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Job factors contributing to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia

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JOB FACTORS CONTRIBUTING TO THE JOB SATISFACTION AND JOB
DISSATISFACTION OF PRIMARY PRINCIPALS IN ONE MINISTRY
OF EDUCATION DISTRICT IN WESTERN AUSTRALIA

BY

G. R. Martin B.Ed.

A Thesis Submitted in Partial Fulfilment of the
Requirements for the Award of

Master of Education

at the Faculty of Education, Edith Cowan University.

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Abstract

Recent changes in the Western Australian education system, resulting from the release and implementation of Better Schools in Western Australia: A Programme for Improvement (1987), have induced significant changes in the nature of the Western Australian primary principalship. Within this context of change, this research explores job factors contributing to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia. Studies based on Herzberg's motivation-hygiene theory, conducted in educational and non-educational settings, in addition to previous principal job satisfaction research were important in the development of the study's conceptual framework and research questions.

Data to address the research questions were collected through a modification of Flanagan's critical incident technique. During interview sessions, eighteen primary principals were each asked to provide four sequences of events: two relating to periods of job satisfaction, and two sequences relating to periods of job dissatisfaction. An a posteriori approach to content analysis revealed that eleven job factors contributed to

(ii)

the job satisfaction and job dissatisfaction of primary principals; seven job content factors and four job context factors. Four job content factors and two job context factors were identified as being bipolar. Results indicated that principals' job satisfaction was strongly related to the job content, and that job dissatisfaction was related both to the job content and to the job context. Based on the results obtained, a description of a work situation which would make principals more satisfied with their work was described, and recommendations for further research were proposed.

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

Gary Ross Martin

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Recent restructuring of the Western Australian education system, resulting from the release and implementation of *Better Schools in Western Australia: A Programme for Improvement* (1987), has induced significant changes in the role of the primary principal in this state. Within this context of change, the purpose of this study is to explore job factors which contribute to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia.

Two basic classes of job satisfaction theory have been identified by Gruneberg (1979, p. 31) and either of these classes could be used to provide a theoretical base for the study of principal job satisfaction. The first class, process theories, attempt to specify the process by which variables in a job (e.g. needs, values and perceptions) combine to determine overall job satisfaction. The second class, content theories, attempt to identify characteristics of the job conducive to job satisfaction and job dissatisfaction. This research is related to one of the major content theories of job satisfaction; Herzberg, Mausner and Synderman's (1959) motivation-hygiene theory, motivator-maintenance theory or two-factor theory.

Although a large number of motivation-hygiene related job satisfaction studies have been conducted in educational settings, few have focused on the principalship. Three reasons are offered for the decision to relate this study to literature associated with the motivation-hygiene theory. First, some authors (Gaziel, 1986; Hoy & Miskel, 1987; Locke, 1983) have suggested that the motivation-hygiene theory has made a significant contribution to our knowledge of the nature of job satisfaction. In particular, Locke makes two important points to highlight the contribution of the theory. He contends that the work of Herzberg et al. (1959) "has led to many fruitful suggestions concerning how jobs might be redesigned to allow for greater psychological growth" (p. 1318). In addition, Locke suggests that the motivation-hygiene theory's emphasis on the relationship between psychological growth and work has driven much applied research in the area of job satisfaction.

A second reason relates to the extensive application of the theory to business and industry. Both Pinder (1984, p. 29) and Owens (1987, p. 121) indicated that Herzberg's ideas are still widely applied in business and industry. Recent thinking in educational administration, according to Beare (1989, p. 20), has been shaped by developments in business and industry. He contended that the education system has borrowed its organizational structures from

business and that this has resulted in the implementation of corporate management practices in the system. As the motivation-hygiene theory is still applied extensively to business and industry, it follows that the approach has application to the education system. It is therefore appropriate to base this study on a theory which is currently influencing personnel and management practices in the education system.

The third reason for selecting the motivation-hygiene theory in preference to other theories of job satisfaction relates to the two purposes of the research project. The main purpose of this study is to explore job factors which contribute to the job satisfaction and job dissatisfaction of primary principals, rather than to measure overall levels of principal job satisfaction. As Lawler (1973, p. 72) has noted, the motivation-hygiene theory is "a theory primarily concerned with explaining the determinants of job satisfaction and job dissatisfaction". Research related to the motivation-hygiene theory is therefore useful in forming a framework to guide the research. A second purpose of the research relates to developing a better understanding of the nature of job satisfaction. Some authors (Grigaliunas & Wiener, 1974, p. 51, Hoy & Miskel, 1987, p. 187) have suggested that rather than refuting or accepting the motivation-hygiene theory, researchers should use knowledge gained from the theory to

develop a better understanding of the nature of job satisfaction. This study attempted to do this in a limited way, by using the knowledge gained from research related to the motivation-hygiene theory to develop a better understanding of the nature of the job satisfaction of a group of Western Australian primary principals.

Background to the Research

Louden and Brown (1989, p. 12) explained that increasing demands on declining budgets in the 1980's resulted in the reorganization of government departments in all states of Australia. State education departments were not excluded from reorganization and, as Loudon and Brown suggested, changes such as reduced central bureaucracies, devolution of authority to schools, increased community involvement in school level policy formulation and greater accountability both at school and at system level, took place throughout State education systems. These new organizational structures of State education systems, says Beare (1989, p. 20), have been "modelled upon the modern corporation, the flexible conglomerate which keeps control of essential and strategic areas but allows entrepreneurial freedom to the operating units which make up the body corporate".

The restructuring of the Western Australia state education system was initiated in 1983 when the Labor government won office and set up a committee to review schooling provisions throughout the state. In 1984, the committee chaired by Kim Beazley, a former Federal Minister for Education, published a report entitled *Education in Western Australia* (The Beazley Report). This report called for increased school level policy development, thus highlighting the need for restructuring. According to Beare (1989, p. 13), administrative reconstruction of the Western Australian state education system was set into action in 1985 by the Functional Review of the Education Department. The Review Committee attempted to identify a more cost effective administrative structure. The formation of a Ministry of Education resulted and in 1987 the newly formed Ministry released the report entitled *Better Schools in Western Australia: A Programme for Improvement* (The Better Schools Report) to guide the rebuilding of the State education system.

The release of *Better Schools* (1987) and the subsequent restructuring of the Western Australian education system, resulted in significant changes in the role and responsibilities of principals. Both Bateman (1987, p. 9) and Harvey (1987, p. 6) indicated that Ministry restructuring would shift the workload from the central office to schools, thus increasing the

administrative workload and responsibility of the school principal. These additional leadership functions included the preparation of school development plans, the management of a school database, and involvement in both personnel administration and financial management. In addition to an increased administrative workload, Bateman (1987, p. 9) and Kelly (1987, p. 1) contended that principals would have to ensure that there was more collaborative decision-making in schools. At the same time as ensuring this style of decision-making, they suggested that principals would become more accountable to the public than ever before.

It is now three years since Harvey (1987) and Bateman (1987) foreshadowed the implications for principals both of Better Schools (1987) and of the restructuring of the Western Australian education system. Both writers were accurate in their comments relating to the changing role of the school principal as it seems that principals at all levels, have been required to take on extra duties and roles.

Significance of the Research

A study of the job satisfaction and job dissatisfaction among school principals is significant for three related reasons. A first reason is concerned with the changed role of Western Australian school principals.

Given that Better Schools (1987) has resulted in significant changes in the role and responsibilities of Western Australian primary principals, it was timely to conduct research to explore the job factors which contribute to the job satisfaction and job dissatisfaction of principals. In particular, the study attempted to determine if certain aspects of the changed role contribute to the job satisfaction and job dissatisfaction of primary principals.

A second reason offered to demonstrate the significance of the research relates to an apparent dearth of studies in the area of principal job satisfaction. A review of the literature on job satisfaction in the educational setting revealed that the job satisfaction of teachers has received much attention, yet the area of principal job satisfaction has received little. Further study in the area of principal job satisfaction study was warranted given that Locke (1983, p. 1328) contends that job satisfaction by itself, or in combination with other factors, has a range of consequences. These consequences are related to the mental health of employees, employee turnover, absenteeism and lateness. Studies conducted by Wiener, Vardi and Muczyk (1981) as well as Jamal and Mitchell (1980) have shown that job satisfaction can contribute to a high level of mental health, and that job dissatisfaction results in low or moderate mental health.

Moreover, Arnold and Feldman (1982) indicated that employee turnover is significantly influenced by overall job satisfaction and Breaugh (1981) illustrated that absenteeism is a consequence of job dissatisfaction. Finally, Adler and Golman (1981) confirmed that employee lateness is a consequence of job dissatisfaction.

Studies of principal job satisfaction are needed given that job satisfaction and job dissatisfaction might indirectly influence a principal's ability to contribute to the development of an effective school. Beare, Caldwell and Millikan (1989, p. 99) and Purkey and Smith (1983, p. 443), among others, have identified leadership as an important element in the creation of effective schools. Given that principals feature as the predominant leaders in most schools, they have much to do with creating effective schools. Principals who are dissatisfied with their work might, for example, be frequently absent or might show symptoms of poor mental health, such as hostility, anxiety and tension. It is suggested here that these symptoms might hinder a principal's ability to contribute to the creation of an effective school. Conversely, principals who are satisfied with their work might be more approachable by staff and parents, might be more enthusiastic about their schools, and might devote more time and energy to their jobs. Accordingly, the consequences of job satisfaction might strengthen a

principal's ability to contribute to the development of an effective school. In summary, given that a principal's job satisfaction or job dissatisfaction has implications for the creation of effective schools, further study is needed to refocus the current literature towards the job satisfaction of principals.

A third reason offered to indicate the significance of the study relates to the perceived low morale of Ministry of Education teachers and school-based administrators. In response to the perceived low morale among teaching personnel, in 1989, the Ministry contracted a firm of research consultants to conduct a *Survey of Teachers' Duties and Responsibilities*. The survey was conducted following discussions between the Ministry of Education in Western Australia and the State School Teachers' Union of Western Australia. Included in the survey was a series of items relating to the job satisfaction of teachers and principals.

This research serves as a significant extension to the Ministry of Education's study, with a view to examining in more detail, job factors which contribute to the job satisfaction and job dissatisfaction of a group of primary principals from one Ministry of Education district in

Western Australia. Having explained the significance of the study it is appropriate to provide a brief overview of the research.

Overview of the Research

As indicated previously, literature associated with the motivation-hygiene theory has been used to provide a theoretical base for the study. Accordingly, a job satisfaction definition consistent with the motivation-hygiene theory was adopted for the study. As the motivation-hygiene theory divides the two states of "job satisfaction" and "job dissatisfaction", separate definitions for the terms job satisfaction and job dissatisfaction were required. In this study, the term *job satisfaction* refers to a person's positive affective reaction to his or her total work role and the term *job dissatisfaction* refers to a person's negative affective reaction to his or her total work role. Given these definitions, the primary and subsidiary research questions are presented.

A primary research question and five subsidiary questions were posed to explore the job satisfaction of a group of primary principals in one Ministry of Education district in Western Australia. These were:

Primary Research Question -

What job factors are important contributors to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia?

Subsidiary Research Questions -

1. Which job factors contribute to the job satisfaction of primary principals?
2. Which job factors contribute to the job dissatisfaction of primary principals?
3. To what extent and in what ways is primary principals' job satisfaction related both to the job content and to the job context?
4. To what extent and in what ways is primary principals' job dissatisfaction related both to the job content and to the job context?
5. What is the relative importance of the job content versus the job context in primary principals' identification of the job factors which contribute to their job satisfaction and job dissatisfaction?

A number of limitations apply to the research. First, given that data collection took place with a group of principals drawn from one Ministry of Education district in Western Australia, the results have limited generalizability for principals in other settings. Second, studies of job satisfaction and job dissatisfaction are time dependent. The researcher recognizes that if the same study were conducted at a different time, results obtained would vary according to the particular set of influences operating at that time. Third, honesty of participants in the study can not be guaranteed. Principals participating in the study, however, were assured of anonymity to encourage honest reporting of incidents. Fourth, the quality of the data collected was dependent both on principals' willingness to divulge information and on their ability to verbalize feelings. As a consequence, the researcher could only work with what principals shared with the researcher and not with what they were unable to tell or refused to divulge.

The thesis is divided into six chapters. Chapter Two consists of a review of related literature and Chapter Three describes the methodology used to address the research questions. The fourth chapter outlines the results for the study and the fifth chapter discusses these results. The final chapter concludes the study by

discussing implications arising from the data and by proposing directions for further research.

Chapter Two

Literature Review

This chapter is composed of three sections. The first section presents a review of literature related to the study and a second section consists of the study's conceptual framework. Based on the conceptual framework, a final section indicates the study's primary and subsidiary research questions.

Review of Related Literature

This literature review addresses two main areas. The review commences by describing the motivation-hygiene theory of job satisfaction and by considering the major criticisms of the theory. Following this discussion, the review focuses on the results of studies, undertaken in a range of contexts, which have attempted to identify job factors contributing to the job satisfaction and job dissatisfaction of principals.

The Motivation-Hygiene Theory

The motivation-hygiene theory of job satisfaction, proposed by Herzberg et al. (1959), was the result of a research study involving 203 accountants and engineers who

represented a cross-section of industry in Pittsburgh, U.S.A. After a comprehensive review of the literature on job satisfaction, Herzberg et al. developed a basic hypothesis for a major research study. The hypothesis differed from conventional theories of job satisfaction. Conventional theories of job satisfaction had represented job satisfaction as opposite poles of a single bipolar continuum. These theories had suggested that job satisfaction could be gained simply by eliminating the factors that contributed to job dissatisfaction. The hypothesis proposed by Herzberg et al., however, suggested that job satisfaction was not simply the opposite of job dissatisfaction; it suggested that job satisfaction was qualitatively different from job dissatisfaction. The research proposed the existence of two continua: one for job satisfaction and one for job dissatisfaction. A discussion of the essence of the research undertaken by Herzberg et al. is presented. Following this discussion, a description of the major criticisms of the motivation-hygiene theory as well as research related to these criticisms, is offered.

Herzberg's research. During an extensive review of job satisfaction literature, Herzberg et al. (1959, p. 111) observed that "different results were achieved when the study design was concerned with what made people happy

with their jobs as opposed to those studies directed toward discovering the factors that led to job dissatisfaction". As a consequence, Herzberg and his colleagues set up a study which hypothesized that the job factors involved in job satisfaction were different to the factors that were involved in job dissatisfaction. This hypothesis was confirmed by research which made use of a modified critical incident technique.

Researchers using the critical incident technique typically ask a group of observers to report *critical incidents*, or examples of behaviour which characterize the phenomenon being studied. The research technique, developed by Flanagan (1954), was modified by Herzberg et al. (1959) in two main ways. First, Herzberg et al. (1959, p. 12) modified the critical incident technique by having subjects report their own feelings and behaviours, rather than having another group observe to provide the information. Accordingly, the choice of critical incidents reported was based on subjects' judgements of their own psychological state during the period described. A second modification to the technique was an outcome of the pilot studies conducted. While examining examples of behaviours provided by subjects, Herzberg et al. (1959, p. 21) discovered that reports did not always consist of

statements analogous to critical incidents. Although several of the reports were unitary or incident-like in nature, many reports consisted of a sequence of related events with no one major event identifiable as central to the exceptional job feeling. This led Herzberg et al. to use the term *sequence of events* rather than critical incident.

During a semi-structured interview session, Herzberg et al. (1959, p. 35) asked subjects to report two different types of sequences of events. The first type of sequence involved respondents describing sequences of events during which they experienced exceptionally good feelings about their jobs. These statements were termed *high sequences*. The second type involved respondents describing sequences during which they experienced exceptionally bad feelings about their jobs. Such statements were termed *low sequences*. In addition, respondents were asked to provide reasons to account for their good and bad job feelings. Following the collection of data, Herzberg et al. used the process of content analysis to identify and categorize statements made by the subjects.

The content analysis conducted by Herzberg et al. (1959) revealed two major sets of job factors. The first set of factors were related to the actual doing of the job

or the job content, and appeared more frequently in the high sequences describing satisfying work experiences. May and Decker (1988, p. 142) indicated that this set of factors were called motivators as these factors had the tendency to make workers work both harder and longer in their places of work. Supplementary to May and Decker's description of motivators, Sergiovanni and Carver (1980, p. 111) stated that motivators such as achievement, recognition, the work itself, responsibility, and advancement, allowed workers to experience psychological success. The second set of factors were related to the environmental aspects of the job or the context in which the job was performed, and appeared more frequently in the low sequences describing dissatisfying work experiences. May and Decker (1988, p. 142) state that "this set of factors were called hygiene, or hygiene factors, for they served primarily to prevent job dissatisfaction rather than promote job satisfaction." In discussing hygiene factors such as salary, interpersonal relationships, working conditions and security, Sergiovanni and Carver (1980, p. 111) point out that these factors "provide relief from physical and psychological discomfort".

According to Robbins (1988, p. 31), the identification of the two sets of job factors led Herzberg to a number of related conclusions about the nature of job satisfaction.

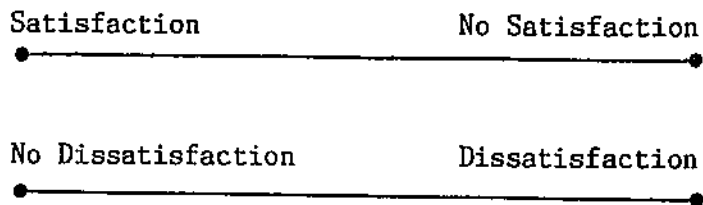
First, Herzberg concluded that certain job factors, *motivators* or content factors, were consistently associated with job satisfaction and another set of job factors, *hygienes* or context factors, were consistently associated with job dissatisfaction. This finding supported the second conclusion, which indicated the existence of dual continua, a satisfaction continuum and a dissatisfaction continuum, as opposed to the traditional one continuum theory (see Figure 2.1). The satisfaction continuum moved from a position of satisfaction at one end, to a position of no satisfaction at the other. The dissatisfaction continuum had no dissatisfaction at one end and dissatisfaction at the opposite end. The third conclusion, essentially an application of the first two, stated that to prevent job dissatisfaction, minimum levels of hygiene factors must be present in the work place. Accordingly, the presence of a minimum level of hygiene factors led to no dissatisfaction. The presence of hygiene factors alone, however, did not result in job satisfaction. Job satisfaction was only brought about by the presence of a minimum level of hygiene factors, in addition to the presence of motivators. Thus, as Pinder (1984, p. 26) suggested, to produce job satisfaction, as opposed to no job satisfaction, "the content of the work, rather than the setting in which it is conducted, is the important thing."

Figure 2.1. Views of job satisfaction

TRADITIONAL VIEW



HERZBERG'S VIEW



Owens (1987, p. 107) contended that the motivation-hygiene theory had been widely accepted and implemented in the management of organizations. He suggested that the emphasis placed on job content factors for job satisfaction has two basic implications for those who implement the theory. According to Owens, one implication of the motivation-hygiene theory relates to job enrichment. He argues that job enrichment can be implemented through making jobs more interesting, challenging and rewarding. The second basic implication drawn from Herzberg's theory relates to increasing autonomy on the job. Owens maintains that workers can be given increased autonomy by allowing them to participate in decision-making pertaining to how

their work is to be done. Clearly, those who implement the findings of Herzberg's study focus on job content to foster job satisfaction.

To summarize, Herzberg and his colleagues using a modified critical incident illustrated that job satisfaction was not simply the opposite of job dissatisfaction as conventional job satisfaction theories had suggested. They suggested that job satisfaction and job dissatisfaction resulted from two different sets of factors or causes. Job satisfaction was seen to be the result of motivators or content factors and job dissatisfaction was seen to be caused by hygienes or context factors. The motivation-hygiene theory, which has been applied widely in the management of organizations, places much emphasis on motivators or job content factors, to foster job satisfaction in the workplace.

Criticisms of the motivation-hygiene theory. Pinder (1984, p. 26) writes that shortly after Herzberg's motivation-hygiene theory was published "dozens of attempts were made to interpret the theory, develop means of measuring the various factors included in it, and ultimately to gather data, and compare the results found in the data with predictions that followed from the theory". In addition, Pinder (1984, p. 26) writes that although some studies were supportive of the motivation-hygiene theory,

others were not. Four major criticisms of the motivation-hygiene theory are presented below.

The first major criticism of the theory relates to Herzberg's use of a modified critical incident technique. Vroom (1964, p. 129) and Dunnette, Campbell and Hake1 (1967, p. 143) have criticized the modified critical incident technique on the grounds of "social desirability" and "defensiveness". These writers argue that in order to remain socially desirable and to avoid any threats to their self image, workers naturally attribute satisfying work experiences, such as recognition and achievement, to themselves and dissatisfying work experiences, like company policy and working conditions, to the environment or the job context. These writers suggest that results gained by Herzberg are a result of this logic. Moreover, Grigaliunas and Wiener (1974, p. 863) contend that other critics have stated that when methods other than the critical incident technique are used to collect data, the theory is not supported. It appears then, that some critics believe that the motivation-hygiene theory is an artifact of the methodology used to develop it. A single study, however, is available to challenge this view.

Bobbitt and Behling (1972) dealt directly with the issues of social desirability and defensiveness responding as an alternative explanation of the motivation-hygiene

theory results. In their study, conditions soliciting defensive responses were applied to half of the sample in order to determine if subjects would attribute satisfying experiences to themselves and dissatisfying experiences to their employers. On the basis of their results, Bobbitt and Behling (1972, p. 26) concluded that "the interpretation tested (i.e. that individuals attribute satisfaction to their own actions and dissatisfaction to those of others in order to appear in a favourable light to others) is not supported by the results". Thus, Bobbitt and Behling's study can be used to weaken arguments that the motivation-hygiene is an artifact of the method used to develop it.

As previously indicated, another source of criticism related to the methodology used by Herzberg was associated with the results gained when methods other than a modified critical incident technique were used to test the motivation-hygiene theory. Herzberg's critics argued that when alternative methods were used, the results were not supported. Two pieces of evidence can be presented to suggest why this is so. First, Herzberg (cited in Sergiovanni and Carver, 1980, p. 113) suggests that other methods, such as questionnaire or rating scale methodologies, are not appropriate to test the motivation-hygiene theory because of their severe limitations. According to Herzberg, when questionnaire methodologies are

used, workers are forced to rate items determined by researchers which might be irrelevant to their experiences, thus producing artificial data. Second, Grigaliunas and Wiener (1974, p. 866) state that questionnaire and rating scale methodologies can not be used to test the motivation-hygiene theory because where the motivation-hygiene theory separates the two states of job satisfaction and job dissatisfaction, questionnaires and rating scales "cannot meaningfully separate the two states of 'satisfaction' and 'dissatisfaction'; they actually measure just one 'overall' state". In summary then, evidence from a number of sources is available to weaken arguments that the motivation-hygiene theory is an artifact of the method used to develop it, that is, methodologically bound.

