influence of role pressure upon expressed job satisfaction was analyzed for both the total role and also for each of the five identified sub-areas of the superintendent's role. In each of these cases, it was expected that increased role pressure would lead to a decrease in job satisfaction.

Total Role Pressure

A total role pressure index was computed for each superintendent on the basis of the responses of his six role senders (Appendix D). The superintendents were then divided into high and low pressure groups and their total satisfaction scores were compared through a one-way analysis of variance.

Similar analyses compared their expressed satisfaction scores on each of the ten separate factors which had been incorporated into the global job satisfaction score. In addition, one-way analysis of variance was used to determine the possibility of significant differences in the satisfaction scores when the superintendents were divided into high and low pressure groups for each sub-area of the superintendent's role.

Pressure and satisfaction. The total job satisfaction

scores of those superintendents with high role pressure indexes were compared with the scores of those superintendents with low role pressure indexes. The mean score of the former group was 48.2, while the latter averaged 39.0. The range of scores for the groups were 92 points and 90 points, respectively. One superintendent in each group reported a negative satisfaction score.

Significance for this project had been set at the 0.05 probability level. With 1 and 18 degrees of freedom, this requires an "F" ratio of 4.41. Table 4.1 indicates that the variance between the job satisfaction scores of the high and low pressure groups did not meet this criterion. The variance within the groups was extreme; consequently, the "F" ratio was low (0.59) and, in this instance, the null hypothesis had to be accepted.

Pressure and satisfaction: individual factors. Herzberg had identified ten factors as components of job satisfaction and items related to each factor had been embodied in the Job Satisfaction Questionnaire. Satisfaction scores were computed for each of these factors (Appendix E). The superintendents were divided into high and low pressure groups on the basis of the total role pressure index (Appendix D). Comparison of their relative scores was then possible through a one-way analysis of variance. No significant results were obtained (Table 4.1).

For seven of the ten factors, the high pressure

TABLE 4.1
Job Satisfaction and Total Role Pressure

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) total role pressure	0.59	n.s.
Achievement factor in job satisfaction (x) total role pressure	0.81	n.s.
Recognition factor in job satisfaction (x) total role pressure	0.01	n.s.
Work itself factor in job satisfaction (x) total role pressure	1.07	n.s.
Responsibility factor in job satisfaction (x) total role pressure	0.80	n.s.
Advancement factor in job satisfaction (x) total role pressure	1.91	n.s.
Policy and administration factor in job satisfaction (x) total role pressure	1.37	n.s.
Supervision, technical factor in job satisfaction (x) total role pressure	0.04	n.s.
Salary factor in job satisfaction (x) total role pressure	0.28	n.s.
Interpersonal relations, supervision factor in job satisfaction (x) total role pressure	1.56	n.s.
Working conditions factor in job satisfaction (x) total role pressure	3.63	n.s.

group had a higher mean satisfaction score than did the low pressure group: Achievement--1.6 to 0.2; Work Itself--6.0 to 3.6; Advancement--2.6 to 1.5; Policy and Administration--5.4 to 3.1; Supervision, technical--3.6 to 3.3; Salary--0.7 to 0.3; and Working Conditions--9.6 to 4.7. The situation was reversed for the remaining three factors: Recognition--4.9 to 5.0; Responsibility--5.8 to 6.9; and Interpersonal Relations, supervision--8.0 to 10.4, with low pressured superintendents averaging higher in each case.

In all cases, the range of scores within each group resulted in a large "Within groups" variance and no significant "F" ratios could be established. The null hypothesis was accepted.

That higher pressure produced higher satisfaction scores may suggest that pressure was interpreted by the superintendents as interest and attention. It may also be inferred that the objectively measured role pressure did not correlate with the subjective role pressure experienced by the superintendents. Finally, even when sent and received role pressures were synonymous, the effect of high role pressure may have been mitigated by the pressure threshold of each individual superintendent.

Role pressure in the major task areas. The role questionnaire had divided the superintendent's role into five major task areas: Superintendent-School Board Relations; Improving Educational Opportunity; Obtaining and Developing

Personnel; Providing and Maintaining Funds and Facilities; and Maintaining Effective Community Relations. An index of role pressure for each area had been computed for each superintendent (Appendix D). It was therefore possible to determine whether pressure in one or more of these major areas was significantly related to the superintendent's expressed job satisfaction.

In the area of Superintendent-School Board Relations, superintendents in the high pressure group had a slightly higher satisfaction score--47.5 to 39.7--than did superintendents in the low pressure group. However, the range of scores in each group was large and the resulting "F" ratio was not significant (Table 4.2).

Role pressures in the area of Improving Educational Opportunity produced satisfaction scores in the expected direction--higher pressure leading to lower satisfaction--but the difference did not meet the probability level which had been set for significance (Table 4.2).

A significant relationship ($F = 16.26$) was, however, demonstrated for those items in the role questionnaire which dealt with Obtaining and Developing Personnel (Table 4.2). Though the null hypothesis could be rejected in this instance, the relationship exhibited was not an inverse one. That is, superintendents exposed to high pressure with regard to role behavior relative to obtaining and developing personnel reported higher job satisfaction--

TABLE 4.2

Job Satisfaction and Role Pressure
in the Major Task Areas

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) role pressure in the area of Superintendent-School Board Relations	0.42	n.s.
Total job satisfaction (x) role pressure in the area of Improving Educational Opportunity	0.02	n.s.
Total job satisfaction (x) role pressure in the area of Obtaining and Developing Personnel	16.26	<0.005
Total job satisfaction (x) role pressure in the area of Providing and Maintaining Funds and Facilities	1.26	n.s.
Total job satisfaction (x) role pressure in the area of Maintaining Effective Community Relations	0.67	n.s.

mean score 61.4--than did those superintendents reacting to low role pressure--mean score 25.8.

Role pressure in the final two task areas failed to produce any significant differences (Table 4.2). In the area of Providing and Maintaining Funds and Facilities, the mean satisfaction score of the high pressure group was slightly higher than that of the low pressure group--50.2 to 37.0--while in Maintaining Effective Community Relations, the reverse was true--39.2 to 49.0. The null hypothesis was supported.

Superordinate Role Pressure

An index of superordinate role pressure for each superintendent was calculated from the discrepancies between the superintendents' role responses and the responses of their board members (Appendix D). One-way analyses of variance were employed to test for significant differences in expressed job satisfaction on the basis of total superordinate pressure, and of superordinate pressure related to each of the major task areas. As well, satisfaction with each of Herzberg's factors was analyzed in relation to superordinate pressure.

Superordinate pressure and satisfaction. Table 4.3 indicates that job satisfaction was significantly related to the degree of superordinate pressure ($p < 0.025$), and the null hypothesis was rejected in this instance. However,

TABLE 4.3
Job Satisfaction and Superordinate
Role Pressure

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) superordinate role pressure	7.33	<0.025
Achievement factor in job satisfaction (x) superordinate role pressure	8.36	<0.01
Recognition factor in job satisfaction (x) superordinate role pressure	4.17	n.s.
Work itself factor in job satisfaction (x) superordinate role pressure	3.32	n.s.
Responsibility factor in job satisfaction (x) superordinate role pressure	0.53	n.s.
Advancement factor in job satisfaction (x) superordinate role pressure	2.79	n.s.
Policy and administration factor in job satisfaction (x) superordinate role pressure	5.91	<0.05
Supervision, technical factor in job satisfaction (x) superordinate role pressure	9.74	<0.01
Salary factor in job satisfaction (x) superordinate role pressure	0.29	n.s.
Interpersonal relations, supervision factor in job satisfaction (x) superordinate role pressure	0.16	n.s.
Working conditions factor in job satisfaction (x) superordinate role pressure	9.81	<0.01

the direction of the relationship was the inverse of that expected. The high pressure group reported much higher satisfaction than did the low pressure group--mean score 57.5 vs. 29.7. The six superintendents with the highest satisfaction scores were all in the high pressure group, while the only two superintendents to report negative satisfaction scores were both exposed to low superordinate role pressure.

Superordinate pressure and satisfaction: individual factors.

An attempt was made to determine whether superordinate role pressure would adversely affect satisfaction with one or more of the individual factors which had been incorporated into the Job Satisfaction Questionnaire. The results of this investigation are reported in Table 4.3.

The existence of superordinate role pressure seemed to influence the superintendents' responses to items concerning four of the factors--Achievement; Policy and Administration; Supervision, technical; and Working Conditions. In each case, a significant variance was established between the high pressure and the low pressure groups. The disconcerting aspect of these analyses was that the amount of satisfaction was directly related to the degree of pressure, i.e., higher pressure produced higher satisfaction and lower pressure, lower satisfaction. An inverse relationship had been expected. Consideration must again be given to the factors discussed earlier in

relation to total role pressure.

This direct relationship between pressure and expressed satisfaction remained consistent for the remaining six factors--Recognition; Work Itself; Responsibility; Advancement; Salary; and Interpersonal Relations, supervision. However, significance could not be established in these cases.

Superordinate pressure in the major task areas. Role pressure from the superintendents' superordinate role senders in the areas of Superintendent-School Board Relations, Improving Educational Opportunity, Providing and Maintaining Funds and Facilities, and Maintaining Effective Community Relations were not significantly related to the superintendents' job satisfaction (Table 4.4). A statistically significant relationship existed only for role pressure in the area of Obtaining and Developing Personnel ($p < 0.005$).

Once again, however, the scores were in the opposite direction to that expected. Only role pressure from items dealing with community relations (Part V) produced results in the expected direction; the mean satisfaction score for the high pressure group was 37.2 compared to 48.8 for the low pressure group. But this did not yield a significant "F" ratio. The null hypothesis was accepted.

TABLE 4.4

Job Satisfaction and Superordinate Role
Pressure in the Major Task Areas

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) superordinate role pressure in the area of Superintendent-School Board Relations	1.50	n.s.
Total job satisfaction (x) superordinate role pressure in the area of Improving Educational Opportunity	1.30	n.s.
Total job satisfaction (x) superordinate role pressure in the area of Obtaining and Developing Personnel	10.62	<0.005
Total job satisfaction (x) superordinate role pressure in the area of Providing and Maintaining Funds and Facilities	0.96	n.s.
Total job satisfaction (x) superordinate role pressure in the area of Maintaining Effective Community Relations	0.94	n.s.

Subordinate Role Pressure

Role expectations for the superintendency office were obtained from four subordinates of each superintendent--three principals and the business manager. By comparing these responses with the superintendent's own view of his role, a cumulative index of subordinate role pressure was developed for each superintendent (Appendix D).

The subjects were divided into high and low pressure groups and the researcher then compared their total job satisfaction scores as well as their satisfaction with each of the component factors of job satisfaction. Finally, level of satisfaction was examined in relation to subordinate pressure in each of the major task areas of the superintendent's role.

Subordinate pressure and satisfaction. No significant relationship could be established between subordinate pressure and expressed job satisfaction (Table 4.5). The high pressure group reported a higher mean satisfaction score than did the low pressure group--45.4 to 41.8--and a slightly higher range of scores--92 points to 90 points. This extreme range in both groups resulted in a large "Within groups" variance and, consequently, a nonsignificant "F" ratio. The null hypothesis was therefore accepted.

TABLE 4.5
 Job Satisfaction and Subordinate
 Role Pressure

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) subordinate role pressure	0.09	n.s.
Achievement factor in job satis- faction (x) subordinate role pressure	--	--
Recognition factor in job satis- faction (x) subordinate role pressure	0.07	n.s.
Work itself factor in job satis- faction (x) subordinate role pressure	3.32	n.s.
Responsibility factor in job satis- faction (x) subordinate role pressure	3.30	n.s.
Advancement factor in job satis- faction (x) subordinate role pressure	1.91	n.s.
Policy and administration factor in job satisfaction (x) subordinate role pressure	0.72	n.s.
Supervision, technical factor in job satisfaction (x) subordinate role pressure	0.23	n.s.
Salary factor in job satisfaction (x) subordinate role pressure	1.12	n.s.
Interpersonal relations, supervision factor in job satisfaction (x) subordinate role pressure	1.86	n.s.
Working conditions factor in job satisfaction (x) subordinate role pressure	0.97	n.s.

Subordinate pressure and satisfaction: individual factors.

The superintendents' global job satisfaction was subsequently separated as scores for the original intrinsic and extrinsic factors which Herzberg had postulated in his theory. The investigator had assumed an inverse relationship between the degree of subordinate role pressure and the superintendent's satisfaction with these various aspects of his job. A one-way analysis of variance was employed to verify these assumptions. The results of these analyses are recorded in Table 4.5. No significant relationships were found.

Subordinate pressure in the major task areas. Total subordinate role pressure had not been significantly related to expressed job satisfaction (Table 4.5). An attempt was therefore made to determine whether or not subordinate role pressure in one or more of the superintendent's major task areas would seriously affect his satisfaction with his job.

Only pressure from subordinates in the area of Obtaining and Developing Personnel resulted in a variance in satisfaction which reached the significance level (Table 4.6). However, higher pressure again produced higher satisfaction. The other four areas did not yield significant "F" ratios. The null hypothesis was accepted.

TABLE 4.6

Job Satisfaction and Subordinate Role Pressure
in the Major Task Areas

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) subordinate role pressure in the area of Superintendent-School Board Relations	0.21	n.s.
Total job satisfaction (x) subordinate role pressure in the area of Improving Educational Opportunity	0.46	n.s.
Total job satisfaction (x) subordinate role pressure in the area of Obtaining and Developing Personnel	9.18	<0.01
Total job satisfaction (x) subordinate role pressure in the area of Providing and Maintaining Funds and Facilities	0.12	n.s.
Total job satisfaction (x) subordinate role pressure in the area of Maintaining Effective Community Relations	1.95	n.s.

JOB SATISFACTION AND PERSONALITY CHARACTERISTICS

The second set of hypotheses developed for this study dealt with the influence of personality characteristics on the superintendent's job satisfaction. Personality was measured through the use of Forms A and B of the Sixteen Personality Factor Questionnaire. Three characteristics were selected for investigation--anxiety level, introversion/extraversion, and subduedness/independence. Sten scores for these factors are recorded in Appendix F.

Anxiety Level

Assignment to high or low anxious status was made on the basis of the sten scores recorded in Appendix F. Average for second order factors was fixed at 5.5 in the 16 PF Manual. Below average scores indicated low anxiety; above average scores, high anxiety.

Seven superintendents were assigned to the high anxiety group and thirteen to the low anxiety. The analysis of variance was modified to accommodate these unequal numbers.¹ The result of this analysis of the superintendent's expressed satisfaction scores is reported in Table 4.7. The low anxious superintendents demonstrated

¹Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N.J.: Prentice-Hall, 1970), 362-8.

higher satisfaction (mean score--49.1) than did the high anxiety group (mean--33.3) but significance could not be established. The null hypothesis was therefore accepted.

TABLE 4.7

Job Satisfaction and Personality Characteristics

Relationship Investigated	F Ratio	Probability
Total job satisfaction (x) anxiety level	1.69	n.s.
Total job satisfaction (x) introversion/extraversion	1.72	n.s.
Total job satisfaction (x) subduedness/independence	0.12	n.s.

Introversion/Extraversion

Hypothesis five had postulated no significant differences in the expressed job satisfaction of superintendents in relation to their scores on the introversion/extraversion factor. The testing of this hypothesis was somewhat inconclusive as the group structure was too uneven.

Superintendents with below average scores were placed in the introvert group while those with sten scores above 5.5 were recorded as extraverts. This resulted in five subjects in the former group and fifteen in the latter. Again, the analysis of variance was modified using the formulae outlined by Glass and Stanley.² The result is

²Glass and Stanley, Statistical Methods, 362-8.

reported in Table 4.7. The "F" ratio was not significant and the null hypothesis was accepted. Once again, the variation within the individual groups had outdistanced the variation between the groups.

Subduedness/Independence

The final hypothesis relating to the influence of personality characteristics upon job satisfaction concerned the subduedness/independence factor. Superintendents were assigned to either the subdued or the independent group on the basis of their sten scores for this second order factor (Appendix F). Below average scores indicated subduedness; above average, independence.

The analysis of these scores (Table 4.7) resulted in the acceptance of the null hypothesis. The mean scores for the groups are slightly different--45.7 for the subdued group and 41.5 for the independent group--but not significantly so. The range of scores predominated in either group--75 for the subdued and 101 for the independent.

Level of job satisfaction did not seem to be related to either of the personality characteristics investigated.

ROLE PRESSURE, PERSONALITY AND JOB SATISFACTION

The final sector of this investigation concerned the possible interaction of the two independent variables--role pressure and personality characteristics--upon the

dependent variable--job satisfaction. Three hypotheses were developed to guide the researcher. It was hypothesized that there would be no significant differences in the job satisfaction of superintendents in relation to the interactions between anxiety level and degree of role pressure, between introversion/extraversion and role pressure, and between subduedness/independence and pressure.

These hypotheses were tested through two-way analyses of variance. With 1 and 16 degrees of freedom, significance at the 0.05 level required an "F" ratio of 4.49.

Where disproportional cell frequencies occurred, the analysis of variance was modified to accommodate an unweighted means analysis approach. The disproportionate observations in each cell were replaced by a single observation, the mean of those scores. The analysis of variance was then completed according to the procedure outlined by Glass and Stanley.³

Role Pressure and Anxiety Level

No significant differences were found between the total job satisfaction scores of superintendents in relation to the interaction between the anxiety level of the superintendents and the degree of total role pressure

³Glass and Stanley, Statistical Methods, 439-443.

(Table 4.8). The null hypothesis was therefore accepted.

TABLE 4.8

Total Job Satisfaction and Total Role Pressure
and Anxiety Level

Source of Variation	Sum of Squares'	df	Mean Square'	F'	p
Anxiety level	214.622	1	214.622	1.11	n.s.
Pressure level	18.062	1	18.062	0.09	n.s.
Interaction	3.423	1	3.423	0.02	n.s.
Error	3096.115	16	193.507		

Analyses using superordinate role pressure (Table 4.9) and subordinate role pressure (Table 4.10) simply reaffirmed the findings of Tables 4.3 and 4.5 respectively (pages 72 and 77). In neither case was there a significant interaction between role pressure and anxiety level.

TABLE 4.9

Total Job Satisfaction and Superordinate Role
Pressure and Anxiety Level

Source of Variation	Sum of Squares'	df	Mean Square'	F'	p
Anxiety level	172.922	1	172.922	1.43	n.s.
Pressure level	657.922	1	657.922	5.42	<0.05
Interaction	8.123	1	8.123	0.07	n.s.
Error	1940.931	16	121.308		

TABLE 4.10

Total Job Satisfaction and Subordinate Role
Pressure and Anxiety Level

Source of Variation	Sum of Squares'	df	Mean Square'	F'	p
Anxiety level	263.0884	1	263.0884	1.59	n.s.
Pressure level	0.3721	1	0.3721	--	--
Interaction	74.6496	1	74.6496	0.45	n.s.
Error	2645.0183	16	165.3136		

Role Pressure and Introversion/Extraversion

The interaction between the superintendents' introversion/extraversion scores and the degree of total role pressure was not significantly related to their expressed job satisfaction scores (Table 4.11). Similar results were obtained from the interaction analyses when superordinate and subordinate role pressures were employed (Tables 4.12 and 4.13 respectively). Only the degree of superordinate role pressure exhibited a significant "F" ratio and this had earlier become clear in Table 4.3, page 73 and again in Table 4.9, page 86. The null hypothesis was accepted.

TABLE 4.11

Total Job Satisfaction and Total Role Pressure
and Introversion/Extraversion

Source of Variation	Sum of Squares ^a	df	Mean Square ^a	F ^a	p
Personality	403.814	1	403.814	1.57	n.s.
Pressure level	115.240	1	115.240	0.45	n.s.
Interaction	80.725	1	80.725	0.31	n.s.
Error	4109.646	16	256.853		

TABLE 4.12

Total Job Satisfaction and Superordinate Role
Pressure and Introversion/Extraversion

Source of Variation	Sum of Squares ^a	df	Mean Square ^a	F ^a	p
Personality	472.243	1	472.243	3.54	n.s.
Pressure level	929.080	1	929.080	6.96	<0.05
Interaction	0.991	1	0.991	--	--
Error	2136.043	16	133.503		

TABLE 4.13

Total Job Satisfaction and Subordinate Role
Pressure and Introversion/Extraversion

Source of Variation	Sum of Squares'	df	Mean Square'	F'	p
Personality	373.268	1	373.268	1.34	n.s.
Pressure level	46.923	1	46.923	0.17	n.s.
Interaction	26.004	1	26.004	0.09	n.s.
Error	4459.139	16	278.696		

Role Pressure and Subduedness/Independence

The final hypothesis to be tested in this study stated that no significant differences would be found in the expressed job satisfaction of superintendents in relation to the interaction between the subduedness/independence scores of the superintendents and the degree of role pressure. Tables 4.14, 4.15 and 4.16 present the results of the analysis on the basis of total role pressure, superordinate role pressure and subordinate role pressure respectively.

No significant interactions were discovered. The only significant differences in satisfaction scores was accounted for, once again, by level of superordinate pressure. The null hypothesis was accepted.

TABLE 4.14

Total Job Satisfaction and Total Role Pressure
and Subduedness/Independence

Source of Variation	Sum of Squares ^a	df	Mean Square ^a	F ^a	p
Personality	88.20	1	88.20	0.12	n.s.
Pressure level	423.20	1	423.20	0.58	n.s.
Interaction	1248.20	1	1248.20	1.72	n.s.
Error	11,591.20	16	724.45		

TABLE 4.15

Total Job Satisfaction and Superordinate Role
Pressure and Subduedness/Independence

Source of Variation	Sum of Squares ^a	df	Mean Square ^a	F ^a	p
Personality	103.327	1	103.327	0.93	n.s.
Pressure level	890.127	1	890.127	8.05	<0.025
Interaction	93.327	1	93.327	0.84	n.s.
Error	1769.370	16	110.586		

TABLE 4.16

Total Job Satisfaction and Subordinate Role
Pressure and Subduedness/Independence

Source of Variation	Sum of Squares'	df	Mean Square'	F'	p
Personality	88.20	1	88.20	0.11	n.s.
Pressure level	64.80	1	64.80	0.08	n.s.
Interaction	520.20	1	520.20	0.66	n.s.
Error	12,677.60	16	792.35		

DISCUSSION OF RESULTS

This study investigated the influence of role pressures and personality characteristics upon the job satisfaction of Newfoundland superintendents. Several members of each superintendent's role set--two board members, three principals and the business manager--were asked to complete a Role Questionnaire. Their responses were then compared to the superintendent's response to the same questionnaire. In this way, appropriate role pressure indexes could be determined. The superintendents' personality factors were measured through a standardized personality test, the 16 PF. Job satisfaction was assessed through the superintendents' responses to items on the Job Satisfaction Questionnaire.