Herzberg's insistence on two separate continua, one for job satisfaction and one for job dissatisfaction, has been used to form the basis of a second major criticism of the motivation-hygiene theory. Herzberg concluded that one set of job factors, motivators or content factors, contributed to job satisfaction and a different set of job factors, hygienes or context factors, contributed to job dissatisfaction. As a consequence, Herzberg saw job factors as being unipolar, that is, they could contribute to job satisfaction or job dissatisfaction, but not both. Gruneberg (1979, p. 14), however, states that the original

research undertaken by Herzberg et al. (1959, p. 80) revealed that some job factors were in fact bipolar. Gruneberg (1979, p. 15) argues that salary for example, a job context factor, was mentioned frequently as contributing both to job satisfaction and to job dissatisfaction, and the work itself, a job content factor, was frequently mentioned both as a source of job satisfaction and as a source of job dissatisfaction. Friesen, Holdaway and Rice (1983, p. 35) lend support to Gruneberg's argument by stating that Herzberg's conclusions about job satisfiers and job dissatisfiers were presented even when "clean separation of facets did not occur".

Research evidence both in educational and in non-educational work settings has provided inconsistent support for Herzberg's conclusion that one set of factors (content factors) contribute to job satisfaction and a different set of job factors (context factors) contribute to job dissatisfaction. Although several studies (Halpern, 1966; Myers, 1964; Weissenberg & Gruenfeld, 1968) conducted in non-educational settings have supported this conclusion, other studies (Burke, 1966; Dunnette et al., 1967; Ewen, 1964; Gordon, 1965) have shown that job content and job context factors can contribute both to job satisfaction and to job dissatisfaction.

Studies conducted in educational settings have also revealed a lack of consistent support for the conclusion that one set of factors are associated with job satisfaction and a different set of factors are associated with job dissatisfaction. Several studies (Galloway, Boswell, Panckhurst, Boswell & Green, 1985; Holdaway, 1978; Nussel, Wiersma & Rusche, 1988; Sergiovanni, 1967; Wozniak, 1973) have offered general support for this conclusion, however, other studies (Lacewell, 1983; Openshaw, 1980; Young & Davis, 1983) have offered no support at all. Supplementary to the research refuting Herzberg's conclusion, several studies (Friesen et al. 1983; Iannone, 1973; Schmidt, 1976) conducted in educational settings involving school principals have shown to varying degrees that job content factors and job context factors can contribute both to job satisfaction and to job dissatisfaction.

A third major source of criticism relates to the sampling procedures used by Herzberg in the original motivation-hygiene theory research. Herzberg has attracted criticism for basing his conclusions on far too narrow a sample of the working population. Ewen (1964, p. 161) was critical of the fact that Herzberg's original sample only included accountants and engineers. Given the limited sample, Ewen cautioned that the motivation-hygiene theory could not be generalized to all occupations. Research

related to the generalizing of Herzberg's findings to all occupations is discussed below.

Although Herzberg et al. (1959) suggested that job content factors are more important for job satisfaction and job context factors more important for job dissatisfaction, indications are that occupational level might influence the judged importance of job factors as they contribute to job satisfaction and job dissatisfaction. Research conducted by Armstrong (1971), Centers and Bugental (1966) and Dunnette et al. (1967) suggested that at higher occupational levels, job content factors are judged more important both for satisfaction and for dissatisfaction, and at lower occupational levels, job context factors are more important. As a consequence, this body of research appears to indicate that the motivation-hygiene theory becomes weaker, the farther one moves from the higher status occupations.

Wolf (1970) supported research which has demonstrated that, at higher occupational levels, job content factors are more important both for job satisfaction and for job dissatisfaction. Wolf (1970, p. 91) contended that for many white collar workers, managerial personnel and professional personnel whose lower order needs (mainly context aspects of the job) have been satisfied, content aspects of the job (mainly higher order needs) are more

strongly related both to job satisfaction and to job dissatisfaction. According to Wolf (1970, p. 93), for these workers, context aspects of the job are only important to job satisfaction and job dissatisfaction when "the level of on-going gratification of the lower level needs is threatened". In summary then, Herzberg's limited sample has attracted criticism as some motivation-hygiene research has indicated that occupational level influences the judged importance of job factors as they contribute to job satisfaction and job dissatisfaction.

The ambiguous manner in which Herzberg has stated his theoretical position has led to a fourth major criticism of the motivation-hygiene theory. During a review of literature relating to the motivation-hygiene theory, King (1970, p. 19) identified five different interpretations of the theory. He indicated that most of the controversy revolving around the theory stems from the fact that the theory has not been stated in an explicit manner. King's interpretations of the motivation-hygiene theory ranged from version one, that is, the view that motivators contribute only to satisfaction and hygies only to dissatisfaction, to version five, that is the view that motivators contribute more to satisfaction than do hygies and hygies contribute more to dissatisfaction than motivators. Thus, the lack of a precise statement of the

theory, has led to criticism of the motivation-hygiene theory.

In summary, four major criticisms of the motivation-hygiene theory have been presented. First, the theory has been criticized on the grounds that it is methodologically bound. Second, the fact that Herzberg's original research did not conclusively indicate clean separation of those factors contributing to job satisfaction and those contributing to job dissatisfaction has attracted criticism. Third, the theory has attracted criticism because of the limited scope of occupations included in the original sample. Finally, some critics of the motivation-hygiene theory suggest that it has been stated in an ambiguous manner, thus weakening general support for the theory.

Job Factors Contributing to the Job Satisfaction and Job Dissatisfaction of Principals

Research studies undertaken in the area of principal job satisfaction have identified a number of job content and job context factors which have consistently contributed to the job satisfaction and job dissatisfaction of principals. The review identifies these job factors by describing the results of a number of research studies,

conducted in a variety of contexts, which have attempted to identify job content and job context factors contributing to the job satisfaction and job dissatisfaction of principals. Included in the review are some of the findings of a 1989 study on the workloads and job satisfaction of Ministry of Education in Western Australia school teaching personnel.

A number of studies have shown that job content factors which contribute to the job satisfaction and job dissatisfaction of principals include *achievement, the work itself, responsibility, and recognition*. First, several studies (Duke, 1988, Iannone, 1973; Schmidt, 1976) on sources of job satisfaction and job dissatisfaction for principals have indicated that achievement (or accomplishment) can be both a source of job satisfaction and a source of job dissatisfaction for school principals. In addition, Friesen, Holdaway and Rice (1981, 1983), Gunn and Holdaway (1986), and the Ministry of Education in Western Australia (1990a) identified achievement predominantly as a contributor to principals' job satisfaction.

A second job content factor reported to contribute to the job satisfaction and job dissatisfaction of principals is the work itself. Studies by Duke (1988), Friesen et al.

(1983), Gaziel (1986) and Iannone (1973) have all revealed that the work itself can contribute both to principal job satisfaction and to principal job dissatisfaction.

Supplementary to these findings, the Ministry of Education in Western Australia (1990a) identified the work itself predominantly as source of job satisfaction for school principals, and a study conducted by Savery and Detiuk (1986), using Western Australian principals as subjects, illustrated that the same factor could act as a source of job dissatisfaction for primary principals.

The job content factor of responsibility is a third factor which has been consistently identified as contributing to the job satisfaction and job dissatisfaction of principals. Research conducted by Friesen et al. (1983), Gaziel (1986), Iannone (1973) and Schmidt (1976) indicated that responsibility could act as both a source of principal job satisfaction and a source of principal job dissatisfaction. In addition, Duke (1988) found responsibility to be a source of principal dissatisfaction rather than satisfaction and Friesen et al. (1981) identified responsibility as a source of satisfaction rather than dissatisfaction.

A final job content factor to be featured in principal job satisfaction literature is recognition. Duke (1988),

Iannone (1973), and Schmidt (1976) illustrated that recognition could contribute both to the job satisfaction and to the job dissatisfaction of principals. Friesen et al. (1983) and Gaziel (1986), however, identified recognition predominantly as a source of principal job satisfaction.

Research undertaken with school principals indicated that job context factors likely to contribute to principals' job satisfaction and job dissatisfaction include *interpersonal relationships, administration and policies, salary, and work conditions*. Three studies (Gaziel, 1986; Iannone, 1973; Schmidt 1976) undertaken in the area of principal job satisfaction revealed that interpersonal relationships (including relationships with superiors, teachers and parents) could act as both a source of job satisfaction and a source of job dissatisfaction. Furthermore, Friesen et al. (1981, 1983) identified interpersonal relationships as contributing to job satisfaction rather than job dissatisfaction, and Herlihy and Herlihy (1980) identified interpersonal relationships as a source of principal job dissatisfaction rather than job satisfaction.

Salary is a second job context factor to appear in the literature as a source of principal job satisfaction and

job dissatisfaction. Research conducted by Iannone (1973) and Friesen et al. (1983) provided evidence of salary contributing both to the job satisfaction and to the job dissatisfaction of principals, despite the fact that other studies (Gaziel, 1986; Schmidt, 1976) have identified salary predominantly as a source of principal dissatisfaction. Supplementary to these findings, research conducted by the Ministry of Education in Western Australia (1990a) identified salary to be a major source of principal job dissatisfaction.

Two other job context factors have appeared frequently in principal job satisfaction literature. First, studies by Friesen et al. (1981, 1983), Iannone (1973) and Schmidt (1976) have suggested that the conditions of work contribute to the job dissatisfaction rather than the job satisfaction of principals. The Ministry of Education in Western Australia (1990a), however, revealed that although some facets of the conditions of work contribute to the job dissatisfaction of principals, other facets contribute to their job satisfaction. For example, although the amount of time available to do work was identified predominantly as a source of dissatisfaction, physical conditions at work, and school and classroom facilities were seen to contribute more to job satisfaction than job dissatisfaction. Second, research undertaken by Schmidt

(1976) and Friesen et al. (1983) suggests that administration and policies are predominantly linked with principal job dissatisfaction, but are also related to principal job satisfaction. Moreover, studies by Duke (1988), Friesen et al. (1981) and Iannone (1973) signified that administration and policies contribute to principals' job dissatisfaction rather than job satisfaction.

To summarize, research in the area of principal job satisfaction has revealed that job content factors which contribute to the job satisfaction and job dissatisfaction of principals include achievement, the work itself, responsibility, and recognition. Job context factors which contribute to principals' job satisfaction and job dissatisfaction include interpersonal relationships, salary, work conditions, and administration and policies.

Summary

The review of related literature has addressed two main areas. First, the review has described Herzberg's motivation-hygiene theory and the major criticisms directed toward the theory. Second, the review has focused on the results of studies undertaken in a wide range of contexts which have attempted to identify job factors contributing to the job satisfaction and job dissatisfaction of principals. Based primarily on the literature reviewed,

the next section presents a conceptual framework for the research.

Conceptual Framework

Four basic assumptions, which underpin the job satisfaction and job dissatisfaction of principals are important to the development of the conceptual framework. These basic assumptions have emerged from two basic sources, a primary and a secondary source. The primary source of the basic assumptions is literature pertaining to two areas; the motivation-hygiene theory and principal job satisfaction. The motivation-hygiene theory literature is in turn related to three areas: literature which attempts to describe the essence of the theory, literature which is supportive of the theory, and literature which is non-supportive of the theory. The principal job satisfaction literature focuses on principal job satisfaction studies conducted in a wide range of settings utilizing a number of different methodologies. A secondary source of the basic assumptions is connected with the researcher's previous employment. The researcher has worked with many principals, both as a classroom teacher and as a member of staff of a Western Australian teacher training institution. In particular, the researcher's work duties at the teacher training institution involved formal and informal contact with many Western Australian principals. Such experiences

have resulted in the researcher acquiring an understanding of the major issues confronting the Western Australian principal.

Prior to discussing the four basic assumptions important to the development of conceptual framework, it is necessary to make two points relating to the framework. First, all assumptions are stated in an attempt to guide the research. Accordingly, the conceptual framework should not be viewed as a rigid structure which might limit the research. The fact that the framework is based primarily on research undertaken in a number of widely varied educational and non-educational settings reinforces the concept of the framework serving only to guide the research. The framework supports the possibility that variations could occur once the specific setting of the current research is taken into account. Second, in order to guide the research, the conceptual framework presents a number of job factors which might contribute to the job satisfaction and job dissatisfaction of principals. Although these factors are presented in the categories used by Herzberg et al. (1959), the conceptual framework does not endorse a priori approach to the categorization of data. The categories are presented simply to maintain some consistency between the literature reviewed and the conceptual framework. Bearing these points in mind, a

discussion of the basic assumptions important to the development of the conceptual framework follows.

Figure 2.2 Conceptual framework

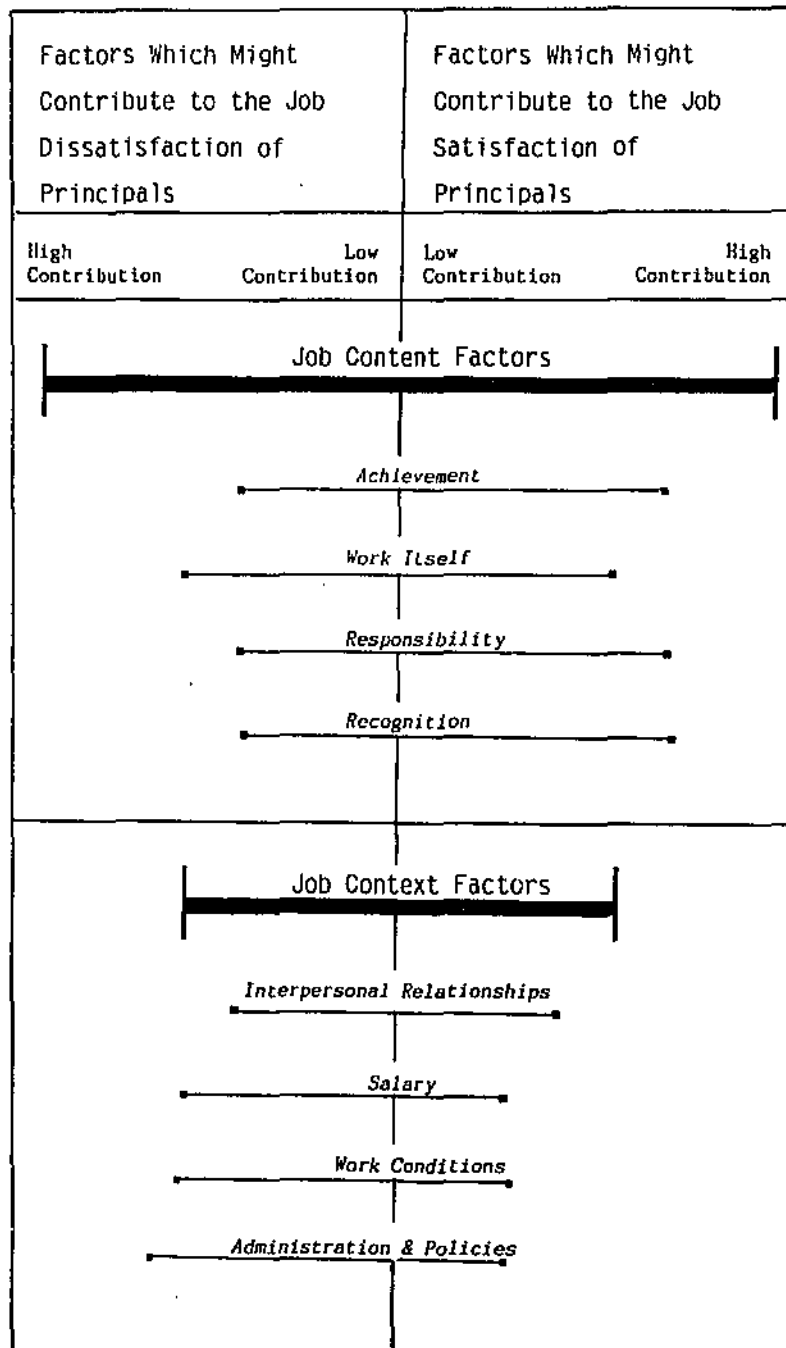


Figure 2.2 implies that job factors contributing to the job satisfaction and job dissatisfaction of principals can be classified as either *job content factors* or *job context factors*. This basic classification is equivalent to Herzberg's motivator-hygiene classification. Given the findings of some of the research based on the motivation-hygiene theory, this idea is extended to indicate that job content factors and job context factors can contribute both to principals' job satisfaction and to their job dissatisfaction. For example, the recognition given to a principal (a content aspect of the principal's work) could contribute to a principal's job satisfaction, and a lack of recognition could contribute to a principal's job dissatisfaction. Moreover, good interpersonal relationships with teachers (a context aspect of the principal's work) could contribute to the principal's job satisfaction and poor interpersonal relationships with staff could contribute to a principal's job dissatisfaction. Thus, a central assumption of the conceptual framework is that job content and job context factors are bipolar, that is, they have the potential to contribute both to principals' job satisfaction and to their job dissatisfaction.

A second basic assumption, derived from research on the motivation-hygiene theory, extends the first by focusing on the importance of job content and job context

factors as contributors to the job satisfaction and job dissatisfaction of principals. The conceptual framework endorses the basic assumption that for principals, content factors rather than context factors are more important contributors both to principals' job satisfaction and to their job dissatisfaction. This is based on the findings of a number of studies (Armstrong, 1971; Centers & Bugental, 1966; Dunnette et al. 1967; Wolf, 1970) which have demonstrated that at higher occupational levels content rather than context factors are more important both for job satisfaction and for job dissatisfaction. In particular, Wolf's (1970) conception of the role of content and context factors in job satisfaction and job dissatisfaction, can be used to support this basic assumption. He suggests that because white collar managerial personnel and professional workers have their lower order needs met essentially (context aspects of the work), their higher order needs (content aspects of the work) are active, making content aspects of the work more important both to job satisfaction and to job dissatisfaction. As principals are essentially managerial personnel or "managers of schools", many of whom have active higher order needs, it seems logical to suggest that content aspects of the job are more important both to principal job satisfaction and to principal job dissatisfaction.

The third and fourth basic assumptions of the conceptual framework are concerned with job factors which might contribute to the job satisfaction and job dissatisfaction of primary principals. On the basis of principal job satisfaction literature and the researcher's own understanding of the principalship, Figure 2.2 indicates major content and context factors which might contribute both to the job satisfaction and to the job dissatisfaction of principals.

The third basic assumption of the conceptual framework identifies a number of job content factors which might contribute both to principals' job satisfaction and to their job dissatisfaction. The job content factors of achievement, the work itself, and recognition have been included in Figure 2.2. These job factors are well identified in the research literature on principal job satisfaction, as contributors both to job satisfaction and to job dissatisfaction. A fourth job content factor, responsibility, is included in the framework for two reasons. First, like other content factors included in the framework, responsibility is frequently identified in principal job satisfaction research as contributing both to job satisfaction and to job dissatisfaction. Second, Better Schools (1987) resulted in principals being given increased responsibilities. It is logical to assume that those principals who enjoy the additional responsibilities

might identify the factor as a job satisfier and those who perceive additional responsibilities to be a burden, might identify the factor as a job dissatisfer.

The final basic assumption relates to job context factors. Figure 2.2 shows that the job context factors include interpersonal relationships, administration and policies, salary, and work conditions. It is assumed that these factors might contribute both to principals' job satisfaction and to their job dissatisfaction. Interpersonal relationships, and administration and policies are included on the basis that they are identified in the literature both as sources of satisfaction and as sources of dissatisfaction. Where interpersonal relationships feature frequently in the literature as both a source of job satisfaction and a source of job dissatisfaction, administration and policies features more regularly as a contributor to dissatisfaction.

Figure 2.2 also shows principals' salaries and work conditions as likely contributors both to job satisfaction and to job dissatisfaction. Salary is included as a job context factor likely to contribute both to principals' job satisfaction and to their job dissatisfaction, for three reasons. First, the factor appears in the principal job satisfaction literature as both a source of job satisfaction and a source of job dissatisfaction. Second,

at the time of data collection the Ministry of Education in Western Australia was in the process of negotiating significant salary increases for principals, with the Western Australian State School Teachers' Union. As a consequence, it seems appropriate to suggest that salary might contribute significantly to Western Australian principals' job satisfaction. Third, Better Schools (1987), resulted in increased duties and responsibility for Western Australian principals with some increase in salary. Some principals, however, might feel that their salaries are still not commensurate with their increased duties and responsibilities. Despite the fact that the studies reviewed identify work conditions chiefly as a source of principal job dissatisfaction, Figure 2.2 allows for job satisfaction to be derived from work conditions, but to a lesser extent. It is suggested that some principals, for example, might derive some satisfaction from working in a school with pleasant physical surroundings and good facilities.

Summary

Four basic assumptions underpin the conceptual framework. These are:

- (1) Job content and job context factors are bipolar, that is, they have the potential to

contribute both to the job satisfaction and to the job dissatisfaction of principals.

- (2) Job content factors are more important than job context factors both for principals' job satisfaction and for their job dissatisfaction.
- (3) Job content factors which might contribute both to principals' job satisfaction and to their job dissatisfaction include achievement, the work itself, recognition, and responsibility.
- (4) Job context factors which might contribute both to principals' job satisfaction and to their job dissatisfaction include interpersonal relationships, administration and policies, salary, and work conditions.

Primary and Subsidiary Research Questions

The primary research question emerges from the literature review and the conceptual framework. The question is:

What job factors are important contributors to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia?

Studies conducted in a variety of educational contexts have consistently indicated that certain job content and job context factors contribute to the job satisfaction and job dissatisfaction of principals. In addition, a number of studies conducted in educational and non-educational contexts have revealed that of the two sets of factors identified, job content factors appear to contribute more frequently both to job satisfaction and to job dissatisfaction. Related to these findings, the primary research question has a twofold purpose. First, the research question is aimed at determining which job content and job context factors contribute to the job satisfaction and job dissatisfaction of primary principals in a specific context; a Ministry of Education district in Western Australia. Second, the question aims at determining the importance of the two sets of factors, job content factors and job context factors, as contributors to the job satisfaction and job dissatisfaction of the selected group of principals.