Nine hypotheses were developed to guide the researcher. Three relate to the effect of role pressure on job satisfaction; three, to the effect of personality on job satisfaction; and three concern the possible interaction of pressure and personality. Although all hypotheses were presented in the null form, the researcher expected to find evidence of positive relationships. For example, it was anticipated that job satisfaction would be inversely related to role pressure, regardless of the source of this pressure.

This would be consistent with the findings of Gross and his colleagues,⁴ Bible and McComas,⁵ Kahn et al.,⁶ Krant⁷ and others. Similar expectations for the influence of the personality variables were supported by the work of

⁴Gross et al., Explorations.

⁵Bible and McComas, "Role Consensus and Teacher Effectiveness".

⁶Kahn et al., Organizational Stress.

⁷Allen I. Krant, "A Study of Role Conflicts and Their Relationship to Job Satisfaction, Tension, and Performance," Dissertation Abstracts, XXVI, 12-1 (1966), 7476.

Woodworth,⁸ Weissenberg,⁹ Olson¹⁰ and Johnson.¹¹ The work by the University of Michigan group demonstrated the interaction of personality upon the focal person's reaction to role pressure.¹²

These nine hypotheses were tested by analysis of variance. The results have been reported earlier in this chapter. Only eight of the sixty relationships examined produced a significant result ($p < 0.05$). In each case, the relationship demonstrated was the reverse of that postulated. Further, in thirty of the non-significant results, the same reverse trend was evident.

Eight of the null hypotheses had to be accepted, and the results posed a difficult question: How to explain these findings? To put it another way, how to integrate these results into the framework of previous investigations

⁸Woodworth, "Job Satisfaction and Personality".

⁹Weissenberg, "Psychological Differentiation and Job Satisfaction".

¹⁰Harry Olson, Jr., "Relationships between Certain Personality Characteristics of Distributive Education Teacher-Coordinators and Job Satisfaction," Dissertation Abstracts, XXVIII, 8-A (1968), 2909.

¹¹Johnson, "Job Satisfaction and Selected Personality Variables".

¹²Kahn et al., Organizational Stress.

in this area?

Fledgling thesis. One possible explanation for the findings of this study is that Newfoundland superintendents were relatively new to the position. The office was only given statutory recognition in 1969. This factor complicated the situation by introducing the pressures of relating to new circumstances where role behavior is ambiguous. The novelty of the organizational structure might indicate a wide variation in the expectations held by members of the reference groups for the superintendency role.

The initial assumption of existing role pressures in the superintendency may not have been justified in the Newfoundland context. The differing expectations of the superintendents and their role senders would not result in role pressure unless the strength of these variant expectations was communicated to the superintendent and received by him as such. They might well have been overlooked or misinterpreted as the fledgling superintendents sought to decipher their responsibilities and obligations.

For superintendents in this study, it appears that their major task is to be clear on their own self-expectations, to be clear on the expectations their three major alter groups hold for them, and to work out the differences. Many instances of potential role conflict can be resolved when incumbents of the superintendency adjust and adapt

their role performance to meet the circumstances and needs of the situation within which they act.

A study of Georgia school superintendents by Tom Lightsey may be related to the Newfoundland situation. He found that the manner in which school superintendents and school board members are selected for their positions has an effect on the way they view the role of the school superintendent.¹³ The least statistically significant difference in the reactions of school board members and superintendents existed when both were appointed or when the board was elected and the superintendent was appointed by the board. These are the two most common procedures for the selection of school board members in Newfoundland. All the superintendents were appointed by their respective boards.

Legitimacy thesis. The hypotheses which were tested rest on the assumption that role pressure influences job satisfaction. The indexes of role pressure differentiate among pressure from superordinates, from subordinates and from all members of the superintendent's role set. The members of each role set were chosen by random sampling.

Although random sampling is a proven research technique, the thought persists that a better approach may have been possible for this investigation. Discrepancies

¹³Lightsey, "Georgia School Superintendents".

in expectations between the superintendent and his role set members were interpreted as role pressures. But this would not be true unless the superintendent recognized the right of the respondent to hold expectations for the superintendency role. That is, the superintendent must acknowledge the legitimacy of the source of the role pressure.

Random sampling does not ensure this legitimacy. It is possible that some of the subjects whose expectations were measured exert no influence upon their superintendent's perception of the superintendency role, i.e., they are not "significant others". In that case, any existing discrepancies would hardly constitute role pressure on the superintendent.

This problem might have been overcome had superintendents been asked the following question as proposed by Kahn et al.¹⁴: "How important is each of these persons (members of the various reference groups) in determining how you do your job?" Selection of subjects could then be made on the basis of the superintendents' replies. This might legitimize the source of the role pressures.

Validity thesis. Superintendents were divided into high and low pressure groups on the basis of various role pressure indexes (Appendix D). Subsequent comparisons of their satisfaction scores yielded some disturbing results.

¹⁴Kahn et al., Organizational Stress.

Some doubt must be expressed regarding the validity of these indexes. In each case, the median was used as the dividing line between high and low pressure. It must be admitted that no empirical evidence exists to support the assumption which underlies this action.

It is possible that the distribution of role pressure scores may be skewed--e.g., all may indicate high pressure or all may indicate low pressure. Let us look at the total role pressure index. The theoretical range of scores is from 0 (perfect consensus) to 684 (no consensus at all). This latter figure represents a possible discrepancy on each of the 114 questionnaire items for each of the 6 role senders. The actual range of scores for total role pressure was 57 to 168.

This may not represent any major variation in the role pressure exerted on the twenty superintendents who were the main subjects of the investigation. The validity of the role pressure indexes are thus questioned. (This idea is further explored in the later section on the Accommodation thesis.) The absence of variation in role pressure might explain the lack of variation in job satisfaction scores.

Halo thesis. Concern for the global picture in terms of role expectations and job satisfaction may have produced a halo effect. In our regard for the general, specific situations implicit in individual superintendencies may

have been overlooked. Similarly, the emphasis on the average picture may have obscured some relationships. However, there is no way to determine the extent of the halo effect in this study and it is mentioned here only as a possibility to be considered.

Vulnerability thesis. The testing of the various hypotheses depended to a great extent on the validity of the job satisfaction scores. These scores were obtained by administering a Job Satisfaction Questionnaire. The self-administered questionnaire was thought to be a strategic way of exploring a delicate problem because of the anonymity involved. Nevertheless, it has been suggested that some subjects would not be willing to reveal their dissatisfactions.

The researcher can report that a minority of the subjects expressed a certain apprehension about the use of a code number to identify the questionnaire forms. This despite earlier assurances that the code would be known only by the researcher and by his thesis chairman. Additionally, verbal statements by some subjects did not mirror their response to particular questionnaire items. Some doubt exists in the mind of the researcher as to the dependability of the resultant job satisfaction scores.

This problem has been noted by William Evan in an Administrative Science Quarterly article. He reports that some respondents admitted that they were reluctant to

answer the questionnaire items fully and candidly for fears that their replies would jeopardize their job. He suggests that an unstructured personal interview that succeeds in conveying to the respondent the non-judgmental and confidential character of the research effort might induce him to be even more candid than a self-administered questionnaire.¹⁵

Accommodation thesis. The most exciting feature of the results of this study, to the researcher at least, is the possibility of aligning the findings to the theoretical formulations enunciated by Brown.¹⁶ Brown investigated the interaction among three specific factors: tension-inducing supervisory expectations, selected personality characteristics and effectiveness of classroom teaching behavior.

He suggests that the relation between conflict and effectiveness is not simply linear or monotonic--the greater the conflict or tension, the less the effectiveness. Rather it may be curvilinear. Performance may go either up or down or remain unchanged under conditions of

¹⁵William M. Evan, "Superior-Subordinate Conflict in Research Organizations," Administrative Science Quarterly, X (1965-6), 52-64.

¹⁶Alan F. Brown, "The Differential Effect of Stress-Inducing Supervision on Classroom Teaching Behavior," (unpublished Doctor's dissertation, University of Alberta, 1961).

increased conflict depending upon individual differences in personality. Conflict may increase effectiveness if it brings the individual up to his point of optimum drive but it may decrease effectiveness if it pushes the individual past this point.

Brown refers to "drive arousability", the internal or individual drive potential for performance in a situation, and to "objective drive stimulus", the external or institutional drive potential. The former varies from person to person while the latter is reasonably constant for all individuals within a given class or activity. These two classes of factors combine to form the total "effective drive potential". In addition, there is an "effective reaction potential", which refers to an individual's potential for producing behavior that is effective relative to the task in the particular situation.

Brown has graphically presented the curvilinear relationship of drive potential to reaction potential (Figure 4.1). According to the figure, a person with low drive might improve his performance under increased pressure. Conversely, the performance of an individual whose level of effective drive potential was optimum for the task would deteriorate if his drive level were increased.

These two ideas--curvilinear relationship and individual threshold--may be operating in the present study. No monotonic relationship has been established

between role pressure and job satisfaction. Further investigation would be necessary to determine if curvilinearity could be proven. The concept of the individual threshold--that stress may produce increased performance until the optimum level of effective drive potential is surpassed--may explain why superintendents exposed to higher role pressure were able to report high job satisfaction.

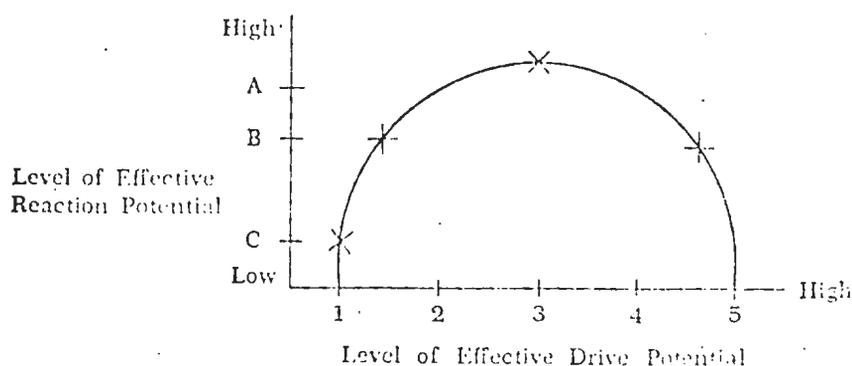


FIGURE 4.1

Curvilinear Relationship of Drive Level
to Effective Performance¹⁷

This latter explanation of the individual's ability to accommodate conflict may influence the validity of the role pressure indexes which were employed to differentiate

¹⁷Adapted from Brown, "Stress-Inducing Supervision".

the superintendents. Additionally, it may relate to the earlier differentiation between the individual's objective and psychological environments. The congruence between these two depends on the person's ability and opportunity to perceive organizational reality. Could this ability to perceive organizational reality be analogous to the concept of the individual threshold?