Five subsidiary questions are posed to address the two basic purposes of the primary research question. They are:

1. Which job factors contribute to the job satisfaction of primary principals?
2. Which job factors contribute to the job dissatisfaction of primary principals?
3. To what extent and in what ways is primary principals' job satisfaction related both to the job content and to the job context?
4. To what extent and in what ways is primary principals' job dissatisfaction related both to the job content and to the job context?
5. What is the relative importance of the job content versus the job context in primary principals' identification of the factors which contribute to their job satisfaction and job dissatisfaction?

Chapter Three

Methodology

A modified version of Flanagan's (1954) critical incident technique was used to collect data pertinent to the study's primary research question. This research technique is described by Woolsey (1986, p. 242) as being an innovative, exploratory, qualitative method of research. Researchers using the critical incident technique ask observers to report recent examples or incidents of the phenomenon being studied, in order to solve practical problems and to develop psychological principles. This chapter consists of three sections. The first section provides a rationale for using the critical incident technique. A second section describes how the researcher used a modified critical incident technique to gather and analyse data and a third section describes strategies implemented to strengthen the validity and reliability of the study.

A Rationale for Using the Critical Incident Technique

Three main reasons support the selection of the critical incident technique in collecting data pertinent to the primary research question. The first two reasons

relate to the principle advantages to be gained through use of the critical incident research technique and the third reason is concerned with the severe limitations of alternative research methodologies.

Woolsey (1986, p. 252) has indicated that the critical incident technique is particularly useful in generating both exploratory information and theory. The two uses cited by Woolsey are consistent with the major purposes of this study. The major purpose of this study was to explore significant sources of job satisfaction and job dissatisfaction of a group of principals in one Ministry of Education district. A second purpose of the study was to build theory by attempting to develop a better understanding of the nature of the job satisfaction and job dissatisfaction of a group of principals. Thus, the two purposes of the study were well suited to using the critical incident technique.

A second reason supporting the use of the critical incident technique relates to the fact that the technique attempts to reduce the degree of subjectiveness sometimes found in other research methods. Stano (1983, p. 4), for example, argues that a major advantage of the critical incident technique is that "it is specifically designed to minimize general impressions of irrelevant personal factors and maximize systematic observations". This is because

data collected through the critical incident technique tends to be based on actual behaviour rather than on the researcher's subjective interpretations of what is important or meant by particular behaviour. In addition, the critical incident technique has been shown to be both valid and reliable. Andersson and Nilsson (1964) investigated a number of aspects of the technique's validity and reliability. One aspect examined related to the extent to which the critical incidents collected represented the full range of behaviours that the method might be expected to cover. Other aspects investigated included the procedure used to collect critical incidents and the formulation of categories to illustrate the data. Following these investigations, Andersson and Nilsson (1964, p. 402) concluded that information collected through the critical incident technique is both valid and reliable.

The third reason offered in support of the critical incident technique relates to the use of alternative methodologies in job satisfaction research. It appears that questionnaire or rating scale methodologies, commonly used in job satisfaction research, have severe limitations. Herzberg (cited in Sergiovanni and Carver, 1980, p. 113), for example, suggests that these alternatives to the critical incident technique force workers to rate items determined by researchers, which might be irrelevant to their experiences. As a consequence, data produced might

be artificial. In addition, Grigaliunas and Wiener (1974) state that rating scale methodologies "cannot meaningfully separate the two states of 'satisfaction' and 'dissatisfaction'; they actually measure just one 'overall' state" (p. 866). As this study attempts to separate the two states of job satisfaction and job dissatisfaction, rating scale methodologies were deemed to be unsuitable for use in the study.

Summary

The critical incident technique has been selected for use in this study for three reasons. First, the method is well suited to the two purposes of the research. Second, the method attempts to reduce the degree of subjectiveness sometimes found in other research methodologies. Third, the use of alternative methodologies, particularly in job satisfaction research, appears to have severe limitations.

The Critical Incident Technique

Flanagan (1954, p. 335) indicates that the critical incident technique consists of five basic steps which can be modified to suit the specific purpose of the research. The five basic steps are formulating a frame of reference, designing plans and specifications, collecting the data, analyzing the data, and reporting the findings. This

section of the chapter describes how the first four steps of the critical incident technique were used to gather data pertinent to the primary research question. As each step is discussed, any modifications made to the steps are described. The fifth basic step of the technique, reporting, is discussed in Chapter Four.

Step One: Determining a Frame of Reference

Flanagan (1954, p. 336) writes that the first basic step of the critical incident technique requires the researcher to formulate a general aim statement for the activity. This involves the researcher selecting a simple phrase or catchword which can be used to provide a frame of reference for respondents who are required to supply critical incidents. Flanagan (1954, p. 336) states that simple phrases or catchwords used as part of the general aim statement must "provide a maximum of communication with only a minimum of possible misinterpretation". This idea is reinforced by Stano (1983, p. 6) who suggests that, as the frame of reference varies, so too might the data which are produced.

After a thorough examination of job satisfaction literature, two phrases were selected for the study because two different types of critical incidents would be required to answer the primary research question. One phrase,

exceptionally good job feeling, would be used in instructions used to generate critical incidents of job satisfaction and a second phrase, *exceptionally bad job feeling*, would be used in instructions used to generate critical incidents of job dissatisfaction. The word "exceptionally" was used as part of the phrases so that principals would focus on their most significant periods of good and bad job feeling.

Step Two: Designing Plans and Specifications

The second basic step of the critical incident technique requires the researcher to design plans and specifications for the study. Woolsey (1986, p. 244) indicates that important considerations at this stage include selecting appropriate persons to make the observations; deciding on which activities, groups or individuals are to be observed; and determining the specific behaviours to be observed. Once these tasks have been completed, the researcher is ready to formulate instructions for the subjects involved in the research. These instructions, argues Stano (1983, p. 6), must be based on the catchword or phrase which has been chosen to provide the frame of reference. In accordance with step two of the critical incident technique, this part of the methodology describes some of the decisions which led to the selection of the particular group of principals for the

study, and indicates how the basic instructions for principals were formulated.

This study, like the study of Herzberg et al. (1959), modified the second step of the critical incident technique by having subjects report their own feelings and behaviours. The decision to modify this step was made on the basis that principals themselves, rather than a group of observers, would be in a better position to describe their own job feelings and behaviours.

Once the decision to have principals report their own feelings and behaviours had been made, a number of important decisions related to the selection of the group of principals to be involved in the research, had to be made. The first decision was concerned with whether the study should focus on primary or secondary principals. As the researcher's experience with principals had been gained with principals at the primary, rather than the secondary level, a decision was made to use a sample of primary principals. Using principals from an educational setting familiar to the researcher would place the researcher in a better position to understand and interpret events described by principals.

A second decision was related to the geographic location of the group of principals. Two main alternatives

were considered at this point, although a vast number of options existed. The first alternative was that the sample could be drawn from a number of Ministry of Education districts in Western Australia. The second alternative was that the sample of principals could be drawn from one Ministry of Education district. After careful consideration of the two main alternatives, a decision was made to focus on one Ministry of Education district, on the basis that by focusing on one district, the immediate frame of reference to which principals referred, would be common.

Having decided that the research would be conducted in primary schools in one Ministry of Education district, it was necessary to make a decision on which of the fourteen metropolitan districts to use. Four reasons can be offered for the selection of the sample district. First, compared to other districts, the selected district had a larger than average number of primary principals. As a consequence, provided that the majority of principals agreed to participate in the research, the district would provide a good-sized sample. Second, unlike some of the other metropolitan districts, the selected district provided a cross-section of all classifications of school sizes. Third, during initial contacts, the acting district superintendent indicated that he was supportive of the research, that he felt the primary principals in the district would willingly participate in the research and,

that he would be extremely interested in the findings. Finally, the expense incurred, and time expended through travelling to primary schools within the district would not be excessive.

The selected district was located across several suburbs and an above average number of the primary schools were involved in the Priority Schools Programme. Many of the principals in the district were teaching principals, that is, they have classroom and administrative duties. A large number of the principals had been working in the district in 1989 as well as 1990, although some principals had transferred to the district at the beginning of 1990.

Once the sample had been selected, instructions for principals were formulated. As Stano (1983, p. 6) suggests, the instructions should be based on the two phrases chosen as step one in the critical incident technique. It was decided that principals would be asked to provide *sequences of events*. As in the Herzberg et al. (1959) study, the term *sequence of events* rather than *critical incident* was used. The decision to use this term was based on the assumption that principals were more likely to provide accounts of longer periods of time during which overall feelings about the job were exceptionally good or exceptionally bad, rather than reporting specific incidents as the focal point of good or bad job feeling.

Instructions, based on the phrases, were formulated in such a way that principals would be asked to provide four sequences of events. Two sequences of events were related to job satisfaction (exceptionally good job feeling) and two sequences of events were related to job dissatisfaction (exceptionally bad job feeling). Specifically, principals were asked to provide the following four sequences:

- (1) a sequence of events lasting from a day to a month during which feelings about the job were exceptionally good.
- (2) a sequence of events lasting from a day to a month during which feelings about the job were exceptionally bad.
- (3) a sequence of events lasting from a month to a year during which feelings about the job were exceptionally good.
- (4) a sequence of events lasting from a month to a year during which feelings about the job were exceptionally bad.

Sequences of events ranging from periods of a day to a month were termed *short-range sequences* and sequences of

events ranging from a month to a year were termed *long-range sequences*. Principals were asked to provide both short-range and long-range sequences of job satisfaction and job dissatisfaction because it was expected that different job factors might be related to different time periods.

In reporting sequences of events, principals were asked to keep the sequences within three boundaries. First, principals were told that sequences of events reported must revolve around a specific event or series of events. Thus principals were told that reported sequences must include some objective happening; that is, sequences of events could not be based entirely on psychological reactions or feelings. Second, principals were told that sequences of events reported must have occurred during 1989 or 1990 while they held the position of school principal. Principals were told that this did not preclude them from referring to related issues which occurred prior to 1989. Thus, a principal reporting 1989 or 1990 events could refer to events or issues prior to 1989 which influenced the reported 1989 or 1990 events. Third, principals were told that the sequence of events reported must be a situation in which their feelings were directly influenced and not a sequence of events which revolved around good or bad feeling caused by something unrelated to the job.

Step Three: Data Collection

Step three of the critical incident technique is the collection of data. Stano (1983, p. 7) states that researchers utilizing the critical incident technique can collect incidents through either an open-ended questionnaire format or an interview format. An interview format was deemed to be most appropriate as it would allow the interviewer to seek clarification of events, behaviours and feelings, as sequences of events were being reported by principals. Andersson and Nilsson (1964, p. 400) agree that interviews also eliminate one difficulty of questionnaire research; a low return rate.

A number of basic procedures were undertaken to gain access to data. Letters providing details of the research were sent both to the district's primary principals and to the acting district superintendent. It was indicated to the acting district superintendent that the research was an attempt to examine the factors contributing to the job satisfaction and job dissatisfaction of primary principals in the district and that the final research report would be made available to himself and the principals in the district. In addition, the letter indicated that the name of the district, schools in the district, and principals' names would remain anonymous in the final research report (see Appendix A).

A letter to each primary principal in the district followed the contact with the acting district superintendent (see Appendix B). The letter, which invited principals to participate in the research, outlined the researcher's background and the basic purpose of the research. The letter also indicated how principals would be involved in the research if they agreed to participate. Once again, anonymity was guaranteed. Finally, the letter explained that principals would be contacted by telephone, within a few days, to answer any questions related to the research project, and to establish whether they were willing to become involved.

Of the principals contacted by letter, eighteen agreed to take part in the study. This represents over seventy percent of the primary principals in the district. Some of these principals were initially reluctant to participate indicating concern at the amount of time that involvement in the research would require. Of the principals who declined the invitation to participate, four indicated that they did not have enough time to participate in the study and the remainder did not offer reasons for not participating. An interview time was arranged with each participant, and a second letter providing additional details of the research was forwarded to these principals. This second letter indicated that they would be asked to

report four sequences of events, two related to good job feelings and two related to bad job feelings; explained the difference between short-range sequences and long-range sequences; and described the boundaries for the sequences of events.

Interviews, with the eighteen principals, were conducted over a six week period. The interviews ranged from twenty-five minutes to one hour, with the majority taking forty-five minutes to complete. All but one principal allowed the interview to be tape-recorded.

During the interviews principals were asked to report the four sequences of events described earlier, keeping in mind the stated boundaries. A number of principals offered additional sequences of events, and these were willingly accepted. A total of seventy-eight sequences were collected. Some principals had prepared notes to assist them to report sequences of events and other principals had obviously given thought to what they would report but did not refer to notes. A small number of principals reported at the interview that they had not had time to think about what they were going to report.

Most principals described the four sequences of events very clearly and provided rich detail. In some situations principals did not indicate precisely why the events

described generated good or bad job feelings, or offered general statements without providing specific examples. In both situations, the researcher elicited additional information through the use of probing questions.

Step Four: Data Analysis

Flanagan's (1954) fourth basic step involves the analysis of data collected. Stano (1983, p. 8) asserts that the main task in this step "is to digest from the many incidents a comprehensive list of the behaviours mentioned". He explains that once the collection of critical incidents has commenced, the researcher must begin categorizing, to allow common themes to emerge from the data. This represents an a posteriori approach to the categorization of data. The procedures used to analyse the data collected in this study are featured below.

"Content analysis...is a technique for analysing the content of spoken, written, or symbolic communication forms....The main aim in content analysis is to identify the presence or absence of patterns, tendencies or recurring themes." (Smith, 1988, p. 66) An a posteriori approach to content analysis was applied to the data. As soon as the collection of sequences of events had commenced, tape-recordings of each sequence were replayed at least three times to allow the researcher to become

familiar with the data. During a fourth listening session, data were reduced. Miles and Huberman (1984, p. 21) suggest that data reduction is a process which involves refining raw data by conducting a number of procedures such as summarizing and discarding, in order to organize data for the drawing of final conclusions.

Data were reduced in this study by summarizing sequences of events onto cards. Sequences of events were summarized using the same procedure. Each event described in a given sequence of events was included in the summary. Thus, no matter how insignificant a particular event appeared to be, it was retained in the summary. The detail attached to events, however, was reduced. Where an event was deemed to be of particular significance, that is, the event was central to other events described, the majority of details related to the event were retained. Conversely, where an event was deemed to be of less significance, that is, peripheral to other events, some of the details related to the event were discarded.

Herzberg et al. (1959, p. 44) used the term *job factor* to refer to a major category which had emerged from the data as contributing to job satisfaction and job dissatisfaction. In their study *sub-categories* were devised to illustrate what was meant by each job factor.

In this study the same meaning is attached to the terms job factor and sub-categories.

Summaries of the sequence of events were read several times in an attempt to identify the major job factors. One summary was discarded after an initial reading because the sequence described did not revolve around a period of time when the participant held the position of principal. As the other summaries were read, a list of job factors was made and a basic coding system was developed from the list. Each summary was then coded with the job factor or job factors inherent in it. Following initial coding, summaries of sequences were reread several times and in some cases they were coded with additional job factors from the list. In essence, the unit of analysis for the data was the job factor and it was apparent that more than one job factor could occur in each summary of a sequence of events.

As the initial coding procedure had progressed it was evident that a small number of the summaries were only partially catered for by the list of job factors which had been developed. For example, one summary was coded as Achievement but appeared to include another factor which had not been included in the first list of factors generated. Summaries that appeared to be unsatisfactorily catered for by the list of job factors, were placed to one

side for further analysis. This required rereading of the summaries and reviewing of the tape-recordings. In some situations, listening to the tape-recordings provided additional details so that the summaries could be coded with factors that had featured as part of the original list of job factors. On other occasions, new job factors were identified and added to the list in order to allow more thorough coding of the summaries. At the conclusion of this procedure, a list of eleven job factors appeared to cater for all summaries in an effective manner.

Using Herzberg's classification system as a guide, each of the eleven job factors was identified as a job content factor or a job context factor. Seven job factors were classified as job content factors and four were classified as job context factors. Despite Herzberg's classification of the job factor "interpersonal relationships" as a job context factor, three job factors pertaining to principals' relationships were classified as job content factors. Justification for this reclassification of factors is provided in Chapter Five.

Having identified and classified the eleven job factors inherent in the sequences of events, further analysis was conducted in an attempt to be able to identify sub-categories contained within each job factor. This was done to allow the researcher to describe more precisely

what was meant by a given job factor. Dealing with one job factor at a time, summaries which had been coded with the specific factor were extracted from the set of cards and read a number of times. A single phrase related to the job factor was then written on the back of each summary to illustrate the meaning of the job factor. For example, one summary had been coded as Achievement because the principal had described how he had managed to improve the tone of his school. Accordingly, the phrase "improvement in school tone" was recorded on the back of the summary. Another summary had been coded as Achievement because the principal had described a recent promotion. In this situation the phrase "received a promotion" was recorded on the back of the summary.

Phrases on the backs of summaries were carefully examined. Phrases which seemed to go together were then grouped. In the case of the job factor Achievement, twenty-nine cards were examined and a total of three sub-categories which illustrated the meaning of Achievement, were identified. For example, one of the sub-categories for Achievement was related to the job satisfaction gained from principals' individual professional accomplishments, and another was related to the job satisfaction principals experienced from successfully completing school projects. A third sub-category was associated with the job dissatisfaction principals experienced from being

unsuccessful in their attempts to improve some aspect of their schools.

In summary, the initial process of data analysis resulted in the identification of eleven major job factors which contributed to the job satisfaction and job dissatisfaction of principals. Further analysis of the data was conducted to reveal sub-categories within job factors. These sub-categories were developed to illustrate what was meant by each job factor.

Stano (1983, p. 9) suggests that once data analysis is complete the researcher has two possible paths of action. The first path of action is to finish the study and to proceed to step five, that is, reporting. The second path involves checking the reliability of the categorization system. The researcher followed the second path of action by implementing strategies to strengthen the validity and reliability of the research. These strategies are discussed in detail in the final section of this chapter.

Summary

This section of the methodology chapter describes how a modified critical incident technique was used to gather data pertinent to the primary research question. Four of the five steps in the critical incident technique were

described. These were determining a frame of reference, designing plans and specifications, data collection, and data analysis.

Validity and Reliability

The issues of validity and reliability are of central concern in all research. Guba (1977, p. 62) states, however, that the terms validity and reliability require reinterpretation to be fully applicable to qualitative research. As a consequence, this section will define the terms in the context of this research by using Guba's definitions. Following definition of each term, strategies implemented to strengthen validity and reliability will be discussed.

Validity

In qualitative research, Guba (1977, p. 62) suggests that the term intrinsic adequacy should be used in lieu of internal validity, and extrinsic adequacy should be used in place of external validity. He defines intrinsic adequacy as "the degree of isomorphism that exists between the study data and the phenomena to which they relate..." (p. 62) and extrinsic adequacy as the degree to which findings can be generalized to other cases (p. 67). Guba makes two

important points about extrinsic adequacy. First, he argues that external validity can not exist without an adequate level of intrinsic validity. Thus Guba stresses that "there is no point in asking whether meaningless information has general application" (p. 67). Second, in many situations, extrinsic adequacy is irrelevant given that the interest of the researcher is often focused on a particular place at a particular time. Guba indicates, however, that at times generalizability can be an issue.

Given that the extrinsic adequacy of a study is directly influenced by the intrinsic adequacy of the study, efforts were directed towards strengthening the intrinsic adequacy of the study. Specifically, four strategies were implemented to ensure a high degree of intrinsic adequacy. The first strategy, suggested by Stano (1983, p. 7), stresses that the researcher must convince participants of total anonymity. Stano indicates that failure to do so might result in dishonesty, and as a consequence, the production of artificial data. Both letters sent to principals stressed that their anonymity would be maintained. In addition, prior to interviews, principals were given a verbal assurance related to anonymity.

The remaining three strategies have been described by Guba (1977, p. 62-66). First, every attempt was made to develop a good rapport with participants during telephone

conversations and interview sessions. Second, the researcher attempted to remain neutral during interview sessions by avoiding the offer opinions on participants' comments. The third strategy involved establishing the credibility of the findings. This required the researcher to ask participants to comment on whether the findings "reflect the insights and judgements of a large group of people coming from different perspectives" (p. 66). This procedure is described in detail below.

A graph, indicating the percentages of job factors found in sequences of events describing good and bad job feelings, was taken to four of the participants. During these second interview sessions, which ranged from forty-five minutes to seventy-five minutes, the researcher explained to principals the meaning of each job factor and how the factor appeared to relate to good and bad feelings about the principalship. Principals were then asked to comment as to whether in their experience the results obtained reflected an accurate picture of the extent to which identified job factors could contribute to job satisfaction and job dissatisfaction. All four principals agreed that, in general, the graph illustrated an accurate picture. In addition, principals were asked to provide reasons to account for the frequency with which particular job factors were identified. Finally, principals were

given the opportunity to give a general comment on the results.

In summary, four strategies were implemented to ensure the validity of the study. First, participants were assured that their anonymity would be maintained to avoid dishonesty and artificial data. Second, every attempt was made to develop good rapport with the participants. Third, the researcher attempted to remain neutral throughout the study and declined to offer personal opinions on comments made by the subjects. Finally, a number of participants were asked to check the credibility of the findings.

Reliability

For the purposes of qualitative studies, Guba (1970, p. 70) terms reliability as replicability. In discussing strategies to ensure replicability of qualitative studies, Guba stresses that like extrinsic adequacy, replicability is often a non-issue for qualitative researchers. According to LeCompte and Goetz (1982, p. 35), this is because the nature of qualitative research is such that an unique setting can not be precisely reconstructed. A description of the strategies used to demonstrate the reliability of the study is provided below.

Two checks on the reliability of the categorization system were made; a check on intracoder reliability and a check on intercoder reliability. Miles and Huberman (1984) explain that through using the following formula, both forms of reliability can be checked.

$$\text{reliability} = \frac{\text{number of agreements}}{\text{total number of agreements plus disagreements}}$$

The first check on the reliability of the system of categorization was a check on intracoder reliability. Miles and Huberman (1984, p. 63) suggest that researchers code data and then re-code the data within a few days. According to Miles and Huberman, when the reliability formula is used to check intracoder reliability, the final percentage of agreement gained should be around ninety percent.