SUMMARY

In this chapter the nine hypotheses proposed to guide this investigation were tested. No significant differences ($p < 0.05$) were established in eight cases and these null hypotheses were therefore accepted. Superordinate pressure was found to be significantly related to job satisfaction and the second hypothesis was rejected. The trend in relation between pressure and satisfaction appeared to be direct rather than the anticipated inverse direction. The last section of this chapter discussed the findings and attempted to relate this study to previous work in the field.

In general, the basic assumption underlying this study--that role pressure exists in a distinct form among Newfoundland superintendents--was not supported by the evidence. This lack of evidence may have been occasioned by the grossness of the measures used in the study which were not able to discriminate any pressure.

The acceptance or rejection of the null hypotheses does not constitute any final conclusions. The hypothesis of no difference may really be true. An existing difference may have been obscured by error either in sampling or in measurement.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the problem which was investigated, the methodology employed and the findings arising from the testing of the nine hypotheses. The methodology outlines the sampling procedures, the instrumentation employed and the techniques of analysis. The findings are summarized in three sections dealing with role pressure, personality characteristics and interactions of these two independent variables. Finally, some general conclusions are presented and recommendations for further research are proposed.

SUMMARY OF THE STUDY

The present study was undertaken in an attempt to investigate the job satisfaction of Newfoundland district superintendents. An effort was made to relate job satisfaction to role pressures peculiar to the position and to certain personality characteristics of the position incumbents. Finally, the effect on the superintendents' expressed job satisfaction of an interaction between the superintendent's personality and the role pressures to which he is exposed was investigated.

The basic theoretical framework underlying the study concerns the nature of the context within which the superintendent performs his role. This context of role-taking is well explained by the work of Kahn and his colleagues (Figure 2.2, page 20). Their model considers not only the momentary events of the role episode but also the enduring states of the organization, the focal person and the interpersonal relations between focal person and role senders.

Job satisfaction was considered within the framework of Herzberg's Two-Factor Theory. Two classes of factors were thought to influence a subject's attitude towards his job--intrinsic (motivators) and extrinsic (hygiene). The ten individual factors identified by Herzberg and his co-workers were represented by questionnaire items.

Selection of the Sample

The focal group for this investigation were the incumbents of the position of district superintendent for a local consolidated school board which employed at least five principals. The application of these criteria reduced our population to twenty-seven superintendents. This entire population was taken as the superintendent sample for this study.

For each superintendent in our sample, five board members were chosen by random sampling. A "dumping" technique was employed with returned questionnaires, so

that only two board members for each superintendent were actually involved in the study.

The entire population of business managers was used as the sample. All twenty-seven of the boards which employed a superintendent also had an incumbent in the position of business manager.

Five principals were selected for each district in the sample. This selection was done by random sampling and the "dumping" technique was again employed. Only returns from three of the five principals contacted were included in the testing of the hypotheses.

Instrumentation

The expectations of each role sender--superintendents, board members, business managers, principals--for the role of the district superintendent were measured through a role questionnaire constructed especially for this study (Appendix B). A job satisfaction questionnaire was prepared to assess the expressed job satisfaction of the superintendents (Appendix B). Finally, the personality characteristics of the incumbent superintendents were measured by means of the Sixteen Personality Factor Questionnaire, Forms A and B.

The superintendents completed the three instruments. Only the role questionnaire was administered to the other subjects. The majority of the data was collected through the mails though personal visits were used wherever

feasible.

Analysis of Data

To use any one district in the final analyses of the data, completed role questionnaires must be received from the superintendent, the two board members, the business manager and the three principals. As well, the superintendent must complete the Job Satisfaction Questionnaire and the 16 PF. This interrelatedness of the various data resulted in the inclusion of only twenty districts in the testing of the hypotheses.

Role pressure indexes were computed by comparing the expectations of an individual superintendent with the expectations of each of his role senders. A discrepancy of at least two categories between these responses for any item would indicate a role pressure. The index would be cumulative for all items and for all role senders. Indexes were thus developed for each superintendent in relation to total role pressure, to superordinate and subordinate role pressure and in relation to each of the five major areas of the role questionnaire (Appendix D).

Job satisfaction responses were converted into a numerical code and the use of a cumulative scale resulted in a total job satisfaction score for each superintendent, as well as subscores on each of Herzberg's ten factors (Appendix E).

Sten scores for the three second-order factors

investigated in this study were computed from the superintendents' responses on the personality questionnaire in accordance with the procedure outlined in the 16 PF Manual. Average for these second-order sten scores was fixed at 5.5. High anxiety, extraversion and independence are above average while low anxiety, introversion and subduedness involve below average scores.

The first six hypotheses were tested through the use of a one-way analysis of variance technique. The interactions outlined in the final three hypotheses necessitated the use of two-way analysis of variance. The analysis of variance was modified where necessary to accommodate unequal cell numbers.

Findings dealing with job satisfaction and role pressure.

No significant differences were established in the expressed job satisfaction of superintendents in relation to the degree of total role pressure or in relation to the degree of role pressure from subordinates. Hypotheses one and three were therefore accepted.

Superordinate role pressure, however, did correlate with the superintendents' job satisfaction ($p < 0.025$) and hypothesis two was rejected. In addition to the global view, significant findings were also reported for superordinate pressure in the area of obtaining and developing personnel ($p < 0.005$); and for superordinate pressure and satisfaction with achievement ($p < 0.01$), with policy and

administration ($p < 0.05$), with supervision, technical ($p < 0.01$) and with working conditions ($p < 0.01$).

In all cases where a significant relationship was confirmed, this was found to be a direct relationship, i.e., higher pressure correlated with higher satisfaction.

Findings dealing with job satisfaction and personality characteristics. Hypotheses four, five and six were concerned with an analysis of the superintendents' expressed job satisfaction on the bases of whether they were high or low anxious, introverted or extraverted, subdued or independent personalities. None of these personality characteristics were found to be significantly related to the job satisfaction experienced by the position incumbents. The three null hypotheses were accepted.

Findings dealing with interactions. Hypothesis seven was based on the assumption that high anxious superintendents would be less able to cope with a relative degree of role pressure and would therefore be likely to express lower job satisfaction than would low anxious superintendents. Hypotheses eight and nine were based on similar assumptions, with the advantage ceded to extraverts over introverts and to independents over subdueds, respectively. The two-way analyses of variance did not establish any significant interactions and the null hypotheses were therefore accepted by the researcher.

CONCLUSIONS

The framework for this study suggests that the role performance of the district superintendent is determined by several factors and that his job satisfaction is a composite of his feelings about various aspects of the job. Both ideas would appear to be corroborated by the findings but the present study is too limited to adequately investigate the complex systems encompassed by these theories. It is inferred that the job satisfaction of those Newfoundland district superintendents sampled is determined by, among other factors, their own unique personalities, the situations in which they work, their expectations of the roles they are to perform and the role expectations of incumbents of counter positions.

However, the evidence refutes the assumption that any relationship between job satisfaction and role pressure is monotonically inverse. The range of scores in each analysis can perhaps be best explained by Brown's thesis of the individual point of optimum drive arousal and the resultant curvilinear relationship between tension and performance.¹

The superintendent's role was conceived around five major task areas: Superintendent-School Board Relations, Improving Educational Opportunity, Obtaining and Developing

¹Brown, "Stress-Inducing Supervision".

Personnel, Providing and Maintaining Funds and Facilities, and Maintaining Effective Community Relations. Pressures were sent to each superintendent on the basis of varying expectations for his performance relative to items in each of these areas but only one area exhibited pressures which were significantly related to the superintendents' job satisfaction. That area was Obtaining and Developing Personnel. Job satisfaction was directly related to total role pressure in this area ($p < 0.005$), to superordinate pressure ($p < 0.005$) and to subordinate ($p < 0.01$).

The significant results which were obtained in the area of Obtaining and Developing Personnel suggest that this area is an important part of the superintendent's role in Newfoundland. The organizational officers whose role expectations were measured--the board members, the business managers, the principals--all feel that they have a role to play in this broad field of personnel development. As such, they would resist any encroachment by the superintendent on their "territorial imperative". Consequently, they would initiate role sendings to clarify the area.

During this period of transition in our educational organization, the duties and responsibilities of the superintendent as regards obtaining and developing personnel may be focal points in the dialogues among position incumbents at the district level. The centrality of this area for the positions named would contribute to its rapid

synthesis. That this aspect of the superintendent's role is crystallizing more quickly than the other areas may be indicated in its prominence in the study's findings. The importance of this area would mirror the reaction of Stafford's trustees who ranked "selection and management of staff" just behind "instructional leadership" in terms of the superintendent's administrative functions.²

Ten factors were incorporated into the job satisfaction questionnaire. Each of these could be individually influenced by the existence of role pressures. Only superordinate pressure exerted this influence and then only on four factors. A direct relationship was established between superordinate role pressure and satisfaction with achievement ($p < 0.01$), with policy and administration ($p < 0.05$), with supervision, technical ($p < 0.01$) and with working conditions ($p < 0.01$).

These findings suggest that a more extensive application of role theory to the analysis of hierarchically structured organizations such as educational districts might lead to a better understanding of the functioning of these organizations and of the determinants of the effectiveness and satisfaction of the individual office incumbents. On the basis of this study, it is recommended as an initial step that the role of the superintendent

²Stafford, "District Superintendent in British Columbia".

should be clearly delineated by the board and recorded. The tasks itemized in the Role Questionnaire (Appendix B) might form the basis for such a job description.

RECOMMENDATIONS FOR FURTHER RESEARCH

Some possible areas for further research are suggested by this study:

1. The present study of the superintendency role was developed within a complex context. Organizational factors, personality factors and interpersonal factors were considered to be classes of variables which would influence the role-taking episode. A causal relationship was postulated between these variables and the role senders' expectations for the focal person and the resultant sent role pressure, on the one hand, and the focal person's experience of, and response to, role pressures, on the other.

This study has concerned itself with the influence of certain personality factors of the superintendents. Other personality characteristics might well be examined. As well, more discriminating measures of the variables used in this study might produce significant results. Perhaps more importantly, the light of investigation might be focused on organizational factors and interpersonal relations. To name just a few variables worthy of attention--functional dependency relations, mode and frequency of communication, organizational proximity,

status and authority, and achievement and/or security orientations of the position incumbents.

2. This study indicated varying degrees of consensus on the role of the superintendent both within the various members of each individual role set and within each of the major groups of subjects--e.g., principals, board members. An important organizational factor related to our discussion in the first section is size. An attempt should be made to determine whether organizational size affects the degree of consensus, that is, whether greater consensus occurs in smaller organizational units.

3. Persons exposed to role pressures must learn to deal with these pressures if they are to perform their role effectively. This can take various forms--compliance with the role pressures, modification of the role performance, avoidance of the pressure-inducing situation, the use of defense mechanisms. Further studies should investigate the coping responses employed by those who occupy the focal office. Such a study may provide further insight into the organizational reality of the superintendency role.

4. Legitimate studies of role expectations within the educational organization could focus on other discrepancies which are possible sources of role conflict. One such study might investigate the discrepancy between the expectations a role incumbent (a superintendent) perceives that

others (principal, board member, etc.) hold regarding his role and the expectations for his role that these others actually hold. Another might concern the discrepancy between the expectations a role incumbent thinks a group should hold regarding his role and the expectations he perceives that the group actually holds for his role. These might conceivably be related to the affective bonds which exist between the focal person and his significant others.

5. A replication of the present study, with certain modifications, could yield interesting results. The passage of time should have, of itself, resulted in a clearer delineation and specification of the superintendency position. The more lucid the role definition becomes, the more accurately should researchers be able to measure existant role pressures.

Several refinements must be sketched for the enterprising investigator:

a) The focal person must acknowledge the legitimacy and significance of the counter-position incumbents whose role expectations for the focal office are recorded. If necessary, these significant others should include offices both within and outside the educational organization.

b) The index of role pressure might more accurately reflect sent role pressures if it were based on a comparison of the expected and perceived behaviors of the focal

person as reported by the incumbents of these significant counter-positions. A second index of role pressure could be developed from the opposing expectations of two or more role senders (intersender role conflict).

c) The job satisfaction of the focal persons might be measured on a five-point Likert scale with response alternatives running from Highly Satisfied through Neutral to Highly Dissatisfied. Subjects for the present study found it somewhat difficult to differentiate in Herzberg's typology between "no satisfaction" and "dissatisfaction".

d) Personality factors other than, or in addition to, anxiety level, introversion/extraversion and independence/subduedness might be considered.

e) Organizational factors and interpersonal relations may influence the role-taking episode. The variables mentioned in recommendations one and two may warrant some attention when a study is being designed.

A study of this scope and magnitude might best be undertaken by a team of researchers and might produce several individual papers dealing with various aspects of the problem.

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APPENDIXES

APPENDIX A
CORRESPONDENCE

Letter to District Superintendents

P. O. Box 91
Memorial University
February 17, 1970

Dear Sir:

I am a graduate student presently researching background information for my thesis subject--the role of the Newfoundland superintendents.

The Denominational Education Committees have kindly provided the names of members of their individual school boards. Unfortunately, their records are not yet complete for the school year 1969-70.

Could you please forward a list of all your board members, indicating the board chairman and business manager/secretary-treasurer?

Your assistance in this matter will be greatly appreciated.

Sincerely yours,

Frank J. King

Letter to Panel of Jurors

7 Gosling Street
St. John's, Newfoundland
March 9, 1970

Dear Fellow Educator:

I am a graduate student in educational administration at Memorial University. At present, I am preparing a questionnaire for my thesis research on the role of the district superintendent in Newfoundland.

The study is under the direction of Dr. Z. F. Baciliou of the Department of Educational Administration, Memorial University of Newfoundland.

I should like to secure your help by inviting you to serve on a panel of jurors to establish the "face validity" of the questionnaire. In this regard, my concern is to ascertain that

- a) the items are relevant to the areas investigated;
- b) each of the questionnaire items is clear and unambiguous; and
- c) the questionnaire items are appropriate for eliciting from the respondents information related to the role of the superintendent, and of securing their expectations in relation to the superintendent's role.

One purpose of my study is to compare the expectations of school boards, principals and superintendents themselves for the role of the superintendent. Towards this end, a questionnaire has been constructed whereby these groups may express their expectations for various aspects of the role.

The duties and responsibilities listed in the questionnaire have been gathered from the educational literature. They have been restricted to five main areas: superintendent-school board relations; improving educational opportunity; obtaining and developing personnel; providing and maintaining funds and facilities; and, maintaining effective community relations.

Your part in the study will include (1) indicating whether you believe each statement to be a responsibility of the Newfoundland district superintendent and to what degree this is so; (2) indicating any changes in construction necessary in each item--e.g., to avoid ambiguity--or crossing out the

item entirely if it is not the superintendent's responsibility; and (3) adding any comments or items which you feel would improve the questionnaire.

A stamped, self-addressed envelope is enclosed for your convenience in replying.

Your assistance and cooperation will be greatly appreciated.

Sincerely yours,

Frank J. King

P. O. Box 91
Memorial University
April 7, 1970

Dear Superintendent:

I am a graduate student in Educational Administration at Memorial University of Newfoundland. One of the requirements for the degree of Master of Education is thesis research. My area of concern is the role of the district superintendent of schools in Newfoundland.

The first step in my data collection involves the administration to superintendents of a standardized test regarding attitudes and opinions--the 16 PF. The majority of superintendents (20 or so) have already completed this step and I am now trying to collect final data from those superintendents closest to St. John's.

I have enclosed copies of the test with this letter. You will note that there are two forms--A and B--each with a separate answer sheet. Clear instructions are printed on the front cover of each booklet--actually the instructions for Form B are identical with those for Form A. The total administration time for both forms should not exceed ninety minutes.

Would you please complete both forms of the questionnaire at your earliest opportunity and return them in the stamped, self-addressed envelope which is enclosed for your convenience?

Your assistance in this research will be greatly appreciated.

Sincerely yours,

Frank J. King

P. O. Box 91
Memorial University
April 14, 1970

Dear Superintendent:

Thank you for your cooperation in completing the 16 PF, which was the first stage of my thesis research. Because of this cooperation, I am now ready to proceed to stage two.

I hope to be able to develop some consensus about the role of the superintendent through questionnaires to principals, superintendents and boards. This development of a consensus of expectations is an initial step towards realizing the fullest potential of the position of superintendent.

I am enclosing a copy of a questionnaire on the role of the district superintendent in Newfoundland. Please complete the questionnaire and return it in the enclosed stamped, self-addressed envelope.

All replies are confidential and anonymous. The code is known only to the researcher.

Your extended cooperation in this research experiment is greatly appreciated.

Sincerely yours,

Frank J. King

P. O. Box 91
Memorial University
April 14, 1970

Dear Board Member:

I am a graduate student in Educational Administration at Memorial University. As part of the requirements for the Master's degree, I am undertaking thesis research concerning the role of the district superintendent in Newfoundland.

This research is being conducted under the auspices of Dr. Z. F. Baciliou, my advisor, and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial.

I hope to be able to develop some consensus about the superintendent's role through questionnaires to boards, principals, and superintendents. This development of a consensus of expectations is a first step towards realizing the fullest potential of the position of superintendent.

I should like to enlist your assistance in my research project. I am enclosing a copy of a questionnaire on the role of the district superintendent in Newfoundland. I would like you to complete this copy and return it to me at your earliest opportunity. A stamped, self-addressed envelope is enclosed for your convenience.

All replies are confidential and anonymous. The code is known only to the researcher.

Your cooperation in this research experiment will be greatly appreciated.

Sincerely yours,

Frank J. King

P. O. Box 91
Memorial University
April 14, 1970

Dear Business Manager/Secretary-Treasurer:

I am a graduate student in Educational Administration at Memorial University. As part of the requirements for the Master's degree, I am undertaking thesis research concerning the role of the district superintendent in Newfoundland.

This research is being conducted under the auspices of Dr. Z. F. Bacilius, my advisor, and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial.

I hope to be able to develop some consensus about the superintendent's role through questionnaires to people who work closely with him. This development of a consensus of expectations is a first step towards realizing the fullest potential of the position of superintendent.

As the Business Manager/Secretary-Treasurer of the Board, you usually work closely with the superintendent. I should like to include in my thesis your view of the superintendent's role.

You can help by completing the enclosed copy of the questionnaire on the role of the district superintendent in Newfoundland, and returning it in the enclosed self-addressed envelope.

All replies are confidential and anonymous. The code is known only to the researcher.

Your cooperation in this research experiment will be greatly appreciated.

Sincerely yours,

Frank J. King

P. O. Box 91
Memorial University
April 14, 1970

Dear Principal:

I am a graduate student in Educational Administration at Memorial University. As part of the requirements for the Master's degree, I am undertaking thesis research concerning the role of the district superintendent in Newfoundland.

This research is being conducted under the auspices of Dr. Z. F. Bacilius, my advisor, and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial.

I hope to be able to develop some consensus about the superintendent's role through questionnaires to principals, boards, and superintendents. This development of a consensus of expectations is a first step towards realizing the fullest potential of the position of superintendent.

Your name has been selected in my random sampling of the principals who work under the various district superintendents. You can help by completing the enclosed copy of a questionnaire on the role of the district superintendent in Newfoundland, and returning it in the stamped, self-addressed envelope.

All replies are confidential and anonymous. The code is known only to the researcher.

Your cooperation in this research experiment will be greatly appreciated.

Sincerely yours,

Frank J. King

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

May 4, 1970

Dear Fellow Educator:

On April 14, I wrote you concerning my study of the role of the district superintendent in Newfoundland. At that time, I also sent you a questionnaire so that we might record your expectations for the superintendent in your district.

I am pleased to report that during the past two weeks about thirty-five per cent of the people polled--board members, business managers, principals and superintendents--have returned completed questionnaires. This is indeed encouraging because, as you know, the accuracy of the study increases in proportion to the number of returns.

However, there are still many who have not yet responded. If you are one of these, would you please take time from your busy schedule to complete the questionnaire? Your support is vital to the success of this study.

If you have already completed and returned the questionnaire, please accept my sincere thanks for your cooperation. We have undoubtedly crossed in the mail.

Thank you.

Very truly yours,

Frank J. King

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 91
May 18, 1970

Dear Sir:

On April 14th I mailed you a copy of a questionnaire dealing with the role of the district superintendent. I also explained at that time that I was interested in determining expectations for that position (superintendent) held by various reference groups.

I am pleased to report that about sixty-five per cent of the questionnaires have been completed and returned in usable form. Since your questionnaire has not been returned, I am wondering if it has become misplaced or "buried" in other correspondence on your desk.

As it is desirable to obtain as complete a response as possible to the study, I am taking the liberty of enclosing a second questionnaire and a stamped, self-addressed envelope for your reply.

The questionnaire contains a number of items in each of five parts, corresponding roughly to the major duties of the superintendent. It is not expected that all respondents will feel the same about the superintendent's responsibility for these items. Indeed, some items may appear ridiculous to certain respondents. The important thing is to find out how people in different positions see the superintendent's role.

For this reason it is important that all the subjects in each special group--superintendents, board chairmen, business managers, principals--respond by returning a completed questionnaire. It is also important that every item be answered.

I can give you absolute assurance that your replies will be made known to no one. As statistics, and only as statistics, they will give body to the patterns of expectations to be examined in the report. The questionnaire has a code number only because this study is being conducted in the twenty-eight school districts in Newfoundland which employ local superintendents. No attempt will be made to

identify individual responses.

May I take this final opportunity to thank you for your help.

Yours truly,

Frank J. King

P.S. To be able to use the returns from any one board I must receive replies from the board chairman, the business manager, the superintendent, and the principals. The absence of any ONE of these invalidates all the rest. YOUR RETURN IS IMPORTANT.

P. O. Box 91
Memorial University
May 20, 1970

Dear Superintendent:

Thank you for your continuing cooperation in my thesis research. Perhaps you are beginning to experience the Pharaoh's feelings as Moses kept coming back with new demands.