Each sequence of events was re-examined for job factors. Codes were recorded on a new set of cards and these cards were then compared to the first set of coded cards. Seventy-six of seventy-nine of the second set of cards were coded in exactly the same manner as the first set. Miles and Huberman's formula was then used to calculate the intracoder reliability of the categorization.

$$\begin{aligned}
 R &= \frac{76}{76 + 3} \\
 R &= \frac{76}{79} \\
 R &= 96\%
 \end{aligned}$$

The level of intracoder reliability obtained was ninety-six percent, well within the limits prescribed by Miles and Huberman.

A second qualitative technique used to check the intercoder reliability of the categorization system combined the ideas of Guba (1977), and Miles and Huberman (1984). Guba suggests that the intercoder reliability of a system of categorization can be checked through the conduction of an external audit. He states:

While it is too much to expect that sets of categories made up by two independent judges from the same basic data would coincide (for the reasons of multiple realities), a second judge should be able to verify that: (a) the categories devised by the first judge make sense in view of the data from which he [she] worked, and (b) the data have been appropriately arranged into a category system. The second judge audits the work of the first much like an examiner audits the work of an accountant. (p. 71)

A Master of Education candidate, working in the area of Educational Administrative and Policy studies, acted as the external auditor for the study. First, the external auditor examined the sequences of events, and after some discussion he agreed that the system of categorization devised made sense of the data. Second, using the categories of job factors, the auditor coded each summary. This required the auditor to be provided with a fresh set of uncoded cards and a page listing the eleven job factors. At the conclusion of the process, the external auditor had coded fifty-nine of the seventy-nine cards in exactly the same way as the researcher.

The second step in Guba's external audit was developed further by making use of Miles and Huberman's reliability formula to calculate the intercoder reliability between the researcher's initial coding and the auditor's coding of the cards; A seventy-five percent reliability figure was obtained.

$$\begin{aligned}
 R &= \frac{59}{59 + 20} \\
 R &= \frac{59}{79} \\
 R &= 75\%
 \end{aligned}$$

According to Miles and Huberman (1984, p. 63), initially the researcher should not expect more than seventy-percent intercoder reliability if the formula is used. Thus results obtained here were slightly above the expected level.

Each card which featured a disagreement, in terms of coding, was then discussed by the external auditor and the researcher. In the majority of cases the researcher provided contextual information which convinced the auditor that particular codes needed to be added to and/or deleted from cards. In some cases the reverse applied, that is, the auditor convinced the researcher that particular codes needed to be added to and/or deleted from cards. At the conclusion of the discussion, agreement was reached on seventy-six of the seventy-nine cards and Miles and Huberman's reliability formula was used on a second occasion to determine final intercoder reliability.

$$R = \frac{76}{76 + 3}$$

$$R = \frac{76}{79}$$

$$R = 96\%$$

Miles and Huberman (1984, p. 63) suggest that final "intercoder agreement should be up in the ninety-percent range". As the percentage obtained was ninety-six, the intercoder reliability of the categorization of job factors was deemed to be very high.

The methodology has been related to four of the five basic steps of Flanagan's (1954) critical incident technique. The first step involved the selection of catchwords or phrases which could be used to formulate instructions for the subjects involved in the study. Following this step, principals were selected to participate in the study and instructions for participants were formulated. The next step of the critical incident technique involved collecting four sequences of events during interview sessions with participants. Two sequences were related to participants' job satisfaction and two were related to periods of job dissatisfaction. A final step in the technique consisted of two basic tasks. The first task involved the analysis of data through an a posteriori approach to content analysis. The second task involved

implementing a number of strategies to strengthen validity and reliability of the data collected. The next chapter reports the results of the study; the fifth step of the critical incident technique.

Chapter Four

Results

This chapter reports the results of the study by addressing each of the five subsidiary questions posed to answer the primary research question. The primary and subsidiary research questions were:

Primary Research Question:

What job factors are important contributors to the job satisfaction and job dissatisfaction of primary principals in one Ministry of Education district in Western Australia?

Subsidiary Research Questions:

1. Which job factors contribute to the job satisfaction of primary principals?
2. Which job factors contribute to the job dissatisfaction of primary principals?
3. To what extent and in what ways is primary principals' job satisfaction related both to the job content and to the job context?

4. To what extent and in what ways is primary principals' job dissatisfaction related both to the job content and to the job context?
5. What is the relative importance of the job content versus the job context in primary principals' identification of the job factors which contribute to their job satisfaction and job dissatisfaction?

The chapter has been divided into two sections. Section one addresses the first two of the five subsidiary questions and a second section addresses the third, fourth and fifth subsidiary questions.

Job Factors Contributing to the Job Satisfaction and the Job Dissatisfaction of Primary Principals

The first two of the five subsidiary research questions were concerned with determining which job factors contributed to the job satisfaction and job dissatisfaction of principals. To address both questions, this section is divided into five parts. The first part provides an overview of the job factors identified in seventy-eight sequences of events describing periods of job satisfaction and job dissatisfaction. A second part identifies and describes bipolar job factors, that is, those job factors

which contributed both to the job satisfaction and to the job dissatisfaction of principals. A third part to this section identifies and describes job factors which contributed to job satisfaction but not job dissatisfaction, and a fourth part identifies and describes job factors which contributed to job dissatisfaction but not job satisfaction. Having identified the job factors which contributed to the job satisfaction and job dissatisfaction of participants, a fifth part reports on the relationship between job factors and the duration of job feelings.

Overview

As indicated in Chapter Three, the term job factor refers to a major category which emerged from the data. Eleven job factors contributing to the job satisfaction and job dissatisfaction of principals were identified in an analysis of seventy-eight sequences of events. Of the eleven job factors identified, seven related to the job content and four to the job context. Table 4.1 lists and briefly describes the job factors, and provides sample quotes from sequences of events to illustrate the meaning of the factors.

Table 4.1

Description of Job Factors

Factor	Description	Sample Quote: Satisfaction	Sample Quote: Dissatisfaction
<i>CONTENT FACTORS</i>			
Achievement	Successful or unsuccessful school experiences.	"I honed in on computers and we have an impressive computer laboratory now."	"Very little is done for the bright child."
Recognition	Verbal praise offered to principals.	"Parents came up at assembly and said how much they appreciated what we were doing."	-
Work Challenge	Tasks or problems providing an optimum level of challenge or too much challenge.	"I just want to go out and do things and keep climbing mountains."	"It is almost as if I am helpless to do something about it."
Work Tasks	Enjoyment gained from completing a specific task.	"I enjoy writing the weekly newsletter."	-
Principal-Parent Relationships	Supportive or unsupportive relationships with parents.	"Parents are right behind me..."	"Some people [parents] have threatened all sorts of things".
Principal-Teacher Relationships	Supportive and co-operative nature of teachers or unsupportive and unco-operative nature of teachers.	"It is tremendous the support that they [the staff] give me."	"She [a teacher] coerced a group of parents to write a letter of complaint about my supposed incompetence."

Table 4.1 (Continued)

Description of Job Factors

Factor	Description	Sample Quote: Satisfaction	Sample Quote: Dissatisfaction
Principal- Student Relationships	Positive working relationships with students.	"The students seemed to respond so well."	-
CONTEXT FACTORS			
Central Office Policy & Administration	Harmful or beneficial effects of Ministry of Education policy, organization and administration,	"I find the teacher development funding at school level very, very satisfying."	"You are forced to go along with more or less 'half-baked' ideas."
District Superintendent Support	District superintendent support or lack of district superintendent support for aspects of principals' work.	"Our district office [district superintendent] is very supportive of us."	"I was a bit dissatisfied with the support that I received from the district superintendent."
Amount of Work	Inadequate time available to complete the amount of work required.	-	"You are just going all the time and the pressure is great."
Salary	Inadequate salary for responsibilities.	-	"I am completely dissatisfied with the level of my salary..."

As Table 4.1 shows, the job content factors identified were Achievement, Recognition, Work Challenge, Work Tasks, Principal-Parent Relationships, Principal-Teacher Relationships, and Principal-Student Relationships. In addition, Table 4.1 shows that the context factors identified were Central Office Policy and Administration, District Superintendent Support, Amount of Work, and Salary. The frequency with which each of these factors appeared in job satisfaction and job dissatisfaction sequences is displayed in Table 4.2.

Percentage frequencies from Table 4.2 are represented graphically in Figure 4.1. Figure 4.1 indicates that to various degrees, the job factors of Achievement, Recognition, Work Challenge, Work Tasks, Principal-Parent Relationships, Principal-Teacher Relationships, Principal-Student Relationships, Central Office Policy and Administration, and District Superintendent Support contributed to the job satisfaction of participants. Moreover, Figure 4.1 shows that to various degrees the job factors of Achievement, Work Challenge, Principal-Parent Relationships, Principal-Teacher Relationships, Central Office Policy and Administration, District Superintendent Support, Amount of Work, and Salary contributed to the job dissatisfaction of participants.

Table 4.2

Percentage Frequencies of Job Factors in Satisfaction and Dissatisfaction Sequences

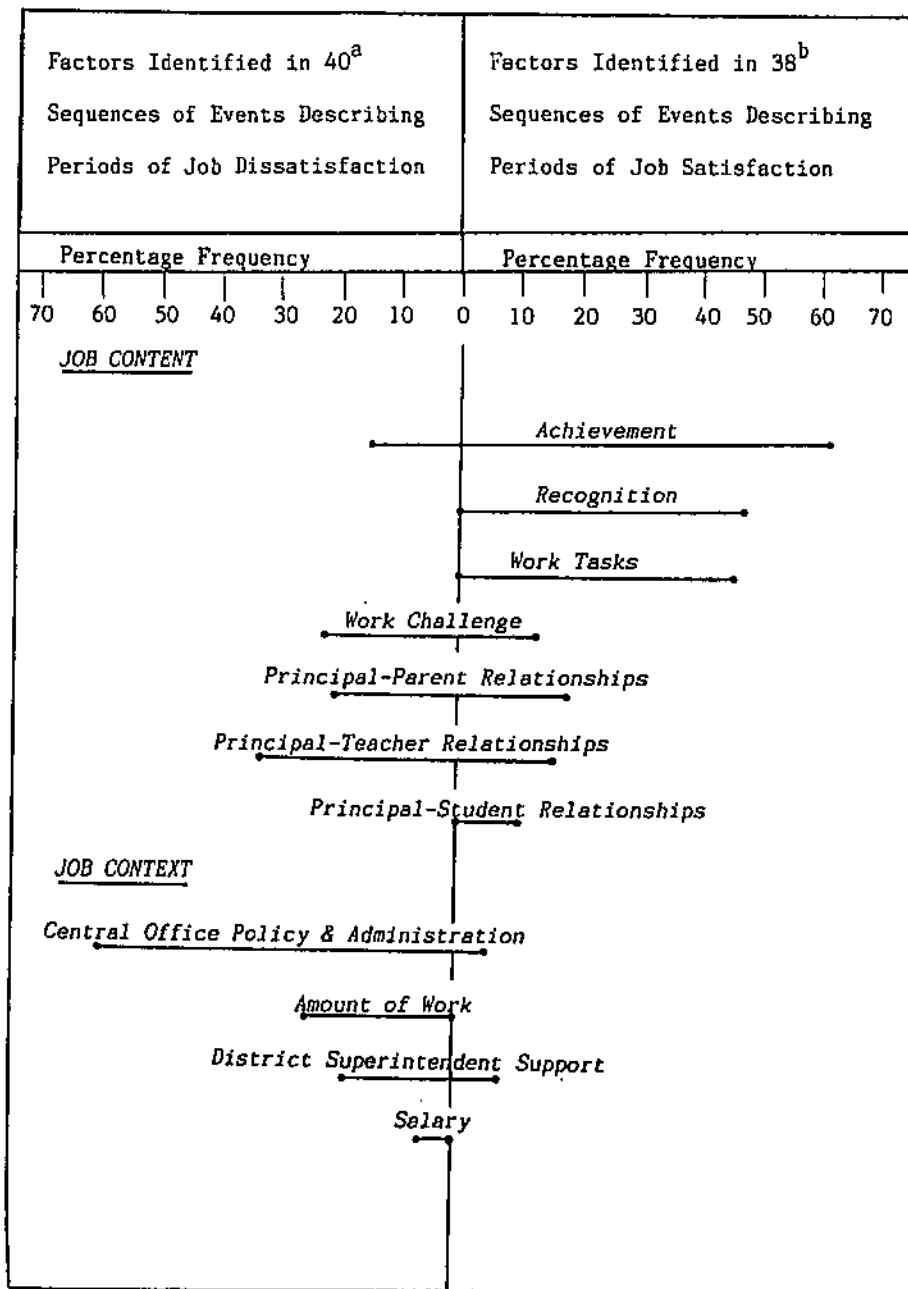
<i>Factor</i>	Frequency of Identification			
	<i>As a Satisfier</i>		<i>As a Dissatisfier</i>	
	<i>(N=38)^a</i>		<i>(N=40)^b</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
Job Content				
Achievement	23	60.5 ^c	6	15.0
Recognition	18	47.3 ^c	-	-
Work Challenge	5	13.1	9	22.5
Work Tasks	17	44.7	-	-
Principal-Parent Reln.	7	18.4	8	20.0
Principal-Teacher Reln.	6	15.8	13	32.5
Principal-Student Reln.	4	10.5	-	-
Job Context				
Central Office Policy & Admin.	2	5.2	24	60.0
District Superintendent Support	3	7.8	7	17.5
Amount of Work	-	-	10	25.0
Salary	-	-	2	5.0

a. This refers to 38 sequences of events describing periods of job satisfaction provided by 18 principals.

b. This refers to 40 sequences of events describing periods of job dissatisfaction provided by 18 principals.

c. Percentages total more than 100 percent, for more than one factor can appear in any single sequence of events.

Figure 4.1. Graphic representation of percentage frequencies of job factors in satisfaction and dissatisfaction sequences



- a. This refers to 40 sequences of events describing periods of job dissatisfaction provided by 18 principals.
- b. This refers to 38 sequences of events describing periods of job satisfaction provided by 18 principals.

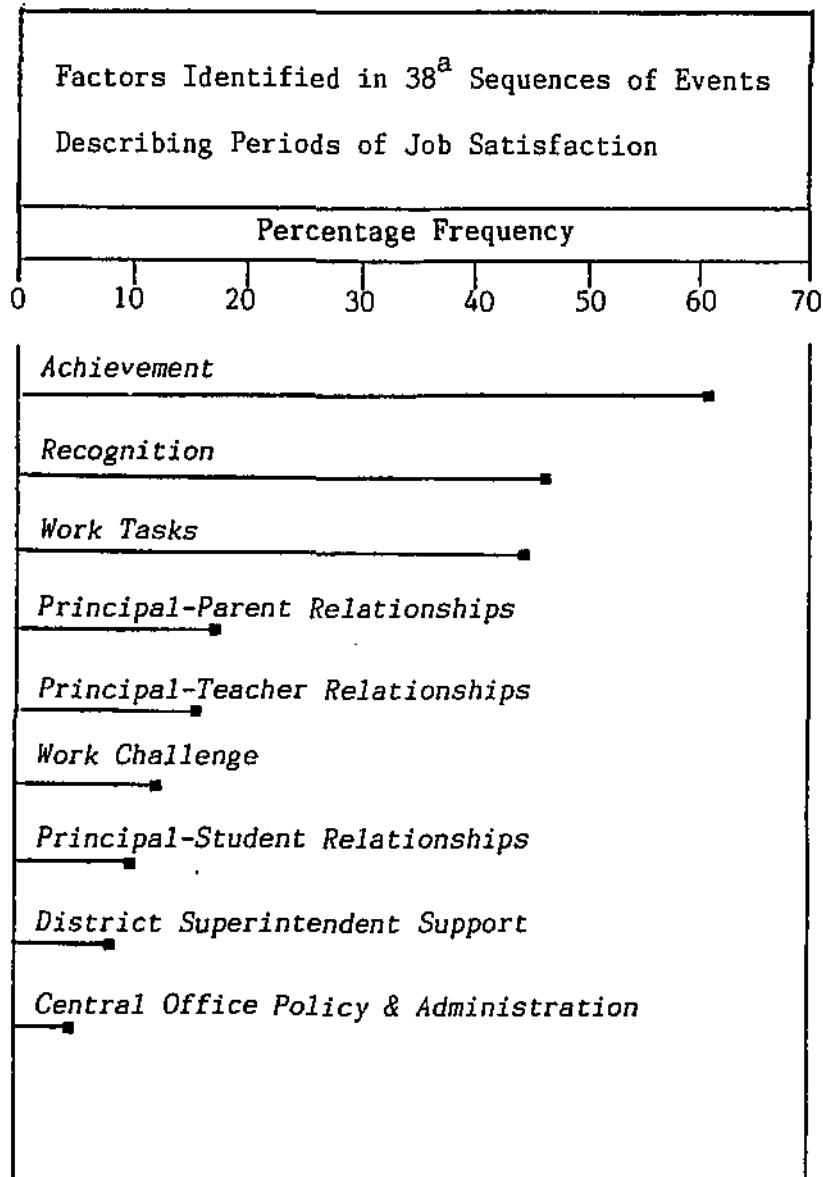
Figure 4.1 shows that three sets of job factors were involved in the job satisfaction and job dissatisfaction of primary principals. The first set consisted of six bipolar job factors, that is, those factors which contributed both to the job satisfaction and to the job dissatisfaction of participants. The second set of factors consisted of three factors which contributed only to job satisfaction, and the third set consisted of two factors which contributed only to job dissatisfaction. Prior to discussing the job factors contained in each set it is necessary to make two important points. First, although each job factor is discussed on an individual basis, tables and figures which appear in the discussion show the contributions made by all of the factors. This allows judgements to be made about the relative importance of a particular job factor. Second, in this study, the frequency with which job factors occurred has been equated with their importance. Accordingly, a given job factor which was frequently identified in sequences of events was deemed to have made an important contribution to job satisfaction or job dissatisfaction. The reverse applied to a job factor which occurred with low frequency.

Bipolar Job Factors

The job content factors of Achievement, Work Challenge, Principal-Parent Relationships, and Principal Teacher-Relationships, in addition to the job context factors of Central Office Policy and Administration, and District Superintendent Support were identified as bipolar factors. A description of how each of these factors contributed to the job satisfaction and job dissatisfaction of participants follows.

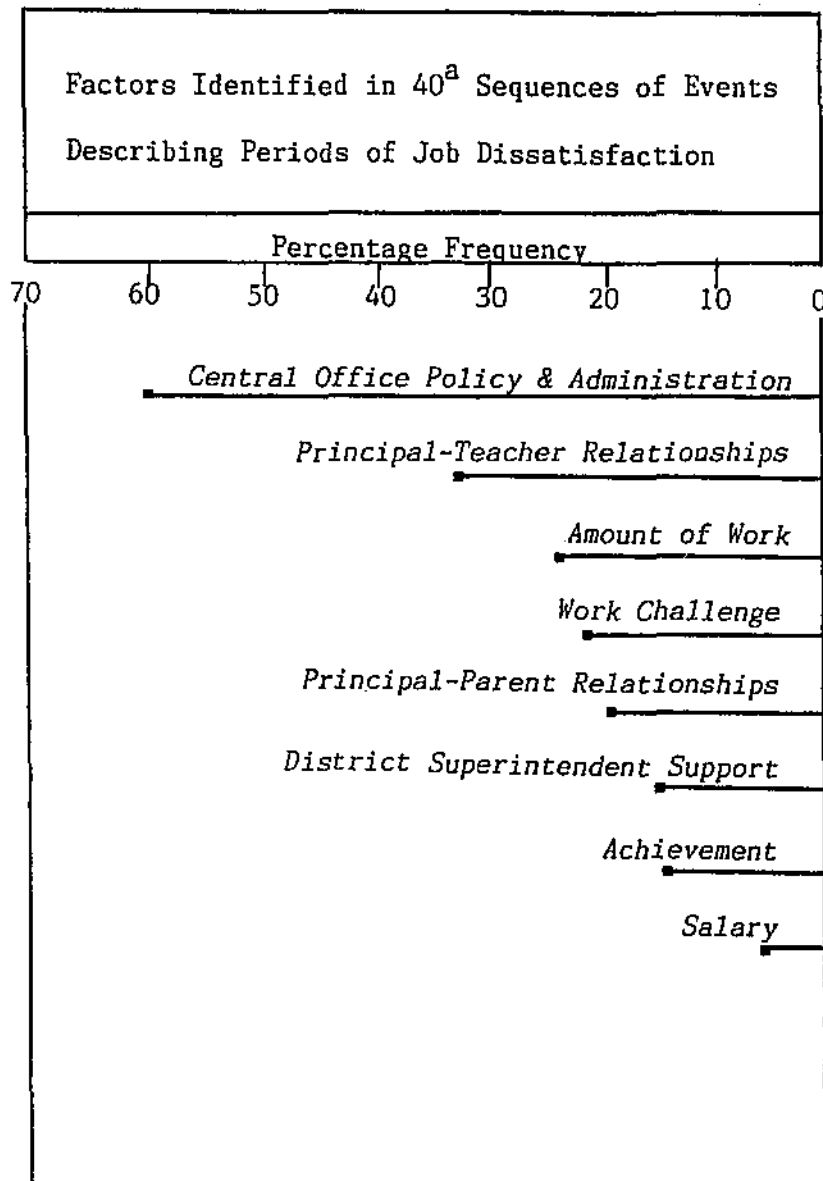
Achievement. Figure 4.1 indicates that the job factor of Achievement contributed more significantly to the job satisfaction rather than the job dissatisfaction of participants. As shown in Figure 4.2, Achievement was identified in 60.5% of the sequences of events describing periods of job satisfaction, which made this factor the most important contributor to job satisfaction. Sequences were coded as Achievement in job satisfaction sequences when participants generally referred to some form of successful experience. By way of contrast, Figure 4.3 depicts that Achievement occurred in only 15.0% of job dissatisfaction sequences. These sequences were coded with the factor when they generally referred to the absence of a successful experience. Three sub-categories were identified within this factor; two relating to job satisfaction and one referring to job dissatisfaction.

Figure 4.2. Graphic representation of percentage frequencies of job factors in job satisfaction sequences



a. This refers to 38 sequences of events describing periods of job satisfaction provided by 18 principals.

Figure 4.3. Graphic representation of percentage frequencies of job factors in job dissatisfaction sequences



- a. This refers to 40 sequences of events describing periods of job dissatisfaction provided by 18 principals.

The first job satisfaction sub-category was related to principals successfully improving aspects of their schools. One principal, for example, described how he had improved the climate of his school:

When I took over, vandalism in the school was very apparent....I made enquiry after enquiry and it took a lot of time....The parents could see something resulting from the time I was putting in....The whole effect has been to change the climate of the school.

Another principal explained how he had worked with his staff to reduce discipline problems in his school:

We have come a long way. The first six weeks I was here...I saw more fights in the playground, I mean fights and not just pushing around, than I'd seen in the previous twenty years....It's changed and it is all to do with our discipline policy and the school tone.

Yet another principal described in detail how he had worked with his staff to establish an impressive computer laboratory for the school. This principal explained, "Because of the socio-economic group we have here, very few of them [parents] could really afford to have

computers....So I honed in on computers and we have a very impressive computer laboratory now".

Further examples are provided to illustrate this sub-category. The principal of a small school explained how he had gained immense satisfaction from getting parents and school staff to work together, over an eighteen month period, to complete a special school handbook. Another principal reported that he had experienced satisfaction from managing to get staff, students, and parents to work together in a co-operative fashion, to successfully complete a school landscaping project. Finally, the principal of a large primary school provided an account of how he had gained satisfaction by undertaking a project to improve the appearance of the school's staffroom.

The second sub-category to emerge from the analysis of the sequences describing periods of job satisfaction was related to individual professional achievements, rather than school accomplishments. This job satisfaction sub-category occurred less frequently than the first. A principal's remarks describing how a promotion had contributed to job satisfaction illustrate this sub-category. The principal explained, "Getting a merit promotion was a good feeling because you feel that you have achieved something and that you are worthy of promotion".

The same principal, when describing a different sequence of events, also alluded to the sub-category when he stated, "I was invited by the Ministry for an interview for an acting superintendent's position". Finally, a different principal described how he had gained satisfaction through improving his computer skills. The achievement, he explained, would help him become a more efficient administrator.

The third sub-category, specifically related to Achievement as a source of job dissatisfaction, was identified. This sub-category was concerned with principals being unsuccessful in their attempts to improve some aspect of their schools. The remarks of the principal of a large school located in a lower-socio economic area represent this sub-category: he explained that he had experienced job dissatisfaction from not being able to provide for the high achieving student in his school. The principal reported:

I want to be able to set up programmes which will cater for every child...but the resources that we have got and the needs that we've got means that it all goes back into recovery and very little is done for the bright kid.

Another principal explained that he had implemented a programme to improve reading in the school. Although a long period of time had elapsed since the programme had been implemented, he had not yet seen any improvement. Finally, one participant described his unsuccessful attempt to improve school standards by trying to get all students to wear school uniform. The fact that he had been unsuccessful, caused the principal considerable dissatisfaction.

Work challenge. Figure 4.1 provides evidence that the job factor Work Challenge contributed both to the job satisfaction and to the job dissatisfaction of participants, with the factor being identified as a more important contributor to job dissatisfaction than job satisfaction. As Figure 4.2 indicates, the job factor of Work Challenge occurred in 13.1% of sequences of events describing job satisfaction. These sequences were coded as Work Challenge when participants generally described particular tasks or problems that provided them with a challenge that they were happy to accept. Figure 4.3, however, shows that Work Challenge appeared in 22.5% of the sequences of events describing job dissatisfaction, which made it the fourth most important contributor to participants' job dissatisfaction. Job dissatisfaction sequences were coded as Work Challenge when principals were confronted with problems which were extremely difficult and

provided too much of a challenge. Two sub-categories were identified within this job factor; one relating to job satisfaction and the other relating to job dissatisfaction.

The job satisfaction sub-category was related to satisfaction being experienced from the challenge of completing particular tasks or problems. Thus, a principal who had transferred to a new school reported that he felt that a transfer would provide him with challenging tasks. He commented:

People often ask, "Why would you ever want to leave [school name deleted]?"...and I guess the answer is that I need challenges and I just don't want to become part of the furniture--and that's part of my job satisfaction....I just want to go out and do things and keep climbing mountains.

Another principal described how he was challenged by the task of setting up staffing for the new school year. He explained that the task involved matching staff with classes and various school support programmes. The challenge occurred because he had to try to find the best method of doing this, to ensure that major school needs were being addressed. Moreover, a principal working in a Priority Schools' Programme school described how the behaviour of one student challenged him. He explained how

he targeted the pupil to attempt to see if he could bring about an improvement in the student's behaviour.

The single job dissatisfaction sub-category appertained to particular tasks which provided too much challenge. Too much challenge occurred when principals did not have the expertise themselves to solve a problem, and did not have access to outside expertise or resources. A number of comments describing serious situations, clearly illustrated this sub-category. As one principal remarked, "I had a child threaten suicide...I went home that night and did not sleep....There is nothing in our guidelines anywhere that says what you should do in the case of threatened suicide". Another principal concurred, "It is almost as if I am helpless to do something about it....You wonder where the heck to turn. You begin to wonder, am I a school principal, social worker, psychiatrist, psychologist?". Finally, one principal, who had recently been appointed to his school described the dissatisfaction he had experienced when he was first informed of his current appointment. He commented, "I knew the problems that were going to be there and I knew I could not do anything about it [the problems]".

Principal-parent relationships. The job factor of Principal-Parent Relationships is shown in Figure 4.1 as contributing significantly both to the job satisfaction and

to the job dissatisfaction of the participants. Parents were mentioned in many of the sequences of events, however, sequences were only coded with the job factor when participants reported characteristics of their relationships with parents. Principal-Parent Relationships was present, as shown in Figure 4.2, in 18.4% of job satisfaction sequences and this made the factor the fourth most important contributor to participant's job satisfaction. Generally, job satisfaction sequences were coded as Principal-Parent Relationships when respondents referred to supportive relationships with parents. Conversely, job dissatisfaction sequences were coded as Principal-Teacher Relationships when participants referred to unsupportive or strained relationships with parents. As Figure 4.3 shows, such coding occurred in 20.0% of job dissatisfaction sequences. Three sub-categories were identified; one pertaining to job satisfaction and the remaining two relating to job dissatisfaction.

The job satisfaction sub-category was concerned with principals' working relationships with the parent body as opposed to principals' relationship with individual parents. This sub-category was clearly illustrated by a principal who commented, "You know that when you go to the P. & C. [Parents and Citizens' Association] meeting you know that you have got constant support there--the parents are right behind you and not ready to shoot you down".

Another principal expressed similar sentiments when he said, "Right from the very start, the parents have been very co-operative here....The co-operation makes my work enjoyable". A number of other principals reported similar experiences. The principal of a small school for example, explained that he gained a lot of satisfaction from the support he was given at school assemblies. Finally, one principal explained that he had gained satisfaction through arriving at a new school and building good relationships with parents, when he understood that the relationship between his predecessor and the parent body had been poor.

Two sub-categories of equal frequency, were identified in the job dissatisfaction sequences. The first of these sub-categories was concerned with principals' relationships with small groups of parents. Several comments clearly illustrated the meaning of this sub-category. For example, one principal asserted, "I got the parents in and told them that I regarded their actions as libellous and that I would be seeking legal advice which of course shut them up rather smartly and an apology was forthcoming". A less extreme account came from another principal who stated, "Well, it's been quite traumatic in some cases. Some people [parents] have threatened all sorts of things!". Finally, one principal remarked, "Sometimes they [a group of parents] just did not understand".

The second of the sub-categories concerned with job dissatisfaction was related to the principals' relationships with individual parents. Comments from two different principals are used to provide a clear picture of this sub-category. First, one principal stated, "I had a guy ring up, never heard of him before in my life, started yelling and screaming that his daughter was having trouble at school and what was I going to do about it....He was most abusive". Second, a principal describing a letter he had received from a parent commented, "To me it was discourteous on a personal level that this woman [a parent] would assume that her case was stronger than mine".

Principal-teacher relationships. Figure 4.1 shows that Principal-Teacher Relationships contributed more significantly to the job dissatisfaction of participants than their job satisfaction. Like parents, details related to teachers pervaded many of the sequences. Sequences were only coded with Principal-Teacher Relationships, however, when principals reported characteristics of their relationships with teachers. Figure 4.2 shows that Principal-Teacher Relationships was identified in 15.8% of job satisfaction sequences. This made the factor the fifth most important contributor to participants' job satisfaction. Job satisfaction sequences coded as Principal-Teacher Relationships focused on the supportive or co-operative nature of teachers. In contrast, Figure

4.3 indicates that the factor was the second most important source of job dissatisfaction, with the factor occurring in 32.5% of job dissatisfaction sequences reported. Job dissatisfaction sequences coded with the factor usually revolved around teachers' unsupportive or unco-operative nature. Within Principal-Teacher Relationships, four sub-categories were identified; two related to job satisfaction sequences and two related to job dissatisfaction sequences.

The first of two job satisfaction sub-categories of equal frequency revolved around the job satisfaction that principals derived from working with the whole staff. A principal referred directly to this situation when he stated, "It is tremendous the support that they [the staff] give me...and it makes for a tremendously happy working relationship". In addition, a principal in his first year at a school explained that because of the relationships he had developed with teachers, many staff had decided to remain at the school. He remarked, "What I am finding is that staff who were considering leaving are now staying. They have made it clear to me 'I will be here next year because I am happy to stay.' That to me is great!"

A number of principals reported gaining satisfaction from developing good working relationships with individual teachers. These reports formed the second job satisfaction

sub-category. As one principal explained, "You are in a position to do that, to go to the teacher and say, 'Listen you are not going too well' and you are able to do that without being at odds". A similar example involved a principal describing how he had built a good relationship with a staff member while attempting to improve the staff member's attitude towards parents.

Principals indicated that often job dissatisfaction was the result of poor working relationships between themselves and the staff in general. Comments related to this situation formed the first job dissatisfaction sub-category. One principal alluded to this type of situation when he stated, "Staff are very, very wary either of me or wary of the parents because they are being asked to do more". The same principal in another sequence of events, illustrated the sub-category when he reported, "Even this year we [the staff and the principal] have had our flare-ups". Another principal reported that a problem had erupted amongst a group of staff members, and he feared that his intervention in the problem would result in a damaged relationship with staff. Furthermore, a principal provided an account of how he experienced difficulty with working with a young inexperienced staff. He explained that it was difficult to establish good relationships when the younger teachers demanded that their ideas be heard, but were not prepared to listen to his.

Other principals reported that they had felt dissatisfaction from their relationships with individual teachers on staff. These reports formed a second more frequent job dissatisfaction sub-category. A series of vivid comments made by administrators were directly connected with these situations. One principal referred to a situation where a teacher complained about the administration of the school at a staff meeting. He commented, "One of my staff stood up at the staff meeting and said that they [sic] were not enjoying their [sic] teaching this year and that this was due to the way I had been administering the school". Describing a different situation where his authority had been undermined, another principal asserted, "I think it was the first time in a long time that I really lost my block....I let the teacher know that I certainly was not very happy with the particular situation". Two further comments used to illustrate the sub-category related to incompetent teachers. One principal explained, "She [a teacher] coerced a group of parents to write a letter of protest to the district superintendent about my supposed incompetence". Another principal stated, "The first thing the teacher does as soon as you start making written comments is goes to the Union".

Central office policy and administration. As Figure 4.1 shows, Central Office Policy and Administration was the most significant contributor to principals' job dissatisfaction, and only contributed to principals' job satisfaction in a very limited way. Figure 4.2 shows that only 5.2% of job satisfaction sequences were coded with this factor. Job satisfaction sequences were coded as Central Office Policy and Administration when participants mentioned the beneficial effects of Ministry of Education policy, organization, and administration. In sharp contrast, Figure 4.3 indicates that Central Office Policy and Administration occurred in 60.0% of job dissatisfaction sequences. A participant's reference to the harmful effects of Ministry of Education policy, organization, and administration resulted in job dissatisfaction sequences being coded with the factor. Five sub-categories were identified; one was associated with job satisfaction and the remaining four were associated with job dissatisfaction.

The single sub-category related specifically to job satisfaction sequences revolved around the beneficial nature of decisions made at the central office. For example, one principal was very supportive of the Ministry's decision to allocate funds to schools for teacher development. He commented, "I find the teacher development funding at the school level very, very

satisfying indeed....It fits our needs and enables a considerable amount of flexibility". Another comment was related to the *1990 Memorandum of Agreement*. A principal, in discussing the reclassification of his position, explained that he would gain increased status by the broadbanding of positions.

As indicated previously, four sub-categories of the factor were related to job dissatisfaction. The strongest sub-category evident was related to different facets of the restructuring of the Ministry of Education; a consequence of the implementation of Better Schools (1987). A number of comments within this sub-category referred to written information sent to schools to assist with the process of restructuring. Some principals felt that the information sent was being produced by people with little or no school experience. This resulted in ideas that could not be practically implemented. As one principal noted, "We know that these guys are academics, and they are probably doing their best, but they have not come and spent any time in the schools to see if it's [ideas for change] going to work and how". Expressing a similar viewpoint, a principal concurred:

You sort of feel "Whose idea is this?"....The Ministry is increasingly, and it is not necessarily a bad thing, being run by non-school people...we feel

rightly or wrongly, that we know what works in schools and what doesn't.

Another principal reinforced these sentiments by stating, "You are being forced to go along with more or less 'half-baked' ideas".

Within the same sub-category a number of principals expressed concern about one of the consequences of Ministry restructuring; collaborative decision-making processes at school level. Remarks by three principals reflect this concern. The first stated:

They [the Ministry] assume that we have a great horde of parents clammering to get on the school-based decision-making group....The Ministry has really kept its head in the sand on this because it has never surveyed parents to find out what they want.

Echoing the same concern, a principal stated:

We are being told, despite overwhelming evidence to the contrary, that our parents are thirsting for for a greater say in our schools....The overwhelming majority of us have to fight as hard as we can to involve parents in our schools.

Yet another principal explained that even if parents and teachers were involved in collaborative decision-making, the outcome of the process was not necessarily beneficial to students. He explained, "[with collaborative decision-making] An awful lot of talk goes on and it doesn't always lead to positive things".

Finally a small number of comments within the same sub-category were concerned with an apparent erosion in the power of the principal since restructuring. For example, one principal argued, "When Better Schools was promulgated we heard principals were going to be empowered to do all sorts of things....The tools by which we brought pressure to bear are no longer available".

Three other sub-categories related specifically to job dissatisfaction sequences, emerged less frequently. The first of these revolved around central office decision-making processes. A principal commenting on a Ministry decision related to early closing on the last day of the school year, remarked, "The thing I find most annoying as principal for instance, is decisions from the Ministry which I consider to be bad in as much as I don't think that they really relate to what happens in schools. Another principal expressed his dissatisfaction of not being part of a decision to delete a Ministry regulation.

He commented, "The bad job feeling would be reading in the *Education News* that teachers do not have to do programmes anymore, without having all the relevant background from the Ministry or being part of the decision".

The second of the less frequent sub-categories was related to the merit promotion system used by the Ministry. Some principals indicated that, for various reasons, the system was quite unfair. A principal described what he considered to be massive variations in the assessment procedures used by district superintendents. He indicated that some of his peers were required to go through gruelling assessment procedures, yet others were simply assessed by a half day school visit by the district superintendent. Related to this situation, one principal explained, "I am on my third superintendent this year....I think I was totally disadvantaged as against someone who was fortunate enough to have an on-going superintendent". The principal indicated further that the district superintendent had not visited the school frequently enough to be able to give a fair assessment of his performance. Other comments by principals also alluded to the unfairness of merit promotion. For example, one principal argued that merit promotion simply depended on how well you could "sell yourself on paper" and another principal simply stated, "They [the Ministry] should make the guidelines clear". Finally, one principal suggested that due to the merit

promotion system, he could not do his job properly because he had to rely on his subordinates to act as referees. He remarked, "There is no authority [in schools]....You really can't do anything...it's related to merit promotion. You have to 'keep in' with subordinates now and that to me stinks. You can't do your job properly".

One final sub-category was related to the general support given to schools by the central office. A small number of principals, for example, stated that they felt that the central office should have a team of social workers available as a support service for schools. One principal argued, "We need social workers...our time is constantly eaten into". Reflecting a similar viewpoint a principal remarked, "We need to have social workers working in particular areas because people [principals] need the support". Finally a concerned principal stressed:

The Ministry said not to get involved [a case of child abuse]....If they don't want us to get involved then they [the Ministry] need to provide us with a contact that I can say to this family "I'll make an appointment--you go there!"

District superintendent support. The final bipolar factor was District Superintendent Support. Principals referred to a number of different district superintendents

in job satisfaction and job dissatisfaction sequences because more than one person had held the position of acting district superintendent or district superintendent in the district during 1989-1990. In addition, a small number of principals had transferred into the district in 1990 and some of these principals described the actions of the district superintendents from their 1989 school districts.

Figure 4.1 indicates that this factor was of greater significance to job dissatisfaction than to job satisfaction. Job satisfaction sequences were coded as District Superintendent Support when a district superintendent supported some aspect of principals' work. Figure 4.2 shows that 7.8% of job satisfaction sequences were coded with this factor. Sequences related to job dissatisfaction were coded with the same factor when a district superintendent failed to support some aspect of principals' work. As Figure 4.3 indicates, 17.5% of job dissatisfaction sequences contained this factor. Two sub-categories were identified; one relating to job satisfaction and one relating to job dissatisfaction.

The job satisfaction sub-category identified simply related to the way in which the district superintendent supported aspects of a principal's work. The principal of a large school illustrated the contribution of this job

factor to job satisfaction by indicating, "One of the things our District Office has done, and that's mainly to do with our superintendent of last year...is organize a very good venue for principals' meetings, conferences and so on". Another principal also illustrated the factor by describing how the superintendent supported his school development plan. Finally, a principal who had considered resigning during the industrial action of 1989, indicated that he only continued in his position because of the encouragement of senior principals and the district superintendent.

The single job dissatisfaction sub-category identified was concerned with the lack of district superintendent support for aspects of principals' work. A number of comments made by principals are used to depict the job factor District Superintendent Support as a job dissatisfier. One principal, for example, commenting on the district superintendent's refusal to support an application to conduct a school project stated:

What I was dissatisfied with was that here was a person who had been running a school for thirty odd years, who had done the right thing--someone [the district superintendent] coming into a position of power and giving a slap in the face....It was a little

bit hard to cop this on the telephone and he was blunt.

Other principals' comments were related to incidents with teachers. For example, one principal made a comment related to the manner in which the district superintendent had dealt with a disgruntled teacher. The principal stated, "What the superintendent really did was give this person [a teacher] a hearing without knowing the facts". Another principal while referring to a situation involving an incompetent teacher commented, "I was a bit dissatisfied with the support that I received from the superintendent-- he didn't want to know too much about it....The way he handled it wasn't entirely to my satisfaction". Finally, a principal of a small school stated, "If you have got professional problems on your staff [referring to problems associated with incompetent teachers] then that's when you're in the biggest stew that you can ever be in because we have not got the [district superintendent] support".

A final comment used to illustrate this sub-category was related to parent complaints. A principal explained that often the district superintendent was more supportive of a complaining parent than the principal, yet in many situations the superintendent did not have necessary background information. He commented:

A parent can ring up the superintendent and they [the superintendent] will act on it....It does upset you when the superintendent rings up and says, "Listen, I've had Mr J on the phone. What are you doing about his daughter?".

This part of the results chapter has reported on the bipolar content and context job factors identified in the study. The job content factors were Achievement, Work Challenge, Principal-Parent Relationships, and Principal-Teacher Relationships; and the job context factors were Central Office Policy and Administration, and District Superintendent Support. The focus of the discussion now changes to describe the job factors which contributed only to the job satisfaction of principals.

Job Factors Contributing Only to Job Satisfaction

Figure 4.1 shows that three job content factors, Recognition, Work Tasks, and Principal-Student Relationships contributed to the job satisfaction of principals, but not to their job dissatisfaction.

Recognition. Recognition, as a contributor to job satisfaction occurred in 47.3% of sequences of events describing periods of job satisfaction. As Figure 4.2 indicates, Recognition was the second most significant

contributor to principals' job satisfaction. In the context of this study, Recognition refers to verbal praise offered to principals by different groups of people. Each group of people formed a different sub-category. As four different groups provided recognition for principals, four sub-categories were identified.

The first sub-category, and the sub-category which appeared most frequently, was recognition given to principals by parents. The essence of this sub-category is captured by this principal's comment:

Recently after we had a few complaints in another area, some parents came up at assembly one day and said how much they appreciated what we were doing and how the school had lifted its standard, and how the kids' manner at school and beyond the school was a credit to what we were doing.

A second sub-category was the recognition principals received from teachers. This sub-category also featured regularly in the data. A principal who was in his first year at a school indicated that many staff members had complimented him on what he had achieved in the school so far. Another principal indicated that staff had commented on the improved manner in which they were being treated. This principal indicated that his predecessor had not

treated the staff as professionals. As a consequence, when he was appointed as principal, staff noticed the change in the way they were being treated, and he received praise from several staff for his approach to teachers.

Two other sub-categories appeared in the data on a less frequent basis. The first of these, related to the recognition received from the district superintendent. The principal of a small school, for example, describing the completion of a school playground project, commented, "The district superintendent was very congratulatory about the finished product".

Recognition received from people other than parents, teachers, and the district superintendent formed the second of these less frequent sub-categories. For example, the principal of a large primary school in a lower socio-economic area, commented that:

The Department of Community Welfare rang up and said that the nature of complaints they were dealing with regarding primary school age children's behaviour in the community had, in the previous six months, decreased in number and severity. They rang just to say that they thought it was a consequence of the way the school was currently being run, and that the influence of the school was showing in the community.

Work tasks. Figure 4.2 shows that the third most important contributor to the job satisfaction of principals was Work Tasks, with 44.7% of sequences of events being coded with the factor. Sequences of events were coded with this factor when respondents mentioned that they simply enjoyed doing a particular task associated with their work. Work Tasks was qualitatively different to the job factor Work Challenge. As indicated previously, for a sequence to be coded as Work Challenge some reference to the challenge provided by the task needed to be made. It was not necessary to devise sub-categories for this factor because participants simply described a diverse range of work tasks or duties which gave them satisfaction. A principal of a large primary school, for example, indicated that he gained satisfaction from assisting staff to achieve. He reported:

What I am very good at is getting people to do what they are good at. At my previous school I had a number of staff prepared to pick up programmes....I provided them with the time, and the resources, and the impetus, and the enthusiasm to make them able to do that job.