My mission isn't quite as important (except to me), but it cannot be successful without your assistance.

I am presently in the final stages of my data collection. In connection with this I shall be travelling around the province during the week of June 1-6. I would like to drop by your office for a short visit.

Our meeting should not exceed one hour and would most probably be of considerably shorter duration. At that time, I should also be happy to answer your questions about the project.

If you would like to suggest some other time for our meeting, I should be only too happy to learn of it.

Yours very truly,

Frank J. King

P. O. Box 91
Memorial University
May 20, 1970

Dear Superintendent:

Thank you for your continuing cooperation in my thesis research. You will undoubtedly be relieved to hear that this is my final request.

Perhaps you are beginning to experience the Pharaoh's feelings as Moses kept coming back with new demands. My mission isn't quite as important (except to me), but it cannot be successful without your assistance.

I am presently in the final stage of my data collection. In connection with this I shall be travelling around the province during the week of June 1-6. Unfortunately, finances preclude a visit to all superintendents and, so, I must depend upon this written request.

I have already obtained an indication of how you perceive your position--what you should and should not do as superintendent. Now I should like to investigate the possibility of a significant relationship between role expectations and your feelings of satisfaction or dissatisfaction with your present job.

I am enclosing a copy of a job satisfaction questionnaire which I would like you to complete at your earliest convenience. A stamped, self-addressed envelope is enclosed for your reply.

Your honesty and frankness in responding to the various items will significantly affect the validity of the study. I realize that this is a very personal matter but I can assure you that any information received will be held in the strictest confidence. The code letter only identifies the different boards as this study is being conducted in twenty-eight districts.

If you have any questions about the project, please feel free to communicate them and I shall be happy to try to answer.

Yours very truly,

Frank J. King

P. O. Box 91
Memorial University
St. John's, Newfoundland
September 28, 1970

Dear Superintendent:

Last year I approached your board and some of its employees for their cooperation in completing my Master's thesis. At that time, I hoped to provide feedback to the boards so that the research project would be mutually beneficial.

The data has now been collected and tabulated. I am pleased to return to you the results of the two original questionnaires. The first records the expectations of people in various positions--superintendent, board member, principal, etc.--for the role of the superintendent. The second reports the satisfactions and/or dissatisfactions felt by the superintendents for various aspects of their job.

I hope that this information will be of some use to you in your social interactions with other people in your district organizational structure. I shall leave to you the sharing of this information with the other parties involved.

Once again, thank you for your assistance.

Sincerely yours,

Frank J. King

APPENDIX B
THE INSTRUMENTS

QUESTIONNAIRE
THE ROLE
OF THE DISTRICT SUPERINTENDENT
IN NEWFOUNDLAND

Definition and Description of the Role of the Superintendent

The statements which follow define or describe certain duties which may or may not be the responsibility of the district superintendent. They have been selected from relevant legislation and from the literature on school administration, and have been reworded for the purposes of this questionnaire. They are not intended to be an all-inclusive description of the superintendent's role.

Instructions

Below is a list of items which may concern the superintendent employed by the local school board in Newfoundland. Please read all statements very carefully and respond to all of them on the basis of your own feeling without consulting any other person.

To answer, read each statement and then encircle the letter(s) among the five alternatives at the right which best indicates how closely you agree or disagree with this statement as part of the superintendent's role. Please try to respond to all items. MARK ONE CHOICE ONLY FOR EACH STATEMENT.

The letter symbols represent the following responses:

SA - strongly agree	D - disagree
A - agree	SD - strongly disagree
U - uncertain or undecided	

You may remove this page if you wish and use it as a reference in answering the questionnaire.

PART I: SUPERINTENDENT-SCHOOL BOARD RELATIONS

1. Carry out duties assigned him by the Education Act. 1. SA A U D SD
2. Carry out duties assigned him by Board policies and regulations. 2. SA A U D SD
3. Advise and assist the School Board in exercising its powers and duties under the Education Act. 3. SA A U D SD
4. Attend all meetings of the Board and its committees, except where his own salary, tenure or efficiency are under consideration. 4. SA A U D SD
5. Advise the Board on policy matters. 5. SA A U D SD
6. Carry the main responsibility of putting the Board's decisions into effect. 6. SA A U D SD
7. Establish an administrative council of senior officials to assist him in solving problems. 7. SA A U D SD
8. Prepare and draft policies and regulations for consideration and adoption by the Board. 8. SA A U D SD
9. Initiate discussions with the Board on any aspect of the operations of the school system where he believes changes should be made or policies should be established. 9. SA A U D SD
10. Furnish the Board with the information and advice it needs to establish sound policies in educational matters and in school administration. 10. SA A U D SD
11. Keep the Board informed, through periodic reports, regarding the school's objectives, needs, achievements and plans for the future. 11. SA A U D SD
12. Develop with the Board and staff long-range plans for the improvement of the school system. 12. SA A U D SD

13. Be responsible for the preparation and development of the detailed budget and fiscal policies for Board consideration. 13. SA A U D SD
14. Approve the budget statement before its presentation to the Board. 14. SA A U D SD
15. The Superintendent, rather than the Business Manager, presents the budget and other fiscal proposals to the Board for approval and adoption. 15. SA A U D SD
16. Be responsible for the development of master plans of all building facilities and renovations of school facilities. 16. SA A U D SD
17. Act as the formally established and recognized means of communication between the Board and staff, both professional and non-professional. 17. SA A U D SD
18. Carry out decisions of the School Board with which he may not personally agree. 18. SA A U D SD
19. Participate in professional negotiations as the representative of the School Board, negotiating with teacher representatives on behalf of the Board. 19. SA A U D SD
20. Identify himself with the Board and its policies. 20. SA A U D SD
21. Defend Board policies publicly even when he may personally disagree with them. 21. SA A U D SD
22. Investigate and report in writing on matters as required by the Board. 22. SA A U D SD
23. Take directions from individual School Board members. 23. SA A U D SD
24. Strive to develop a strong team spirit among School Board, principals, teaching staffs, parents and administrative staff. 24. SA A U D SD

25. Act on his own initiative and assume discretionary powers if he feels that such action is in the best interests of the school system or of an individual child. 25. SA A U D SD
26. Assume full responsibility on all professional matters--e.g., teacher selection and placement, inservice education--without seeking prior approval of the Board. 26. SA A U D SD
27. In implementing Board policy, the Superintendent assumes full responsibility for issuing administrative rules and regulations without prior approval of the Board. 27. SA A U D SD
- PART II: IMPROVING EDUCATIONAL OPPORTUNITY
28. Serve as a leader of the Board, the staff and the community in the improvement of the educational system. 28. SA A U D SD
29. Consider his primary responsibility to be the maintenance of the highest quality of instruction. 29. SA A U D SD
30. Provide leadership in evaluating and improving the educational program in the district. 30. SA A U D SD
31. Direct the development of programs for the school grades. 31. SA A U D SD
32. Organize staff activities for upgrading the curriculum. 32. SA A U D SD
33. Develop, with the cooperation of the staff, criteria for the selection of teachers. 33. SA A U D SD
34. Initiate and direct curriculum studies within his own system. 34. SA A U D SD
35. Conduct research concerning educational problems of the school and community. 35. SA A U D SD

36. Cooperate willingly, re time and effort, with researchers who are attempting to advance knowledge in his field. 36. SA A U D SD
37. Use the results of research in planning the educational program. 37. SA A U D SD
38. Secure agreement among his educational personnel on the objectives of the schools in his system. 38. SA A U D SD
39. Work more closely with principals than with teachers and through the school principals communicate to the teaching staff what the administration and Board wish done within the school system. 39. SA A U D SD
40. Encourage teachers to use new teaching procedures and materials. 40. SA A U D SD
41. Secure firsthand information about the quality of the educational program through classroom visits and conferences with individual teachers. 41. SA A U D SD
42. Inspect and evaluate the work of the teachers and report to the School Board and the Department of Education on their efficiency in instruction. 42. SA A U D SD
43. Direct the preparation of curriculum materials and the selection of textbooks, workbooks, teaching aids and classroom supplies. 43. SA A U D SD
44. Secure outside help from "experts" when curriculum changes are being considered. 44. SA A U D SD
45. Make curriculum changes without consulting the teaching staff. 45. SA A U D SD
46. Make no major curriculum changes without first seeking public support. 46. SA A U D SD
47. Make an annual report to the School Board and to the Department of Education on the educational program in his schools. 47. SA A U D SD

48. Provide for a comprehensive program of periodic system-wide evaluation and use this information for the improvement of education in his schools. 48. SA A U D SD
49. The Superintendent determines which school a pupil shall attend. 49. SA A U D SD
50. Develop policies for promoting pupils from one school level to another. 50. SA A U D SD
51. Retain the authority to expel pupils from school for failure to conform to school regulations. 51. SA A U D SD

PART III: OBTAINING AND DEVELOPING PERSONNEL

52. Recommend to the Board the appointment of professional employees on the basis of their qualifications for particular services. 52. SA A U D SD
53. Recommend to the Board the appointment of non-professional employees on the basis of their qualifications for particular services. 53. SA A U D SD
54. Assign professional staff to their respective duties. 54. SA A U D SD
55. Select and nominate teachers for promotion. 55. SA A U D SD
56. Recommend for suspension or dismissal a teacher or principal whose service does not meet his expectations or those of his supervisory staff. 56. SA A U D SD
57. Participate in professional negotiations as a third party, serving as a resource both to the teachers and to the Board. 57. SA A U D SD
58. Act as a liaison between teaching personnel and School Board. 58. SA A U D SD
59. Involve both teachers and other professional staff members in Board meetings. 59. SA A U D SD

60. The Superintendent handles teacher grievances. 60. SA A U D SD
61. He and the Board handle teacher grievances. 61. SA A U D SD
62. The Superintendent presides over grievance committees. 62. SA A U D SD
63. Refrain from taking any part in professional negotiations, leaving the field entirely to representatives of the staff and the Board. 63. SA A U D SD
64. Decide on the teaching of controversial social and political issues. 64. SA A U D SD
65. Act on behalf of the Board in the negotiation of salaries of nonprofessional employees. 65. SA A U D SD
66. Refuse to recommend the dismissal of a teacher the public wants dismissed if he feels that the public complaint is invalid. 66. SA A U D SD
67. Seek able people for open positions rather than considering only those who apply. 67. SA A U D SD
68. Give consideration to local values or feelings regarding race, religion, national origin, in filling vacant teaching positions. 68. SA A U D SD
69. Make an annual report to the Board concerning each member of the teaching staff. 69. SA A U D SD
70. Develop and keep a confidential file on his professional employees. 70. SA A U D SD
71. Provide a program of training so that the custodial staff will operate the school plant effectively and efficiently. 71. SA A U D SD
72. Secure the cooperation of the staff in carrying out recommendations and policies. 72. SA A U D SD

73. Assume responsibility in selecting the administrative and supervisory staff. 73. SA A U D SD
74. Transfer teachers from one school to another within the district. 74. SA A U D SD
75. Consider the personal life and attributes of his subordinates in his evaluation of their merit. 75. SA A U D SD
76. The Superintendent accepts full responsibility for the decisions of his subordinates. 76. SA A U D SD