Another principal commented, "I like writing the weekly newsletter--it's something that I believe I do quite well. I believe I've got a fair amount of skill in writing things of that nature". Other principals described tasks such as initiating school development projects, chairing meetings, and delegating duties to staff as sources of good job feeling.

Principal-student relationships. Reference to Figure 4.2 shows that Principal-Student Relationships occurred in 10.5% of job satisfaction sequences. This made it one of the less significant contributors to job satisfaction. Sequences were coded with this factor when participants made specific mention of the characteristics of their relationships with students. Again, it was not necessary to devise sub-categories for this factor because all sequences coded with the factor alluded to positive relationships between principals and students. Thus, one principal describing the relationship he had with a class commented, "The students seemed to respond so well [to him]". Another principal indicated that he enjoyed working in a small school because he had the opportunity to develop close relationships with many of the students. Finally, one principal described how he enjoyed contact with the children during a recent fundraising project.

Job Factors Contributing Only to Job Dissatisfaction

Figure 4.1 shows that two job context factors, Amount of Work and Salary, contributed to the job dissatisfaction of principals but not to their job satisfaction.

Amount of work. As Figure 4.3 shows, Amount of Work was the third most significant contributor to job dissatisfaction, with the factor being identified in 25.0% of job dissatisfaction sequences. Sequences were coded with this factor when participants made mention of the amount of work that had to be completed in the time available. It was not necessary to form sub-categories to illustrate the meaning of this category because all comments related directly to the issue that the time available to complete the amount of work was inadequate. Thus, the principal of a small school who had both teaching and administrative duties, remarked, "You are just going all the time and the pressure is great". Another principal of a small school concurred:

I am required to teach 0.5 of the time and with the extra duties that principals have been given in recent years, the additional time given for relief from teaching has been insufficient...to do either of the two jobs--teaching and administering the school.

Finally, a principal in describing the difficulties associated with having both administrative and teaching duties commented, "Sometimes you have those days when you feel it isn't going well in the classroom because you can't devote that amount of time or energy to it, and it isn't going well in the office for the same reasons".

Salary. Salary is shown in Figure 4.3 as being the least significant of the factors contributing to job dissatisfaction, with the factor occurring in only 5.0% of the sequences. Sequences were coded with this factor when participants mentioned that their salaries were inadequate for their responsibilities. No sub-categories were required because all reports related directly to an inadequate salary for the responsibilities of the job. Illustrating this job factor, a principal remarked, "I am completely dissatisfied with the level of my salary considering the extra responsibilities placed on us under Better Schools". Reinforcing this viewpoint, a second principal stated, "I think principals are totally underpaid....In other situations the job is probably worth twenty thousand dollars more".

Job Factors and Duration of Job Feelings

Having identified and described the eleven job factors which contributed to the job satisfaction and job dissatisfaction of the participants, it is appropriate to discuss the relationship between job factors and the duration of job feelings. The collection of short-range and long-range sequences of events makes this possible.

Table 4.3 shows the frequency with which specific job factors were present in thirty-nine short-range and thirty-nine long-range sequences of events. Nine of the eleven factors occurred in both types of sequences. This evidence indicates that these job factors contributed both to long-range and to short-range job feelings. Of the remaining job factors, Salary occurred only in long-range sequences. This suggests that Salary contributed to long-range job feeling rather than short-range job feeling. The other remaining factor, Principal-Student Relationships, appeared only in short-range sequences. Accordingly, this factor contributed to short-range job feeling rather than long-range job feeling.

Table 4.3

Percentage Frequencies of Job Factors Identified in Short-Range and Long-Range Sequences

<i>Job Factor</i>	Duration of Job Feelings	
	Short-Range	Long-Range
	(N=39) ^a	(N=39) ^b
	%	%
Achievement	23.0	51.3
Recognition	15.4	30.7
Work Challenge	20.5	17.9
Work Tasks	20.5	25.6
Principal-Parent Reln.	23.0	17.9
Principal-Teacher Reln.	30.8	23.0
Principal-Student Reln.	10.2	-
Central Office Policy & Admin.	30.8	35.9
District Superintendent Support	10.2	17.9
Amount of Work	5.1	17.9
Salary	-	5.1

a. This refers to 39 short-range sequences of events describing periods of job satisfaction and job dissatisfaction.

b. This refers to 39 long-range sequences of events describing periods of job satisfaction and job dissatisfaction.

Although nine of the job factors occurred in both short-range and long-range sequences, a tendency for three factors (Amount of Work, Achievement and Recognition) to occur more significantly in long-range sequences was noted. Amount of Work, as presented in Table 4.3, occurred in 5.1% of short-range sequences and 17.9% of long range-sequences. Achievement was identified in 23.0% of short-range sequences and 51.3% of long-range sequences, and Recognition occurred in 15.4% of short-range sequences and 30.7% of long-range sequences. This pattern indicates that a limited number of job factors were stronger contributors to long-range rather than short-range feelings.

In summary, nine of the eleven job factors identified were associated with both short-range and long-range job feelings, despite the fact that three of the factors occurred more significantly in long-range as opposed to short-range sequences. One of the remaining job factors, Salary, was associated only with long-range job feeling. The other factor, Principal-Student Relationships was associated only with short-range job feeling.

Summary

This section has identified and described eleven different job factors, seven related to the content of the

principals' work and four related to the context. These job factors were reported in three sets. The first set of reported factors were those which contributed both to job satisfaction and to job dissatisfaction, that is, the bipolar job factors. Within this set, some factors contributed more to job satisfaction than job dissatisfaction, and other factors contributed more to job dissatisfaction than job satisfaction. The second set of factors to be identified occurred only in job satisfaction sequences and a third set occurred only in sequences of events describing job dissatisfaction. Of the eleven factors identified, nine of the factors contributed both to short-range and to long-range job feelings. The focus of the chapter now changes to a discussion of the relationships between the two basic types of factors, job content factors and job context factors, and the two states of job satisfaction and job dissatisfaction.

The Relationships Between Job Content and Job Context, and Job Satisfaction and Job Dissatisfaction

This section reports on the third, fourth and fifth subsidiary questions for the study. The three questions were posed to determine how job content and job context were related to principals' job satisfaction and job dissatisfaction. This section has been divided into three parts. The first part reports on how job satisfaction was

related both to the job content and to the job context of primary principals. A second part reports on the relationship between job dissatisfaction and primary principals' job content and job context. The final part describes the relative importance of job content versus job context factors in principals' overall job satisfaction and job dissatisfaction.

The Relationship of Job Satisfaction to Job Content and Job Context

The third subsidiary research question attempted to determine how job satisfaction was related both to the job content and the job context of primary principals. Table 4.4 indicates the frequency with which both job content and job context factors appeared in sequences of events describing periods of job satisfaction.

Table 4.4 indicates that job satisfaction factors were identified eighty-five times in thirty-eight sequences of events describing periods of job satisfaction. According to Table 4.4, content factors were identified on 94.1% of these occasions. Context factors, however, only occurred with a frequency of 5.9%. As a consequence, it is appropriate to suggest that the job satisfaction of participants was strongly related to job content factors,

and that job context factors were related to job satisfaction only in a very limited way.

Table 4.4

Percentage Frequencies of Job Content and Job Context Factors in Satisfaction Sequences

Frequency of Identification as a Satisfier (N=38) ^a		
<i>Type of Factor</i>	<i>Freq.</i>	<i>%</i>
Content	80	94.1
Context	5	5.9
Total	85	100.0

- a. This refers to 38 sequences of events describing periods of job satisfaction provided by 18 principals.

An examination of Figure 4.2 supports the relationship between content factors and job satisfaction. Figure 4.2 shows that all seven content factors identified,

contributed to job satisfaction. Furthermore, the three most important contributors to job satisfaction (Achievement, Recognition and Work Tasks) were all job content factors. By contrast, Figure 4.2 shows that of the four context factors, only two factors; Central Office Policy and Administration, and District Superintendent Support; contributed to participants' job satisfaction. In addition, the two context factors which did contribute, did so in a very limited way. As Figure 4.2 indicates, of the nine factors contributing to job satisfaction, the two context factors of Central Office Policy and Administration and District Superintendent Support, were the least significant contributors to job satisfaction.

The Relationship of Job Dissatisfaction to Job Content and Job Context

The fourth subsidiary research question sought to determine the extent to which primary principals' job dissatisfaction was related both to their job content and to their job context. Table 4.5 indicates the frequency with which both job content and job context factors were identified in sequences of events describing periods of principal job dissatisfaction.

Table 4.5 indicates that the job dissatisfaction factors identified occurred seventy-nine times in forty

sequences of events. As Table 4.5 shows, context factors were identified on 54.4% of these occasions, and content factors occurred with a frequency of 45.6%. It seems appropriate to suggest then, that primary principals' job dissatisfaction was related both to job content and to job context, with the relationship between job dissatisfaction and job context factors being slightly stronger.

Table 4.5

Percentage Frequencies of Job Content and Job Context Factors in Dissatisfaction Sequences

<i>Type of Factor</i>	Frequency of Identification as a Dissatisfier (N=40) ^a	
	<i>Freq.</i>	<i>%</i>
Content	36	45.6
Context	43	54.4
Total	79	100.0

- a. This refers to 40 sequences of events describing periods of job dissatisfaction provided by 18 principals.

An examination of Figure 4.3 offers information to confirm the finding that both job content and job context factors were important for job dissatisfaction. First, of the eight factors identified as contributing to job dissatisfaction, four factors were content factors and four were context factors. Second, of the two most significant contributors to job dissatisfaction, one factor was a content factor (Parent-Teacher Relationships) and the other was a context factor (Central Office Policy and Administration). Finally, of the two least significant contributors to job dissatisfaction, one factor was a content factor (Achievement) and the other was a context factor (Salary).

The Relative Importance of Job Content and Job Context in Job Satisfaction and Job Dissatisfaction

The final subsidiary research question sought to determine whether the job content or the job context was more important overall for primary principals' job satisfaction and job dissatisfaction. Table 4.6 displays the frequency with which content and context factors appeared in seventy-eight sequences of events describing periods of both job satisfaction and job dissatisfaction.

Table 4.6 shows that the eleven job factors identified in seventy-eight sequences occurred on a total of 164

occasions. On 70.7% of these occasions, factors identified were job content factors, and job context factors occurred on 29.3% of these times. The fact that content factors appeared more regularly than context factors indicates that, overall, job content factors were more important for principals' job satisfaction and job dissatisfaction.

Table 4.6

Percentage Frequencies of Job Content and Job Context Factors in Satisfaction and Dissatisfaction Sequences

Frequency of Identification As Satisfiers & Dissatisfiers (N=78) ^a		
<i>Type of Factor</i>	<i>Freq.</i>	<i>%</i>
Content	116	70.7
Context	48	29.3
Total	164	100.0

- a. This refers to 78 sequences of events describing periods of job satisfaction and job dissatisfaction provided by 18 principals.

Figure 4.1 offers some evidence to support this finding. As Figure 4.1 shows, seven of the eleven factors identified across job satisfaction and job dissatisfaction sequences were job content factors. In addition, Figure 4.1 shows that four of the content factors identified, extend significantly into job satisfaction and job dissatisfaction, thus highlighting the relationship between content factors, and job satisfaction and job dissatisfaction.

Summary

This section reported on the third, fourth and fifth subsidiary research questions. These questions were posed to determine how the job content and the job context were related to primary principals' job satisfaction and job dissatisfaction. Results indicated that for job satisfaction, the job content was much more significant than the job context. For job dissatisfaction, however, both the job content and the job context played an important role, with the job context being slightly more significant. Finally, when job satisfaction and job dissatisfaction were considered together, the job content was more important for principals.

Chapter Four reported the results of the five subsidiary questions developed to address the primary

research question. A summary emerging from the analysis of the results appears below.

- (1) The job factors of Achievement, Recognition, Work Challenge, Work Tasks, Principal-Parent Relationships, Principal-Teacher Relationships, Principal-Student Relationships, Central Office Policy and Administration, and District Superintendent Support contributed to the job satisfaction of principals.
- (2) The job factors of Achievement, Work Challenge, Principal-Parent Relationships, Principal-Teacher Relationships, Central Office Policy and Administration, District Superintendent Support, Amount of Work, and Salary contributed to the job dissatisfaction of principals.
- (3) Job satisfaction was strongly related to the job content of principals.
- (4) Job dissatisfaction was related both to the job content and job context of principals, with the job context being slightly more significant.
- (5) Overall, the job content was more important than

the job context in principals' identification of factors contributing to their job satisfaction and job dissatisfaction.

Chapter Five

Discussion

This chapter discusses the findings of the study in two sections. The first section discusses general findings related to the patterns shown by the job factors as a group. A second section discusses specific job factors identified as contributing to the job satisfaction and job dissatisfaction of principals.

General Findings

This section discusses general findings related to the patterns that emerged from the analysis of the job factors as a group. The discussion is related to the study's conceptual framework and is centred around two main topics. An initial focus is on the classification of three *relationship* factors as job content factors, rather than context factors. This is followed by a discussion on the polarity of job content and job context factors.

The Classification of "Relationship" Job Factors

Three relationship factors; Principal-Teacher Relationships, Principal-Parent Relationships, and Principal-Student Relationships were identified in the analysis of the results. As indicated previously,

sequences of events were coded with these factors when participants reported particular characteristics of relationships. Herzberg et al. (1959) identified a similar job factor, interpersonal relationships, in their study. They classified interpersonal relationships as a job context factor, that is, a factor related to the environment in which the job is performed. To remain consistent with the literature reviewed, principals' interpersonal relationships were classified as being part of the job context in the conceptual framework. In the results chapter, however, the three relationship factors were classified as job content factors rather than context factors. The reason for this classification stems from the differences in the nature of the work of the principal, and the work of the accountant and the engineer.

Herzberg et al. (1959) used accountants and engineers in their sample. In the fields of accounting and engineering, interpersonal relationships can only be considered to be part of the job context because of the nature of the work undertaken. Accountants and engineers, for example, are engaged in long periods of paperwork without constant interaction with clients and colleagues. Unless placed in managerial positions, their work does not involve co-ordinating people, dealing with conflict or motivating staff. In addition, their clients may change on a daily basis, thus inhibiting the development of strong

relationships. As a consequence, relationships can only be seen as peripheral to their work, and accordingly, relationships must be classified as part of the job context. An examination of the work of principals, however, reveals that relationships are a central part of their work.

Like accountants and engineers, principals are frequently involved in paperwork tasks. The work of the principal, however, differs from the work of accountants and engineers. The difference stems from the fact that in the course of completing office duties, principals are frequently required to deal with people; primarily teachers, parents and students. This makes relationships a central part of the work of the principal. Three reasons related to the nature of principals' work are provided to account for the classification of the relationship factors as job content factors. First, during data collection, it became apparent that principals regarded interacting with parents, teachers and students as an important part of their work. Parents and teachers featured as central themes in many of the sequences of events. Principals, for example, described situations where they had to assist staff to overcome problems, had to deal with conflict, and had to consult teachers and parents. Although students were mentioned less frequently in sequences, principals still seemed to consider that developing relationships with

students was part of their work. This was especially the case for the large proportion of teaching-principals interviewed as developing relationships with students is a central task of all teachers.

A second reason for the classifying of relationship factors as job content factors is based on observations made during interview sessions with principals. Sessions were often interrupted to allow principals to interact with parents, teacher and students. It seemed that a large part of the principal's day was spent interacting with these stakeholder groups. Interruptions to interviews included both serious and trivial matters. One teacher, for example, interrupted an interview session to establish the location of "the long extension cord". Another teacher interrupted an interview because she was experiencing major control problems with a particular child. On another occasion, a group of children had reported to the principal's office to receive principal's awards for their work. In a further situation, an interview was delayed while a principal met with a parent who had arrived to speak with him. Supplementary to these observations, Friesen et al. (1981, p. 4) in discussing the results of their study on principal job satisfaction, also indicated that interpersonal relationships could be viewed as a job content rather than job context factor given that

"administrators spend a great deal of their time working with other people".

A third reason to support the classification of relationship factors as part of the job content relates to the trend towards collaborative school management in Western Australian schools. Collaborative school management means that principals are required to consult with parents and teachers on aspects of school management. The Ministry of Education (1990b, p. 1) in the policy document *School Decision Making: Policy & Guidelines* confirms this requirement by stating that "principals have the responsibility of enabling staff to participate in school decision making" and that "principals have the responsibility of enabling parents to participate in the planning process...". Indeed, much of the paperwork completed by principals, school development plans for example, requires consultation with staff and parents prior to completion. Clearly, collaborative school management has forced principals into situations where they must develop relationships. Wilkinson in Chapman (1986, p. 67), commenting on the effects of collaborative school management in Victoria reinforces this view by stating, "The principal now becomes relocated from the apex of the pyramid, to the centre of the network of human relationships and functions, as a change agent and a resource".

In summary, three reasons have been provided to justify the classification of relationships factors as job content rather than job context factors. First, it was evident during interviews that principals themselves regarded relationships with teachers, parents and students to be an important part of their work. Second, observations during interview sessions with principals indicated that during the course of the day, principals frequently related to teachers, parents and students. Third, the trend towards collaborative school management in Western Australian schools has forced principals to consult staff and parents on aspects of school management.

The Polarity of Job Content and Job Context Factors

An interesting outcome of the analysis of the results of the study pertains to the polarity of job factors. The study highlighted the importance of three sets of factors which contributed to job satisfaction and to job dissatisfaction in different ways. One set of factors contributed both to job satisfaction and to job dissatisfaction, another set of factors contributed only to job satisfaction, and a final set of factors contributed only to job dissatisfaction. This finding was not foreshadowed in the conceptual framework. Rather, it was proposed that job content and job context factors were

bipolar. On the basis of the findings of this study, it is appropriate to suggest that although some content and context job factors were bipolar, others were unipolar.

The composition of the bipolar set of job factors indicated more of a tendency for job content rather than job context factors to be bipolar. Four of the six bipolar job factors identified were content factors. Further examination of Figure 4.1 reveals that each of these content factors extended significantly into both the job satisfaction and the job dissatisfaction sides of the figure. The two bipolar job context factors, however, extended significantly into the job dissatisfaction side yet only extended into job satisfaction in a very limited way. Accordingly, the two context factors identified could not be considered to be strong bipolar job factors. This suggested a tendency for bipolar content rather than context factors.

This tendency was supported to some extent when the relationships between the two sets of job factors and the two states of job satisfaction and job dissatisfaction were examined. In this study, job content factors were found to be more important for job satisfaction but both job content and job context factors were found to be important for job dissatisfaction. These findings offered only partial

support for literature used to generate the conceptual framework which indicated that job content factors would be more important both for job satisfaction and for job dissatisfaction. The bipolar tendency of content factors was supported given that job content factors played a significant role in both job satisfaction and job dissatisfaction whereas context factors did not.

Summary

This section has discussed two main areas. First, the classification of three factors as job content rather than job context factors was justified. It was suggested that the job factors Principal-Parent Relationships, Principal-Teacher Relationships and Principal-Student Relationships should be classified as job content factors because relationships were identified as a central part of principals' work. Second, the tendency for bipolar content rather than context factors was discussed.

The Job Factors

This section focuses on the specific job factors which contributed to the job satisfaction and job dissatisfaction of principals. In addition, the absence in the results of one job factor identified in the conceptual framework, responsibility, is discussed. An attempt has been made to

highlight significant findings and to explain why specific factors occurred frequently or infrequently in sequences of events. In addition, some of the relationships which existed between individual factors have been discussed. As indicated in Chapter Three, four principals (identified as AA, BB, CC and DD) were presented with the results of the study and asked to comment on the findings. The principals' comments have been used to illustrate some of the discussion points.

Central Office Policy and Administration

As the results indicated, Central Office Policy and Administration was the major contributor to principals' job dissatisfaction and contributed to job satisfaction only in a very limited way. This finding was consistent with the study's conceptual framework which suggested the possibility of a similar category, policies and administration, contributing more to job dissatisfaction than job satisfaction. The job factor appeared in just under two thirds of job dissatisfaction sequences and none of the four principals who were asked to comment on the results indicated surprise at the factor being identified as the most significant contributor to job dissatisfaction. The major contribution of one of the sub-categories of this factor, the restructuring of the Western Australia

education system, is extremely disturbing, and accordingly warrants discussion.

An examination of the strategy implemented to restructure the Western Australian education system can be used to account for the principals' dissatisfaction. According to Print (1987, p. 172), a power-coercive or a political-administrative change strategy was used to implement Better Schools (1987), the key document to the rebuilding of the Western Australian Education system. Print suggests that with this form of strategy "clients have to comply with imposed directions if they want rewards or wish to avoid sanctions" (p. 173). Print identifies a major problem related to this form of change strategy which is particularly pertinent to the restructuring of the Western Australian education system. He indicates that when a power-coercive strategy is used to bring about change, clients tend to have no intrinsic motivation for the change. As a consequence, clients might lack commitment to the change. Given this problem, it was inevitable that job dissatisfaction would be an outcome of system restructuring because some principals were forced to implement changes to which they were not committed.

Principals reflected a lack of intrinsic motivation for restructuring in many of the collected job satisfaction sequences. Their comments suggested that they were quite

happy with the education system prior to Better Schools (1987), and consequently there were no valid reasons for change. Supporting this line of reasoning, CC suggested:

I realize that they [senior Ministry personnel] are trying to lift us into the nineties...but then again in some things I think we were streets ahead. They keep quoting things that have been happening overseas whereas they [overseas] are now changing their policies.

BB reinforced CC's comments by stating, "This is the main thing [dissatisfier] because people who have been around a little while...remember the old system very well, where you could ring up all these deputy director-generals and you could relate to them and trust them".

The problem of unwanted change was exacerbated by principals perceiving some of the changes to be potentially harmful to schools. AA indicated that other countries had implemented a number of changes related to restructuring and were moving back towards centralized control because some of the changes had caused damage to the education system. He stated, "All we seem to be doing is copying everybody else and we're not learning from the fact that by the time we start using an idea, the country that initially implemented the idea has thrown it out the backdoor". In

the same context, DD expressed the fact that restructuring-related decisions were a source of dissatisfaction because of their consequences for schools. He asserted, "It is about time that people [senior Ministry personnel] started to look at decisions that are being made that have a direct bearing on what is happening in schools".