PART IV: PROVIDING AND MAINTAINING FUNDS AND FACILITIES

77. Assume final and over-all authority over the business and financial affairs of the school system. 77. SA A U D SD
78. Be responsible for expenditures authorized in the budget. 78. SA A U D SD
79. Approve orders for supplies and equipment. 79. SA A U D SD
80. Establish a budget committee to assist him in drafting the annual budget. 80. SA A U D SD
81. In drawing up the budget, give priority consideration to cost factors over educational needs. 81. SA A U D SD
82. See that proper accounting procedures are used. 82. SA A U D SD
83. Arrange for the accounting system to be organized in sufficient detail to make computations of important unit costs possible. 83. SA A U D SD
84. Report regularly to the Board on the status of all accounts covered by the annual budget. 84. SA A U D SD
85. Submit reports regularly to each individual charged with the use of funds or supplies, indicating the status of his account. 85. SA A U D SD

86. Sign cheques on behalf of the Board. 86. SA A U D SD
87. Favor local firms in the awarding of school contracts even though this may increase school expenses somewhat. 87. SA A U D SD
88. The Superintendent may transfer budgetary allocations, when necessary, from one section of the budget to another after the itemized budget has been approved and adopted by the Board. 88. SA A U D SD
89. Provide professional advice to the School Board on planning new buildings, extensions and renovations, and in arranging transportation systems. 89. SA A U D SD
90. Make recommendations to the School Board with regard to the boundaries of new attendance areas when new schools are opened. 90. SA A U D SD
91. Prepare for the School Board a long-range capital construction program based on enrolment forecasts and anticipated expansion. 91. SA A U D SD
92. Inspect all school buildings in the course of construction to ensure that they are being built in accordance with plans, specifications and contracts. 92. SA A U D SD
93. Be responsible for the supervision and maintenance of school buildings and school equipment. 93. SA A U D SD
94. Personally inspect all school plants at least once a year. 94. SA A U D SD
95. Provide the Board with lists and specifications of school furniture, equipment, teaching materials and supplies. 95. SA A U D SD
96. Grant the use of school buildings and school facilities for community purposes. 96. SA A U D SD

PART V: MAINTAINING EFFECTIVE COMMUNITY RELATIONS

97. Communicate to the public the Board's policies and enlist the public's support for the Board's program. 97. SA A U D SD
98. Take an active part in School Board elections, such as campaigning for, or endorsing, candidates. 98. SA A U D SD
99. Diagnose, identify and interpret community needs and expectations. 99. SA A U D SD
100. Help the School Board and the community to assess the community's capacity to support the educational program. 100. SA A U D SD
101. Encourage the formation of local committees to cooperate with the School Board in studying school problems. 101. SA A U D SD
102. Assist in the coordination of school and community activities. 102. SA A U D SD
103. Take an active part in the activities of parent-teacher associations. 103. SA A U D SD
104. Maintain active membership in the teachers' professional association. 104. SA A U D SD
105. Establish regular channels of communication with local media. 105. SA A U D SD
106. Provide a speaker's bureau to accommodate invitations from major civic groups. 106. SA A U D SD
107. Keep his office open to community members at all times. 107. SA A U D SD
108. Favor the establishment of lay advisory committees in the administration of the school district. 108. SA A U D SD

109. The Superintendent avoids involvement with factional groups in the community. 109. SA A U D SD
110. Take a neutral stand on any issue on which the community is evenly split. 110. SA A U D SD
111. Occasionally compromise with local pressure groups. 111. SA A U D SD
112. "Play up to" influential local citizens. 112. SA A U D SD
113. Write articles for professional journals which will be of benefit to others in the profession. 113. SA A U D SD
114. Work on committees sponsored by the Department of Education and professional organizations. 114. SA A U D SD

JOB SATISFACTION

All of us are concerned from time to time about the meaning of work in our lives. We'd like to know how you feel about certain things that might lead to satisfaction or dissatisfaction on the job.

Please circle the response alternative at the right which best indicates your satisfaction or dissatisfaction with the corresponding aspect of your present job. MARK ONE CHOICE ONLY FOR EACH STATEMENT.

The response alternatives are:

- S--satisfaction or satisfied;
- NS--no satisfaction or not satisfied;
- ?--neutral or undecided;
- ND--no dissatisfaction or not dissatisfied;
- D--dissatisfaction or dissatisfied.

		SATISFACTION	NO SATISFACTION	NEUTRAL	NO DISSATISFACTION	DISSATISFACTION
1. Your present job when you consider the expectations you had when you took the job.	1.	S	NS	?	ND	D
2. The amount of interest in the school system shown by the community.	2.	S	NS	?	ND	D
3. The opportunities that exist for advancement and promotion.	3.	S	NS	?	ND	D
4. The extent to which your opinion is shaping policy-making at the board level.	4.	S	NS	?	ND	D
5. The board's interest in helping its employees.	5.	S	NS	?	ND	D
6. The extent to which your present job provides opportunities to do the things at which you are best.	6.	S	NS	?	ND	D
7. The extent of authority given to you by the school board to do your job well.	7.	S	NS	?	ND	D
8. Being clear on just what are the scope and responsibilities of your job.	8.	S	NS	?	ND	D
9. Your relationships with board personnel.	9.	S	NS	?	ND	D
10. The job the board is doing.	10.	S	NS	?	ND	D
11. Working for <u>this</u> board.	11.	S	NS	?	ND	D

		SATISFACTION	NO SATISFACTION	NEUTRAL	NO DISSATISFACTION	DISSATISFACTION
12. Your staff, in general.	12.	S	NS	?	ND	D
13. Community expectations regarding your personal behavior.	13.	S	NS	?	ND	D
14. The progress you are making toward the goals which you set <u>for yourself</u> in your present position.	14.	S	NS	?	ND	D
15. The board's knowledge of educational matters.	15.	S	NS	?	ND	D
16. The availability of assistants and clerks.	16.	S	NS	?	ND	D
17. Your relationships with school personnel.	17.	S	NS	?	ND	D
18. The board's evaluation of your performance.	18.	S	NS	?	ND	D
19. Your present salary.	19.	S	NS	?	ND	D
20. Board policy and administration.	20.	S	NS	?	ND	D
21. The adequacy of office space.	21.	S	NS	?	ND	D
22. Your role in the identification, development, and/or definition of school goals.	22.	S	NS	?	ND	D
23. The extent of your success as an educator.	23.	S	NS	?	ND	D
24. Your professional qualifications to handle your job.	24.	S	NS	?	ND	D

		SATISFACTION	NO SATISFACTION	NEUTRAL	NO DISSATISFACTION	DISSATISFACTION
25. The kind of work and daily activities you actually do.	25.	S	NS	?	ND	D
26. The extent of acceptance you get from the people with whom you work.	26.	S	NS	?	ND	D
27. The interest in learning and scholastic ambition displayed by the students in your schools.	27.	S	NS	?	ND	D
28. The kind of work and daily activities the board expects you to do.	28.	S	NS	?	ND	D
29. The extent of acceptance as a professional expert that you get from the school board.	29.	S	NS	?	ND	D
30. The extent to which your personal viewpoints are accepted by the board.	30.	S	NS	?	ND	D
31. The extent to which your efforts and achievements are recognized by the community.	31.	S	NS	?	ND	D
32. Board encouragement and support to innovate and experiment with new projects.	32.	S	NS	?	ND	D
33. Your relationships with central office personnel.	33.	S	NS	?	ND	D
34. The extent of your acceptance into the community.	34.	S	NS	?	ND	D
35. Your school board, in general.	35.	S	NS	?	ND	D

		SATISFACTION	NO SATISFACTION	NEUTRAL	NO DISSATISFACTION	DISSATISFACTION
36. Your job compared to similar superintendencies in the province.	36.	S	NS	?	ND	D
37. Access to information needed to carry out your job.	37.	S	NS	?	ND	D
38. Board supervision of your activities.	38.	S	NS	?	ND	D
39. The extent of responsibility for educational leadership which is given to you.	39.	S	NS	?	ND	D
40. Your relationships with individual children.	40.	S	NS	?	ND	D
41. The progress you have made with this board.	41.	S	NS	?	ND	D
42. The availability of open channels for school personnel to communicate their grievances and complaints.	42.	S	NS	?	ND	D
43. Your present job in the light of your career expectations.	43.	S	NS	?	ND	D
44. Your personal qualifications to handle your job.	44.	S	NS	?	ND	D
45. Your relationships with parents and with parent groups.	45.	S	NS	?	ND	D
46. The amount of time which you must devote to your work.	46.	S	NS	?	ND	D

APPENDIX C
EXPECTATIONS FOR THE SUPERINTENDENCY ROLE

The questionnaire on the role of the superintendent was sent to all superintendents, their board chairmen, the boards' business managers, and a sample of board members and principals. Replies were received from 23 superintendents, 23 board chairmen, 50 of 108 board members, 27 business managers, and 109 of 135 school principals. The figures in the columns following each item represent the average rating for that item by the particular groups.

On the original questionnaire there were five response categories. Their numerical values were:

- 5 - Strongly Agree;
- 4 - Agree;
- 3 - Uncertain or Undecided;
- 2 - Disagree;
- 1 - Strongly Disagree.

The letter symbols represent the different groups:

- S - Superintendents;
- C - Board Chairmen;
- M - School Board Members;
- B - Business Managers;
- P - Principals.

PART I: SUPERINTENDENT-SCHOOL BOARD RELATIONS

Item	S	C	M	B	P
1.	4.6	4.3	4.5	4.3	4.5
2.	4.7	4.7	4.6	4.3	4.4
3.	4.9	4.5	4.5	4.0	4.5
4.	4.0	4.4	4.4	4.3	4.1
5.	4.8	4.4	4.1	4.4	4.4
6.	4.8	4.3	4.0	4.1	4.1
7.	4.5	3.8	3.7	3.7	4.1
8.	4.6	4.2	4.0	3.8	4.2
9.	4.8	4.5	4.3	4.4	4.5
10.	4.8	4.6	4.7	4.6	4.6
11.	4.8	4.8	4.8	4.5	4.5
12.	4.8	4.8	4.6	4.5	4.6
13.	3.9	3.3	3.3	3.0	3.5
14.	4.1	3.5	3.1	3.2	3.4
15.	3.4	2.9	2.6	2.5	3.0
16.	4.1	3.4	3.1	3.1	3.3
17.	4.6	4.0	4.0	3.7	4.0
18.	4.1	4.2	4.0	4.1	3.6
19.	4.3	4.0	4.1	4.0	4.1
20.	4.4	4.3	4.1	4.0	4.0
21.	4.1	3.9	3.9	4.2	3.5
22.	4.6	4.5	4.3	4.4	4.2
23.	1.5	1.4	1.8	1.5	1.7
24.	4.8	4.6	4.6	4.5	4.6
25.	3.9	3.3	2.8	3.4	3.5
26.	2.3	2.0	2.1	2.2	2.3
27.	2.8	2.1	2.1	2.4	2.5