In essence, it seems that the job dissatisfaction experienced from restructuring may have been a direct result of principals being forced to change when they perceived that change was not justified, and that it had a potentially harmful influence on schools. Having discussed the major contributor to job dissatisfaction, the discussion now proceeds to the two major contributors to job satisfaction; Achievement and Recognition.

Achievement and Recognition

The job factor of Achievement contributed both to the job satisfaction and to the job dissatisfaction of principals. This result was consistent with the conceptual framework used to guide the study. The fact that Achievement occurred in more than twice the number of long-range sequences as short-range sequences can be explained by considering the context in which the factor occurred. Many of the sequences of events coded as Achievement were related to projects which required principals to

demonstrate both special skills and knowledge in order for projects to be successful. The fact that many of these projects were long term projects involving application of skills or knowledge over weeks or months of work, explains the frequency with which Achievement occurred in long range sequences.

The contribution made by Achievement to job satisfaction, in particular, warrants discussion because the factor was the major contributor to principals' job satisfaction. Achievement occurred in close to two thirds of sequences of events describing job satisfaction. A large number of job satisfaction sequences coded with the job factor Achievement, were also coded with the factor Recognition, the second most important contributor to principals' job satisfaction. AA explained the relationship between the two satisfiers quite simply by stating, "I see that [the relationship between the two factors] as working to achieve goals and being recognized for having done it".

Considering that both Achievement and Recognition appeared together in satisfying sequences and were the two most important contributors to job satisfaction, it is possible to envisage a typical satisfying work situation for a principal. Such a situation would revolve around a principal implementing some form of school project;

achieving desirable project outcomes; and receiving recognition from parents, teachers, the district superintendent or community members. The tendency for principals to derive satisfaction from this type of situation indicated that primary principals in the district were highly Achievement and Recognition oriented.

Principal-Teacher Relationships

The job factor Principal-Teacher Relationships contributed significantly both to the job satisfaction and to the job dissatisfaction of principals. This finding was consistent with the literature used in the development of the conceptual framework. The factor is particularly worthy of discussion given that it contributed significantly to principals' job satisfaction yet at the same time it contributed in a major way to principals' job dissatisfaction.

Two possible reasons can be offered to account for the fact that some principals had developed satisfying working relationships with teachers. First, recent thinking in educational administration suggests that a principal should attempt to communicate a school vision to teachers. According, to Beare et al. (1989), this should be done in such a way so as to secure commitment among staff. Principals in the district who have attempted to do this

may have indirectly strengthened relationships with staff since a shared school vision provides common ground for the principal and teachers.

The second reason relates to the collaborative management style expounded by Better Schools (1987). With collaborative school management, principals and teachers are partners in the management of many aspects of the school. As indicated in the previous discussion on the classification of relationship factors, the trend towards collaborative school management has forced principals to consult teachers on aspects of school management, including decision-making. Kefford (1985, p. 150) contends that collaborative decision-making may be conducive to principal-teacher relationships. He suggests that by involving teachers in decision-making, administrators "can show members of the staff that their contribution is regarded as a potential asset". As a consequence, teachers may view the principal more as a peer than a superordinate figure, thus providing the opportunity for Principal-Teacher Relationships to develop positively. In summary, the common ground between teachers and principals provided by a school vision coupled with collaborative school management styles may have facilitated the development of satisfying Principal-Teacher Relationships.

The fact that Principal-Teacher Relationships occurred in approximately one third of principals' job dissatisfaction sequences is alarming. The four principals asked to comment on the results all stated that Principal-Teacher Relationships contributed to principals' job dissatisfaction but indicated that in their current schools, the job factor was not a major dissatisfier. AA remarked:

It [Principal-Teacher Relationships as a dissatisfier] certainly does not apply at this school but I am well and truly aware of other schools of the same size where Principal-Teacher Relationships are the pits....I have had that situation before...You are forever looking behind you...and it makes you very, very wary.

A number of possible reasons are offered to indicate why Principal-Teacher Relationships featured so prominently as a job dissatisfaction factor.

Although the collaborative management style advocated by Better Schools (1987) possibly facilitated the growth of satisfying Principal-Teacher Relationships, the same management style may have contributed to dissatisfying working relationships between principals and teachers.

Problems might arise with collaborative decision-making when principals are forced to consult with inexperienced teachers or when teachers assume that they are more qualified to make decisions than experienced school administrators. An additional problem with collaborative decision-making is discussed by Owens (1987). He contends that the assumption that collaboration or participation involves teachers in every decision is "a commonly held erroneous assumption" (p. 288). If Owens' contention is accurate, relationships between teachers and principals are likely to suffer for two reasons. First, problems might arise between principals and teachers when teachers expect to be consulted on every decision. Second, principals might set out to unnecessarily involve teachers in every decision. Batchler (1981, p. 50) indicates that teachers do not wish to be involved in some areas of decision making. As a consequence, when principals seek to involve teachers in these areas, relationships between teachers and principals might become strained.

The fact that collaborative school management might result in some teachers viewing principals as peers or partners rather than superordinates has already been discussed in explaining the frequency of Principal-Teacher Relationships as a job satisfier. The same fact can also be used to account for the frequency of Principal-Teacher Relationships as a dissatisfier. In certain situations,

collaborative school management might serve to undermine the authority of principals. Chapman (1986, p. 67) commenting on the restructuring of the Victorian education system is supportive of this line of thinking when she states that the principal "... is no longer able to see him- or herself as the authority figure, 'the organization man' supported and at times protected by Departmental rules and regulations. Instead, he or she must be a co-ordinator of a number of people...". BB supported Chapman's viewpoint in commenting that perhaps principal-teacher relationships had been identified as a major dissatisfier in the study because many developments in Ministry of Education schools had been aimed at reducing the authority of principals. He cited as an example the deletion of Regulation 177. This regulation required teachers to formally submit programmes of work to school principals. It appears then, that collaborative school management might have demanded a reconceptualisation of the role of the principal. Principals who have experienced difficulty in adjusting to the new role might have experienced damage to their relationships with teachers.

Not only did Better Schools (1987) demand a collaborative style of school management but it also resulted in an increased workload for school principals. Administrators, for example, must manage the school grant and prepare school development plans. Although the

job factor Amount of Work is discussed later, it is discussed briefly here as a job factor indirectly related to Principal-Teacher Relationships. CC explained that often the amount of work the principal was required to do could impact on Principal-Teacher Relationships. He stated that Principal-Teacher Relationships as a major job dissatisfier:

...is really a breakdown of communication where people are so busy that they have not got time to really explain what they mean and if someone has misinterpreted what they have said it can fester and grow....It happens in all schools.

Given that principals are extremely busy with their additional duties, it seems logical to suggest that from time to time, communication with teachers might break down. As a consequence, a principal's relationship with teachers might be threatened.

A final possible reason to account for the high frequency of Principal-Teacher Relationships as a job dissatisfier, relates to industrial action which occurred in 1989. A small number of the job dissatisfaction sequences coded with the factor Principal-Teacher Relationships described events related to a campaign by the State School Teachers' Union of Western Australia to

improve teachers' and principals' salaries. This campaign involved a series of work bans, stop-work meetings and one day strikes. In describing sequences related to this situation, principals explained how they were torn between supporting their staff and obeying directives from senior Ministry personnel. In some cases, this appeared to strain relationships between teachers and principals.

The job factor Principal-Teacher Relationships contributed in a significant way both to the job satisfaction and to the job dissatisfaction of primary principals. Two reasons were offered to account for the frequency of the factor as a satisfier and four reasons were offered to account for its frequency as a dissatisfier. The discussion now focuses on another relationship factor; Principal-Parent Relationships.

Principal-Parent Relationships

This factor emerged in the study as a significant contributor both to job satisfaction and to job dissatisfaction. This finding was consistent with the literature reviewed. As indicated previously, where satisfaction was gained from Principal-Parent Relationships, the satisfaction came from relationships with the parent body as a whole, as opposed to individual parents. Where job dissatisfaction occurred, the source of

the dissatisfaction was connected with principals' relationships with individual or small groups of parents. It is quite understandable that one source of job dissatisfaction related to Principal-Parent Relationships was the principal's relationships with individual or small groups of parents because it would be unrealistic to expect principals to have good relationships with every parent in a given school. The fact that parent bodies contributed to job satisfaction but not job dissatisfaction, however, requires further discussion.

The satisfaction gained from relationships with parent bodies is possibly related to Better Schools (1987) which promoted parent involvement in school level decision-making. Parent bodies such as Parents and Citizen's Associations, might appreciate the way in which principals have been seeking their opinions on a range of school management matters. The fact that principals have been consulting parent bodies might also show parents that the school administration values their contributions. This suggests a good line of communication between parents and the principal, and effective communication is conducive to good relationships. In addition, given that principals must increasingly involve parents in decision-making, it is possible that principals have made extensive efforts to develop good relationships with parent bodies. Job satisfaction was possibly an outcome of such efforts.

Principals' relationships with parent bodies were not a source of job dissatisfaction. This finding was surprising given that other studies on the principalship have highlighted principals' concerns related to the involvement of parent bodies in school decision making. Duignan (1987, p. 48), in discussing a study of the Australian principalship, offers an important reason to indicate why involvement of parent bodies in schools is of concern to many principals. He states, "There is little doubt that many principals believe that increasing participation of parents and community in schools will lead to a reduction in the authority of principals". Moreover Thomas (1987, p. 31), in discussing his study which examined the concerns of Australian principals, deputy principals and teachers, indicated that these professionals were concerned about the increased role of the community in educational decision-making. Given that parent involvement in school-based decision making might reduce principals' authority in schools, it was reasonable to assume that, in this study, some job dissatisfaction would stem from principals' relationships with parent bodies. A brief discussion follows to account for the absence of job dissatisfaction related to this source.

It is speculated that in the sample district, the involvement of parent bodies in school-based decision-making was still in a formative stage. Parent involvement

in school management in some schools might still be restricted to principals consulting parents through Parents and Citizens Associations which act more in an advisory rather than a decision-making capacity. In addition, although school-based decision-making groups featured as part of the management structures of a number of other schools in the study, the limited extent to which schools involved parents in important or contentious decisions might also account for the absence of principals' relationships with parents bodies as a job dissatisfier. It may well be that as parent bodies increasingly become involved in school decision-making, job dissatisfaction from this source will appear.

To summarize, the factor Principal-Parent Relationships contributed both to the job satisfaction and to the job dissatisfaction of principals. Possible reasons to account for satisfaction being derived from a principals' relationships with parent bodies were outlined. In addition, reasons were provided to attempt to explain why principals did not experience job dissatisfaction from working with parent bodies.

Salary

Salary as a job factor was absent in job satisfaction

sequences and was identified in only a small number of job dissatisfaction sequences. This finding was not foreshadowed in the conceptual framework which had indicated the possibility that salary would appear with some frequency in both types of sequence. The fact that the job factor was absent in job satisfaction sequences and was identified only in a small number of job dissatisfaction sequences needs to be addressed. AA explained that principals were dissatisfied with the salary received for the level of responsibility that went with the job. He explained:

You would battle to find anyone [any principal] satisfied with salary....When you take in the responsibility for the number of children...you're responsible for all of those people six and one half hours a day....It is like the pilot of a jumbo jet. Okay, he may have a staff of twenty on the aircraft, but he's got four hundred passengers there and while he's off the ground he's responsible for them and that's why he's paid as he is. He does not have any direct relationship to those people on the plane but by crikey what he does will affect them.

Given this dissatisfaction, it was logical to expect Salary to be identified more frequently in sequences of events describing job dissatisfaction. This expected

frequency, however, did not occur and a single reason is offered to account for this. The data collection for the study was conducted during a period of time when the State School Teachers' Union of Western Australia was involved in promising salary negotiations with the Ministry of Education. The fact that principals were aware that salary increases would eventually be forthcoming, possibly alleviated principals' concern about salaries. This may have had a "neutralizing" effect on the factor. On the one hand, Salary was not cited as a satisfier because at the time of data collection, increases had not been granted. On the other hand, Salary was not identified frequently as a dissatisfier because principals knew that they were close to getting a salary increase. Thus, CC explained, "They [principals] knew it [a salary increase] was coming up and they did not really concentrate on it".

The Absence of the Job Factor Responsibility

Having mentioned that a limited number of principals had indicated that their salary was not commensurate with their responsibilities, it is appropriate to discuss the absence of responsibility as a job factor in the study. When principals referred to responsibility in sequences coded with Salary, they did not indicate that the responsibility itself was a source of satisfaction or dissatisfaction. Accordingly, responsibility was not coded

as a factor. The conceptual framework, however, had intimated the possibility of responsibility occurring as both a job satisfier and a job dissatisfier. When DD was asked to speculate as to why the job factor responsibility was absent in the study, he explained that in Western Australia, principals start off in very small schools and are progressively promoted to larger schools which require increasing responsibilities. In explaining that the acquisition of additional responsibilities was a gradual process he remarked, "It is part and parcel of the job....It is a growing up period...it grows with you". CC offered a similar viewpoint when he stated, "It's like parenthood, it sort of comes upon you and nobody is ever really prepared for it and then you learn to take it...it's gradual". It seems then that because responsibility was acquired gradually, over long periods of time, it did not serve to satisfy or dissatisfy principals at particular points in time.

The idea that additional responsibilities were given to the principal gradually is supported by the timeline for implementation of Better Schools. Although the Report's implementation was initially rapid, increased responsibilities for principals as a result of Better Schools (1987) are to be implemented over a five year period. Thus, responsibility may not have occurred as a factor in the study because the pace at which additional

responsibilities are given to principals has not been rapid.

Work Tasks

The results of the study indicated that principals gained a significant degree of their job satisfaction from carrying out tasks associated with the principalship, and that specific work tasks were not contributors to job dissatisfaction. This finding was not anticipated in the conceptual framework which indicated the possibility of a similar factor, the work itself, contributing both to the job satisfaction and to the job dissatisfaction of principals. The fact that principals did not identify specific work tasks as a source of job dissatisfaction, is quite significant for the reason that Better Schools (1987) resulted in principals having to undertake a range of additional tasks. It is appropriate to suggest that principals were not dissatisfied with the actual performing of additional tasks, as principals did not allude to specific tasks that they did not enjoy doing. Indeed, when principals described job satisfaction sequences, on numerous occasions they alluded to school development projects which had given them a sense of Achievement and Recognition. As school development and school development plans are very much a part of Better Schools, it is logical to suggest that principals gained job satisfaction from

performing some of the additional tasks required of them. Another factor however, the Amount of Work, needs to be discussed in relation to Work Tasks.

Amount of Work

Results of the study suggested that although principals gained satisfaction from performing a range of tasks associated with the principalship, the amount of work to be completed in the time available caused job dissatisfaction. Interestingly, on several occasions, sequences of events coded with the factor Amount of Work were also coded with the factor Central Office Policy and Administration. BB alluded to the relationship between the two factors by stating:

It is a matter of prioritizing things. It is a matter of saying we are paid for this amount of time to do this amount of work and if it isn't done today then it will be done tomorrow....If they [the Ministry] are going to heap more work onto us-it will get done when it gets done.

The dissatisfaction appeared to be stronger in small schools where principals were required to teach and perform many of the tasks undertaken by non-teaching principals of larger schools. DD, a non-teaching principal, reflecting

on his experience in small schools indicated that he felt that the principals of small schools must be under enormous pressures, given the increased workload of Better Schools (1987).

The fact that Amount of Work occurred more frequently in long-range sequences is also significant. The tendency for this pattern to occur might suggest that the workload was consistently excessive, and not confined exclusively to specific days or weeks in the year. For DD, the amount of work was particularly excessive over the entire last term of each school year. He explained that during fourth term he not only had to co-ordinate the evaluation of school development projects but he had to complete organization for the following year. Commenting on the current school year DD stated, "I am horrified at the amount of work that I will have to do before the end of the year....Your fourth term you are looking at sixty or seventy hours a week".

Principal-Student Relationships

The frequency with which the Amount of Work appeared in job dissatisfaction sequences might account for the relatively infrequent identification of another factor, Principal-Student Relationships. Considering that principals regarded relationships with students to be an important part of their work, it is somewhat surprising

that Principal-Student Relationships did not occur more frequently in sequences of events. The factor did not appear as a dissatisfier but occurred in one tenth of job satisfaction sequences. When Principal-Student Relationships did appear as a satisfier it emerged only in short-range sequences. It is suggested here that the factor did not occur as frequently as expected because the large amount of office-type work required of principals has possibly reduced the extent to which principals have the opportunity to develop long term relationships with students. AA reflected this concern:

The amount of work we are expected to do, paperwork and things like that, is increasing immensely and our role seems to be changing. We are losing more and more contact with our teachers and students and that saddens me because as principal you are supposed to be the senior practitioner "going out there and overseeing the troops"....I feel the amount of work that we are expected to do is increasing at the rate of knots to the extent that you are becoming bound to your office to get it done.

This principal further explained that even when principals held a support teacher role and were in contact with students, the amount of paper work and meetings frequently meant that teaching commitments had to be cancelled. In

summary, it appears that the time available to complete the amount of work required, has modified the role of the principal by reducing the principals' contact with students.

Work Challenge

The job factor Work Challenge played an important role in the job satisfaction and job dissatisfaction of principals. The results seemed to suggest that if a certain task offered an optimum level of challenge, a principal gained job satisfaction from completing the task. Such a task was likely to be a non-routine task which involved the application of special skills, but was not so difficult that it resulted in feelings of helplessness, frustration or incompetence. Thus, as one principal suggested in a job satisfaction sequence, transferring to a new school provided a challenge to the principal as the principal must gain the respect of staff and become familiar with the school community.

Although the challenge of a particular task resulted in job satisfaction, the challenge of other tasks, particularly problem solving tasks, often exceeded the optimum level of challenge and resulted in job dissatisfaction. This occurred when principals themselves did not have the expertise to solve a problem, and did not

have access to outside expertise or resources. The level of difficulty associated with these tasks resulted in feelings of helplessness, frustration or incompetence. AA confirmed that some work tasks offered too much challenge by stating:

You are challenged all the time but you haven't always got the answers. You haven't got the resources to turn to. I think that you feel dissatisfied more out of frustration that here you've got a problem and you want to solve it and do something about it but your hands are virtually tied.

Thus, a situation described in a job dissatisfaction sequence illustrative of too much challenge, revolved around a principal dealing with the attempted suicide of a child. The principal indicated that the situation had been very traumatic and that he did not know how to deal with the situation effectively.

In summary, the job factor of Work Challenge contributed to job satisfaction when an optimum level of challenge was associated with a particular task, and the same factor contributed to job dissatisfaction when this optimum level was exceeded.

District Superintendent Support

The job dissatisfaction which resulted from Work Challenge appeared exacerbated by the limited support available from the district superintendent. Although, a small number of principals expressed satisfaction with the support received by the district superintendent, a greater number of principals indicated that they were dissatisfied with the support that they received.

The dissatisfaction experienced from the level of support offered by district superintendents was possibly related to the changed role of the district superintendent. In sequences of events, a number of principals for example, echoed the view, that if a problem teacher were on staff, generally the principal could not rely on the district superintendent for support in dealing with the teacher. As BB explained, this reflected a change in role of the superintendent. He commented, "The role in general we are dissatisfied with, especially in school support. The role of the district superintendent has changed". AA concurred:

The District Office [district superintendent] is now moving towards also divorcing itself from us....These are the messages we are receiving [at district office meetings]....If we are going to say it is a school

problem and the principal must sort it out at the school level, perhaps we could be inviting trouble.

This change in the role of the district superintendent is related to the restructuring of the Western Australian education system. Better Schools (1987, p. 15), the document which guided the restructuring, provided for a new role for the superintendent. An examination of this document reveals a number of responsibilities for district superintendents; assisting school principals to solve school-based problems was not listed as one of these responsibilities. This represents a change in the role of the superintendent as prior to Better Schools superintendents played a large role in school problems, especially those associated with parents and teachers. Chadbourne (1990), in his study focusing on the role of the Western Australian district superintendent, confirms this change in role. In particular, he indicates that the district superintendents have become removed "...from the business of supervising teachers..." (p. 37). It seems then that this change in the role of the district superintendent contributed to the job dissatisfaction of some principals.

Although Better Schools (1987) did not indicate that the district superintendent would be available to assist principals with school-based problems, it did allude to

district superintendents supporting principals with another aspect of the principal's work; school development. Better Schools (1987, p. 15) indicated that district superintendents would offer support in the area of school development by stating that one of the duties of the district superintendent was "developing professional networks and information channels to assist school development." Subsequent policy statements by the Ministry of Education have reinforced the role of the district superintendent in supporting principals with school development. For example, the Ministry of Education (1989) in a policy statement *School Development Plans: Policy and Guidelines* states that "schools can expect the District Superintendent to assist them to develop and document their development plans" (p. 8). Given that the Ministry of Education has stressed that the district superintendent's role does include offering support in the area of school development, it is interesting that District Superintendent Support did not occur as one of the more frequent contributors to principals' job satisfaction. An examination of the policy document *School Development Plans: Policy and Guidelines* may explain the infrequency of the factor.

The Ministry of Education (1989, p. 8) policy document *School Development Plans: Policy and Guidelines* not only

indicates that district superintendents are available to assist principals, but also states:

The District Superintendent is responsible for monitoring the performance of all schools in his or her district. When the school development plan has identified an area of poor performance, the District Superintendent will need to establish that the school has understood the problem and has devised some appropriate strategies in response.

Thus, the Ministry of Education appears to have envisaged a dual role for district superintendents in the area of school development. This dual role is confirmed by Chadbourne (1990, p. 37) who indicates that the district superintendent's role in the area of school development involves both supporting and auditing functions.

It is suggested here, however, that the factor District Superintendent Support did not occur more frequently in job satisfaction sequences for two reasons. First, perhaps the factor did not occur more frequently because principals felt the superintendent had more of an assessment or auditing role in school development, rather than a support role. According to Chadbourne (1990, p. 39), some Western Australian principals are not convinced

of the value of district superintendents' auditing of school development plans. He states:

Unconvinced principals regard auditing more as a mechanism for managing change than for increasing community confidence in educational standards. Consequently, they see superintendents, not as agents of public accountability, but as instruments of centralist control.

The fact that some principals may have perceived the district superintendent to be *an instrument of centralist control* provides some support for the statement that principals see the district superintendent to have more of an auditing role than a support role in the area of school development.