PART II: IMPROVING EDUCATIONAL OPPORTUNITY

Item	S	C	M	B	P
28.	4.4	4.2	4.1	3.8	4.3
29.	4.2	4.0	4.3	4.3	4.2
30.	4.6	4.5	4.4	4.4	4.5
31.	4.1	4.3	3.7	4.0	3.7
32.	3.9	4.1	3.9	4.0	3.8
33.	4.4	4.1	3.9	4.2	4.0
34.	4.3	4.1	3.8	4.1	4.0
35.	4.5	4.2	4.2	4.2	4.0
36.	4.3	4.3	4.2	4.3	4.3
37.	4.5	4.3	4.1	4.2	4.3
38.	4.1	4.3	3.9	4.2	4.1
39.	4.3	4.4	3.9	4.4	4.2
40.	4.6	4.4	4.2	4.3	4.3
41.	3.5	3.8	3.6	3.5	3.3
42.	2.8	3.6	3.5	3.3	2.9
43.	3.5	3.7	3.6	3.4	3.5
44.	4.2	4.0	3.9	4.0	4.2
45.	1.3	1.6	1.8	1.9	1.4
46.	3.1	2.6	2.8	2.3	2.8
47.	4.1	4.0	4.2	4.1	4.1
48.	4.3	4.3	4.1	4.1	4.0
49.	3.4	2.7	2.1	2.4	2.3
50.	3.8	3.8	3.6	3.6	3.3
51.	2.8	2.6	2.7	2.9	3.0

PART III: OBTAINING AND DEVELOPING PERSONNEL

Item	S	C	M	B	P
52.	4.4	4.4	4.1	4.2	4.4
53.	3.9	3.5	3.2	3.4	3.7
54.	4.2	4.0	3.9	3.7	3.6
55.	3.8	3.9	3.5	3.8	3.3
56.	4.1	4.2	3.9	4.2	3.7
57.	3.4	4.0	3.9	3.7	3.8
58.	4.3	4.1	4.0	4.1	4.1
59.	3.5	3.1	3.2	2.6	3.5
60.	3.2	3.1	2.5	3.2	2.9
61.	3.4	3.9	4.0	3.4	3.6
62.	3.0	3.3	2.9	3.4	3.1
63.	1.9	2.1	2.1	1.8	2.0
64.	2.8	2.5	2.4	2.5	2.6
65.	3.5	3.0	2.9	3.1	3.2
66.	4.3	3.0	3.7	3.8	4.1
67.	4.3	4.3	4.0	3.8	4.2
68.	3.6	3.9	3.5	3.5	3.4
69.	2.4	3.0	3.1	2.9	2.9
70.	3.6	3.9	3.7	3.8	3.6
71.	3.7	3.7	3.6	3.4	3.6
72.	4.3	4.2	4.1	4.2	4.2
73.	4.4	3.6	3.0	3.1	3.7
74.	3.9	3.6	3.1	3.3	3.3
75.	3.6	3.6	3.5	3.6	3.5
76.	3.0	2.9	2.8	3.2	2.7

PART IV: PROVIDING AND MAINTAINING FUNDS AND FACILITIES

Item	<u>S</u>	<u>C</u>	<u>M</u>	<u>B</u>	<u>P</u>
77.	3.0	2.1	2.3	2.5	2.7
78.	3.0	3.2	3.0	2.7	3.1
79.	3.9	3.2	3.3	2.9	3.2
80.	3.8	3.1	3.5	2.9	3.7
81.	2.6	2.7	2.7	2.7	2.3
82.	4.3	3.9	3.8	3.1	4.0
83.	4.0	3.8	3.8	3.2	3.7
84.	3.6	3.8	3.3	2.8	3.5
85.	3.3	3.4	3.0	2.6	3.2
86.	1.9	1.9	2.3	2.1	2.5
87.	2.0	2.2	2.1	2.0	2.2
88.	2.9	2.3	2.2	2.4	2.8
89.	4.4	4.4	4.0	4.2	4.2
90.	4.4	4.2	3.8	4.0	4.0
91.	4.4	4.3	4.0	3.9	4.1
92.	3.0	3.4	3.1	3.0	3.5
93.	2.9	3.0	2.9	2.6	2.8
94.	3.8	3.5	3.9	3.7	3.8
95.	3.5	3.8	3.4	3.2	3.4
96.	3.8	3.0	2.6	2.9	3.1

PART V: MAINTAINING EFFECTIVE COMMUNITY RELATIONS

Item	S	C	M	B	P
97.	4.4	4.2	3.8	4.0	4.0
98.	1.5	1.9	2.0	2.1	2.2
99.	4.3	4.0	3.6	3.7	3.9
100.	4.3	4.2	4.2	4.1	4.0
101.	4.3	4.1	4.1	3.9	4.0
102.	4.3	3.9	4.0	3.8	3.7
103.	3.8	4.0	3.5	3.6	3.3
104.	3.7	3.6	3.5	3.2	3.6
105.	4.3	4.0	3.8	3.8	4.0
106.	3.5	3.6	3.5	3.3	3.3
107.	3.7	3.1	3.3	3.6	3.0
108.	3.5	3.0	3.3	3.4	3.5
109.	3.5	3.7	3.7	3.7	3.6
110.	2.3	3.2	3.4	3.0	2.8
111.	3.0	2.8	2.8	2.8	2.9
112.	2.0	1.9	1.8	1.9	1.8
113.	4.1	4.1	4.0	3.9	3.9
114.	4.3	4.1	3.9	4.1	4.0

APPENDIX D
ROLE PRESSURE INDEXES

TOTAL ROLE PRESSURE

Source of Pressure

	<u>Superordinate</u>	<u>Subordinate</u>	<u>Total</u>
Supt. #			
1.	50	91	141
2.	38	63	101
3.	44	77	121
4.	41	92	133
5.	16	41	57
6.	33	101	134
7.	46	63	109
8.	27	93	120
9.	33	76	109
10.	56	112	168
11.	67	98	165
12.	49	107	156
13.	39	74	113
14.	44	66	110
15.	37	54	91
16.	25	77	102
17.	45	108	153
18.	17	57	74
19.	12	71	83
20.	26	66	92

TOTAL ROLE PRESSURE: MAJOR TASK AREAS

- I. Superintendent-School Board Relations
- II. Improving Educational Opportunity
- III. Obtaining and Developing Personnel
- IV. Providing and Maintaining Funds and Facilities
- V. Maintaining Effective Community Relations

Supt. #	I	II	III	IV	V
1.	39	18	32	35	17
2.	18	24	29	15	24
3.	20	33	25	30	13
4.	31	22	29	26	25
5.	16	10	10	13	8
6.	33	38	20	19	24
7.	21	21	31	24	12
8.	26	23	30	27	14
9.	25	14	32	24	14
10.	38	22	42	33	33
11.	29	31	43	40	22
12.	40	23	33	44	16
13.	16	16	30	35	16
14.	22	18	30	23	17
15.	9	16	24	21	21
16.	27	9	20	26	20
17.	28	23	44	44	14
18.	14	9	18	25	8
19.	16	14	21	17	15
20.	24	15	29	13	11

SUPERORDINATE PRESSURE: MAJOR TASK AREAS

- I. Superintendent-School Board Relations
- II. Improving Educational Opportunity
- III. Obtaining and Developing Personnel
- IV. Providing and Maintaining Funds and Facilities
- V. Maintaining Effective Community Relations

Supt. #	I	II	III	IV	V
1.	11	8	12	13	6
2.	3	6	8	12	9
3.	8	11	9	9	7
4.	9	5	12	10	5
5.	9	1	3	2	1
6.	11	10	6	2	4
7.	9	8	14	11	4
8.	3	8	6	8	2
9.	9	3	9	8	4
10.	12	8	13	12	11
11.	8	12	20	17	10
12.	11	6	11	18	3
13.	6	3	10	16	4
14.	7	7	12	8	10
15.	3	6	8	10	10
16.	5	4	6	5	5
17.	8	9	13	12	3
18.	4	0	2	9	2
19.	1	1	3	3	4
20.	7	1	9	5	4

SUBORDINATE PRESSURE: MAJOR TASK AREAS

- I. Superintendent-School Board Relations
- II. Improving Educational Opportunity
- III. Obtaining and Developing Personnel
- IV. Providing and Maintaining Funds and Facilities
- V. Maintaining Effective Community Relations

Supt. #	I	II	III	IV	V
1.	28	10	20	22	11
2.	15	18	12	3	15
3.	12	22	16	21	6
4.	22	17	17	16	20
5.	7	9	7	11	7
6.	22	28	14	17	20
7.	12	13	17	13	8
8.	23	15	24	19	12
9.	16	11	23	16	10
10.	26	14	29	21	22
11.	21	19	23	23	12
12.	29	17	22	26	13
13.	10	13	20	19	12
14.	15	11	18	15	7
15.	6	10	16	11	11
16.	22	5	14	21	15
17.	20	14	31	32	11
18.	10	9	16	16	6
19.	15	13	18	14	11
20.	17	14	20	8	7

APPENDIX E
JOB SATISFACTION SCORES

Supt. #	Achievement	Recognition	Work Itself	Responsibility	Advancement	Policy and Administration	Supervision, technical	Salary	Interpersonal Relations, supervision	Working Conditions	Total
1.	4	8	7	5	4	9	4	1	11	13	66
2.	6	8	6	5	1	6	2	1	0	2	15
3.	0	5	3	2	4	2	5	2	4	0	26
4.	1	4	3	2	1	5	4	2	3	9	39
5.	3	5	7	2	4	7	2	1	14	4	52
6.	3	2	0	2	0	1	1	1	5	1	16
7.	3	8	9	2	2	10	1	1	2	12	69
8.	4	8	1	8	4	7	0	2	5	12	57
9.	4	6	2	8	2	1	6	1	6	11	47
10.	3	5	4	8	0	6	0	2	6	7	31
11.	4	6	9	8	3	5	6	1	8	14	64
12.	6	6	12	8	4	10	6	2	14	18	86
13.	4	4	5	8	2	1	4	2	13	9	42
14.	6	8	10	8	3	6	8	2	14	10	75
15.	0	5	0	8	1	6	6	2	8	1	35
16.	3	3	3	3	2	2	1	1	12	2	14
17.	3	5	11	8	4	10	8	2	11	15	77
18.	1	2	4	5	1	1	1	1	14	5	29
19.	4	8	7	8	2	5	2	2	14	4	48
20.	0	5	0	8	3	5	3	2	10	6	36

APPENDIX F
PERSONALITY SCORES

PERSONALITY FACTORS

Supt. #	<u>Anxiety Level</u>	<u>Introversion/ Extraversion</u>	<u>Subduedness/ Independence</u>
1.	1.6	6.0	3.0
2.	6.1	5.9	6.8
3.	2.4	4.6	7.2
4.	7.4	4.9	6.8
5.	4.7	7.1	2.9
6.	4.5	4.2	1.9
7.	5.7	7.0	2.8
8.	1.8	6.3	3.0
9.	5.9	7.7	4.9
10.	9.1	9.9	5.0
11.	3.7	5.5	3.6
12.	4.5	9.1	7.0
13.	1.0	9.4	6.1
14.	3.0	6.2	6.3
15.	4.0	5.8	6.6
16.	5.9	7.1	5.9
17.	4.7	5.8	6.9
18.	3.0	3.0	2.7
19.	5.8	7.3	2.0
20.	4.4	10.0	6.9