A second reason for the lack of frequency of district superintendent support in job satisfaction sequences relates to the fact that, up until now, district superintendents may not have had the opportunity to fulfil a strong support role. Chadbourne (1990, p. 37) supports this line of thinking by stating, "Prior to 1990, superintendents were prevented from focussing on these roles [support and auditing functions] by factors such as: the need to get district offices established; industrial

action in schools; and some uncertainty within the superintendency about what was really expected of them".

Summary

This section has discussed the specific job factors which contributed to the job satisfaction and job dissatisfaction of primary principals. The absence of one factor in the data, responsibility, was also discussed. Significant findings were highlighted and reasons for the frequency or infrequency of particular factors were offered. In addition, some of the relationships which occurred between job factors were described.

This chapter was concerned with a discussion of the findings of the study. Results were discussed in two sections. The first section addressed general findings of the study by discussing the patterns shown by the factors as a group. A second section discussed specific factors which contributed to the job satisfaction and job dissatisfaction of principals, and the absence of the factor responsibility in the data.

Chapter Six

Conclusion

This chapter is presented in three sections. Section one describes the degree of congruence between the motivation-hygiene theory and the results of the study. Based on the job factors which contributed significantly to the job satisfaction and the job dissatisfaction of participants, the second section presents a description of a work situation which would make primary principals more satisfied with their work. The final section outlines areas for further research.

Degree of Congruence with Herzberg's Theory

This section discusses the degree of congruence between the motivation-hygiene theory and the results of the study. Prior to presenting this discussion, the limitations of such a discussion must be acknowledged. The fact that the present study and the motivation-hygiene theory used different occupations as samples, limits the extent to which comparisons between results can be made. Job factors reported in this study as contributing to the job satisfaction and job dissatisfaction of principals were not identical to those identified by Herzberg. Furthermore, some factors classified by Herzberg as job

context factors were considered to be job content factors in this research. As discussed in Chapter Five, relationship factors were classified as job content despite Herzberg's classification of a similar factor, interpersonal relationships, as job context.

The reason for discussing the degree of congruence between the two studies, despite the limitations imposed by two different occupational samples, relates to the study's conceptual framework. Since the conceptual framework was based primarily on previous motivation-hygiene research, the researcher deemed it appropriate to examine the degree of congruence between the motivation-hygiene theory and the findings of the present study. The study offered partial support for two aspects of the motivation-hygiene theory; that job factors are unipolar, and that job content factors are the primary contributors to job satisfaction and job context factors are the primary contributors to job dissatisfaction.

The results of several studies (Galloway et al. 1985; Holdaway, 1978; Nussel et al. 1988, Sergiovanni, 1967; Wozniak, 1973) conducted in educational settings offered general support for Herzberg's contention that job factors are unipolar. Other research (Lacewell, 1983; Openshaw, 1980; Young & Davis, 1983) conducted in educational contexts did not offer the same support. The results of

this study offered partial support for Herzberg's contention. The data revealed three sets of job factors; two unipolar sets and one bipolar set. One set of job factors consisting of Salary and Amount of Work contributed only to job dissatisfaction, and another made up of Recognition, Principal-Student Relationships, and Work Tasks contributed only to job satisfaction. A final set comprising of Achievement, Work Challenge, Principal-Teacher Relationships, Principal-Parent Relationships, District Superintendent Support, and Central Office Policy and Administration contributed both to job satisfaction and to job dissatisfaction. The extent to which each job factor in the final set displayed a bipolar tendency, however, varied.

Three job factors (Work Challenge, Principal-Parent Relationships, and Principal-Teacher Relationships) in the final set indicated strong bipolar tendencies. The remaining three job factors (Achievement, District Superintendent Support, and Central Office Policy and Administration) displayed relatively weak bipolar tendencies. One of the these factors, Central Office Policy and Administration, displayed a very weak bipolar tendency. If the three sets of factors are considered together, results tend to suggest that with the exception of the three strongly bipolar factors, the majority of the job factors display a tendency to contribute more to either

job satisfaction or job dissatisfaction. As a consequence, it is appropriate to suggest that the results of this study offered partial support for the contention that job factors are unipolar. A clearer picture of the polarity of job factors, however, is presented by making two statements. First, some job factors are unipolar and others are bipolar. Second, some bipolar job factors demonstrate much stronger bipolar tendencies than others.

A second aspect of the motivation-hygiene theory partially supported by the study relates to the contribution of job content and job context factors to job satisfaction and job dissatisfaction. The motivation-hygiene theory indicates that job content factors are the primary contributors to job satisfaction and that job context factors are the primary contributors to job dissatisfaction. Some motivation-hygiene studies (Armstrong, 1971; Centers and Bugental, 1966; Dunnette et al.) have not been supportive of this contention. These studies have suggested that at higher occupational levels, job content factors are judged more important both for job satisfaction and for job dissatisfaction.

This study was partially supportive of the motivation-hygiene's contention that job content factors are the primary contributors to job satisfaction and that job context factors are the primary contributors to job

dissatisfaction. The results suggested that although job content factors were more important contributors to job satisfaction, both job content and job context factors were important contributors to job dissatisfaction.

Summary

This section has focused on the degree of congruence between aspects of the motivation-hygiene theory and the results of the study. First, the study offered partial support for the statement that job factors are unipolar. Second, the study partially supported the statement that, job content factors are the primary contributors to job satisfaction, and job context factors are the primary contributors to job dissatisfaction. Based on job factors which contributed significantly to principals' job satisfaction and job dissatisfaction, the next section presents a description of a work situation which would make principals more satisfied with their work.

Towards a More Satisfying Work Situation

Eleven job factors identified in the study contributed to the job satisfaction and job dissatisfaction of primary principals. A work situation which would make primary principals more satisfied with their work could be achieved by implementing two sets of strategies. The first set

would seek to reduce the dissatisfaction associated with the major job dissatisfiers; both job content and job context factors. The second set would seek to provide greater opportunities for principals to experience satisfaction from the most significant job satisfiers; all job content factors. A description of both sets of strategies is featured below.

Central Office Policy and Administration

If job dissatisfaction is to be reduced, the Ministry of Education in Western Australia must take appropriate action to abate the level of primary principals' dissatisfaction with Central Office Policy and Administration. It is suggested that dissatisfaction could be reduced through addressing three aspects of Central Office Policy and Administration; implementation of change in schools, merit promotion, and support. A discussion of each aspects follows.

The fact that a number of principals felt that information fed to schools from central office personnel included ideas for change that could not be practically implemented, is of major significance for principal job dissatisfaction. A number of principals perceived that certain innovations could not be practically implemented in schools and this resulted in a lack of commitment towards

the changes. Job dissatisfaction was experienced when principals were forced to implement changes that they were not committed to. In addition, the perception that innovations were not practical for schools undermined the credibility of some central office personnel. A number of principals, for example, questioned the extent to which personnel responsible for the innovations had school experience. In order to reduce the job dissatisfaction associated with these facets of Central Office Policy and Administration, the Ministry of Education must make a concerted effort to engage in more extensive consultation with primary principals, prior to implementing policies which provide for significant changes at the school level. In particular, it is recommended that necessary further changes should be implemented using normative-reeducative strategies.

Owens (1987, p. 217), indicates that normative-reeducative change strategies posit that the norms of an organization "can be deliberately shifted to produce more productive norms by collaborative action of the people who populate the organization". According to Print (1987, p. 171), techniques used to implement the strategies involve people working together in group situations. He contends that workshops, training sessions and group decision-making are frequently used as techniques to manipulate people to see things differently. The use of normative-reeducative

strategies is recommended because such strategies "are desirable when the client is not committed to the change" (Zaltman and Duncan, 1977, p. 151). Given that principals lacked commitment towards some of the changes implemented, future use of these strategies might reduce principals' dissatisfaction with Central Office Policy and Administration by building commitment to the changes. Furthermore, workshops and training sessions related to innovations would provide central office personnel with opportunities to experience face to face contact with principals. Such contact would provide principals with opportunities to question personnel responsible for innovations. Provided that during sessions, central office personnel were able to convince principals of the value of innovations, the contact might serve to improve the credibility of personnel.

A second area which needs to be addressed by the central office of the Ministry of Education is related to merit promotion. A number of principals perceived the current system of merit promotion to be unfair. One reason seen to be responsible here related to the inconsistency in the assessment procedures used by district superintendents. It was reported that different superintendents assessed principals in different ways, with some superintendents being more thorough than others. Some support for these perceptions is provided in Chadbourne's (1990) study of the

role of the district superintendent. One of the district superintendents interviewed in Chadbourne's study stated, "We have no clear direction from Central Office about how to do merit promotion. I try to fit the normal curve but some other superintendents are too generous. The system is amateurish and that decreases our standing" (p. 79).

Whether or not the system is fair, a problem exists in that some principals perceive the system to be unfair.

Perceived inconsistencies in merit promotion procedures could lead to substantial future job dissatisfaction. This is because principals are highly Achievement oriented and there seems to be fierce competition for what appears to be a limited number of positions at the highest point of primary principals' promotional structure.

Competition for promotional positions has been effectively increased by the broadbanding of principals' positions as outlined in the *1990 Memorandum of Agreement*. Principals who had previously held Class 1A positions (the highest promotional positions for primary principals) were reclassified as Level 5 principals. A small number of Class 1A schools, those schools with an enrolment in excess of seven hundred students, were reclassified as Level 6 schools. This meant that principals who had previously reached the top of the promotional structure had to reach a new level to reach the top of the structure. Competition

has been increased because only a limited number of Level 6 positions are available for a large number of principals.

The challenging nature of the principals' work necessitates greater support for principals from the central office of the Ministry of Education. Duke (1988), in a study which attempted to determine reasons for principal resignation, reinforced the viewpoint that principals need support with challenging tasks. He commented that for principals, "challenges were fine up to a point, but each demanded energy and resources. The need for resources frequently necessitated haggling with supervisors, which siphoned off additional energy" (p. 311). In the current study, some principals perceived that they were "very much on their own" in what can only be described as over challenging work situations. Principals described a range of challenging situations such as abused children, children threatening suicide, irate parents and militant teachers. To lessen the job dissatisfaction associated with work challenge, personnel at the central office, must be able to provide appropriate advice to principals to assist with challenging work situations. Alternatively, the Ministry of Education should consider appointing an officer who can liaise with other government bodies, in order to direct principals towards receiving appropriate support.

In summary, principals' job dissatisfaction could be reduced significantly by addressing three areas related to Central Office Policy and Administration. Job dissatisfaction could be further abated through modifying the role of the district superintendent in such a way that superintendents offered principals more support.

District Superintendent Support

An apparent lack of support by the district superintendent only serves to exacerbate problems associated with work tasks which provide too much challenge. In particular, it seems that principals require more support in dealing with problems associated with teachers and parents. This feeling was reflected by BB, one of the four principals who was asked to comment on the results of the study. In commenting on the support received by the district superintendent prior to the release of Better Schools (1987) he stated, "If you were not satisfied with a teacher's performance the super [superintendent] would come in and evaluate or back you up or whatever and now that does not happen".

As indicated in Chapter Five, Chadbourne (1990, p. 37) speculates that prior to 1990 district superintendents might not have been able provide a great deal of support to schools for a number of reasons. He suggests that the need

to get district offices established as well as industrial action in schools prevented district superintendents from offering full support to schools. Chadbourne contends, however, that these factors "have now receded into the background" (p. 38) because district offices have been established and industrial action has all but ceased. Given this contention, it is realistic to expect that, in future years, principals will receive more support from the district superintendent. Further support needs to be given in a number of areas if job dissatisfaction is to be reduced.

District superintendents need to offer more support to principals in the area of school development. This support could be offered through more regular school visits. Such visits would offer benefits both to district superintendents and to principals. First, regular school visits would allow district superintendents to gain a more thorough understanding of the problems faced by individual schools and principals. This would make district superintendents better qualified to audit school development plans. Second, regular school visits would place district superintendents in a stronger position to assist principals to identify strategies and resources available to address school development priorities. It is contended that without such visits, district superintendents would have no place in advising principals

because they would not have acquired necessary contextual information to allow them to do so.

Principals regularly face challenging situations with parents and principals. Job dissatisfaction is often an outcome of these challenging situations. It is suggested that one way in which job dissatisfaction could be reduced is through further district superintendent involvement in challenging situations with parents and teachers. It is envisaged that, depending on the nature of the situation, district superintendents could offer two forms of support. Both forms of support should only be offered if a principal's attempts to solve particular problems, in a collaborative manner, have failed. In the majority of situations, the district superintendent could assume the role of a mediator; a person who comes into a school to assist conflicting parties to solve a given problem. This approach could be utilized, for example, if a parent was not satisfied with the placement of his or her child in a particular class. On rare occasions it might be necessary for the district superintendent to visit a school to reinforce Ministry regulations in an authoritative manner. An example of a situation which would lend itself to this approach could relate to a case where a teacher was consistently arriving late for work.

Principal-Teacher and Principal-Parent Relationships

Principal-Teacher Relationships and Principal-Parent Relationships contributed significantly both to the job satisfaction and to the job dissatisfaction of principals. Accordingly, strategies related to these factors, which are directed toward making principals more satisfied with their work, must serve a twofold purpose. First, strategies must be implemented to reduce the contribution of Principal-Teacher and Principal-Parent Relationships to job dissatisfaction. Second, strategies must be implemented to provide further opportunities for principals to derive satisfaction from their relationships with teachers and parents. A discussion of a strategy which could be used to reduce the job dissatisfaction experienced from relationships with teachers and parents is presented. This is followed by a description of a strategy which could be implemented to provide further opportunities for job satisfaction to be experienced from relationships with the same groups. Both strategies involve the professional development of principals.

One strategy to reduce the job dissatisfaction associated with Principal-Teacher and Principal-Parent Relationships relates to the professional development of principals in the area of conflict resolution. The results of the study indicated that primary principals experience

job dissatisfaction from Principal-Teacher and Principal-Parent Relationships. This job dissatisfaction is often the direct result of conflict arising from principals' interactions with teachers and parents. Increasingly, principals are being required to deal with school-based conflict involving teachers and parents, without the support of the district superintendent. Related to this, the recent emphasis in educational administration towards collaborative school management might have resulted in principals being ill-equipped to deal with conflict. Prior to the shift towards collaborative school management in schools, principals could use their authority to suppress conflict in schools. Such an approach to conflict resolution, however, is contrary to the basic assumptions which underpin collaborative school management. Owens (1987) reinforces the fact that techniques previously used to resolve conflict are no longer appropriate. He states, "The day is over for the wily school administrator who could head off or terminate conflict with deft tricks or a swift exercise of power" (p. 262). It would therefore seem appropriate to suggest that under these circumstances, principals might benefit from professional development which focuses on conflict resolution strategies in a collaborative school environment.

The appropriateness of this form of professional development is reinforced by Owens (1987, p. 262), for

example, who contends that healthy organizations "are able to identify conflict and deal with it in a collaborative way that leaves the organization stronger and more well developed rather than weakened and wracked with hostility". The work of Likert and Likert (1976, p. 7) supports Owens' viewpoint by suggesting that the success of an organization is influenced by its ability to achieve cooperation rather than hostile conflict through productive consensus problem solving. Professional development in the area of conflict resolution would equip principals with a number of effective techniques to resolve conflict in such a way that their schools would be strengthened rather than weakened. As ill-feeling or hostility would not be associated with effective conflict resolution, job dissatisfaction from Principal-Teacher Relationships and Principal-Parent Relationships would be reduced. It is contended that effective conflict resolution would not only reduce job dissatisfaction but it would also be conducive to job satisfaction. As effective conflict resolution techniques serve to strengthen schools, principals might actually perceive that they have accomplished something in their schools when conflict is resolved effectively. As principals have been identified as being highly Achievement oriented, the potentially dissatisfying effects of principals' conflict with teachers and parents could well be reversed to result in principal job satisfaction.

Once the job dissatisfaction associated with Principal-Teacher and Principal-Parent Relationships has been reduced, a second strategy could be implemented to provide principals with further opportunities to gain job satisfaction from these factors.

Collectively, principals' relationships with teachers and parents accounted for a large proportion of the job satisfaction experienced by primary principals. Professional development in the area of interpersonal relationships or relationship skills could result in additional job satisfaction from this source. Friesen et al. (1981), in discussing their study of principal job satisfaction confirm that professional development in interpersonal relationship skills could serve to produce further job satisfaction for principals. They suggest that specific relationship skills used by principals be identified to form the basis of such professional development. It is suggested here, that because relationships with parents and teachers contributed significantly to principals' job satisfaction, professional development in the area of interpersonal relationship skills would increase principals' skills in interacting with parents and teachers. Stronger relationship skills could, in turn, result in increased job satisfaction for principals. Consistent with the recommendations of Friesen et al., the professional development should be based on the

specific interpersonal relationship skills used by primary principals.

In summary, the job factors Principal-Teacher Relationships and Principal-Parent Relationships contributed significantly to the job satisfaction and job dissatisfaction of primary principals. Two strategies related to the professional development of principals were suggested. One strategy was directed toward reducing the job dissatisfaction associated with principal's conflict with teachers and parents. A second strategy was aimed at providing further opportunities for job satisfaction to be experienced through Principal-Teacher and Principal-Parent Relationships.

Achievement and Recognition

If the Ministry of Education is looking to implement personnel practices conducive to the job satisfaction of principals it should focus on providing additional opportunities for principals to achieve and gain recognition for achievements. This is due to the fact that principals in the sample were identified as being highly Achievement and Recognition oriented. Significantly, when principals spoke of Recognition received, Recognition did not emanate from the Central Office. Four strategies for enhancing Achievement and Recognition-related job

satisfaction, all of which relate to the central office, are suggested here.

The first strategy is through an expansion of the promotional opportunities available to principals. Increased promotional positions would provide principals with more opportunities to accomplish individual professional achievements and would provide greater opportunities for the central office to recognize the efforts of principals. In addition to increasing the number of promotional positions available, the Ministry of Education should consider appointing a greater number of principals to limited tenure central and district office appointments. This suggestion forms a second strategy. Appointment to these positions could be made on the basis of demonstrated high performance in particular areas of school administration. A principal demonstrating particular expertise in the area of school development, for example, could be appointed as a school development consultant. At present many consultant appointments are offered to teachers rather than principals because the salaries associated with the positions are often lower than principals' salaries. Appointment of a principal to a consultant position would therefore require the Ministry to provide a salary at a level no less than that attracted by the principal's substantive position.

The third and fourth strategies are related to the work of Sergiovanni (1984). According to Sergiovanni, strong leadership or leadership for excellent schools requires the presence of five leadership forces. The first three forces termed technical, human, and educational forces are necessary if schools are to be considered "competent" schools. A principal who demonstrates these forces performs tasks such as planning, scheduling, diagnosing educational problems and supporting staff. Sergiovanni suggests that if such forces are present, "competent" rather than excellent schools will result. Excellent schools, says Sergiovanni, are only created with the presence of two additional forces; symbolic and cultural forces. These forces are present when a principal tours the school, visits classrooms, knows students, articulates the school purpose and mission, and provides a unified vision for the school.

Duke (1988, p. 310), in his study of the principalship, indicated that when principals were confronted with large amounts of work, there was pressure to complete routine managerial tasks at the expense of other tasks such as formulating new ideas. Routine managerial tasks can be equated with the first three levels of Sergiovanni's leadership forces. It is contended that a similar situation existed with the principals in this study, that is, the amount of work that principals were

required to complete in the time available restricted principals to performing the tasks associated with Sergiovanni's competent schools. This applies particularly to the principals of smaller schools who had a large proportion of school hours allocated to classroom duties. A lack of time to engage in tasks associated with stronger leadership, denies principals of the opportunity to experience Achievement-related job satisfaction through the creation of excellent schools.

Given this situation, a third strategy directed toward providing principals with further opportunities to gain Achievement-related job satisfaction pertains to the Ministry of Education increasing the time available for principals to carry out school administrative duties. The implementation of this strategy would necessitate a reduction in principals' teaching time. Increasing the time available for school administration would allow many principals to demonstrate much stronger school leadership because time would be available to complete tasks associated with all of Sergiovanni's leadership forces. One outcome of stronger leadership and the creation of excellent schools would be Achievement-related job satisfaction.

An alternative to providing additional administrative time to principals is suggested as a fourth strategy for

providing opportunities for Achievement-related job satisfaction. It is suggested that the Ministry of Education should promote and encourage shared leadership in Western Australian schools. One approach to shared leadership in Western Australia has been described by Campbell-Evans (1990). She advocates the formation of school executive teams in which "specific responsibilities and tasks will be negotiated among team members in recognition of individual strengths" (p. 7). According to Campbell-Evans (1990), the school executive team could assume a number of different forms, and could include the principal, deputy principals, and teachers. In order for principals to achieve excellence in schools, members of the executive team could assume responsibility for some of the leadership tasks associated with Sergiovanni's (1984) technical, human, and educational leadership forces. This would provide principals with more time to focus on cultural and symbolic leadership, the key forces in the creation of excellent schools. This in turn would provide for Achievement-related job satisfaction.

In summary, because the two major sources of principal job satisfaction are Achievement and Recognition, a work situation directed toward making principals more satisfied with their work, must provide administrators with further opportunities to achieve and gain recognition for achievements.

Summary

Based on the job factors identified in the study, this section has presented a description of a work situation which would make primary principals more satisfied with their work. It was suggested that an attempt to do this would involve the implementation of two sets of strategies. The first set of strategies sought to reduce the job dissatisfaction associated with major job dissatisfaction factors. The second set of strategies sought to provide principals with further opportunities to gain job satisfaction from the major sources of job satisfaction. Based on the results of the study, the final section describes recommendations for further research.

Recommendations for Further Research

A series of recommendations for further research arise from the study. These recommendations have been grouped into three categories. The first category is related to studies which could be conducted to further explore the range of job factors which were identified as sources of principals' job satisfaction and job dissatisfaction. The second is concerned with research which could be carried out to further investigate specific job factors which contributed to the job satisfaction and job dissatisfaction of primary principals. A final category refers to studies

which could be completed to assist in the design of primary principals' professional development programmes.

Exploratory Studies on Administrator Job Satisfaction

Additional administrator job satisfaction research of an exploratory nature could be conducted by completing further studies in the same district or by extending the current study to other districts. Both possibilities involve broadening the sample to determine if administrators identify similar factors as job satisfiers and job dissatisfiers. A discussion of these possibilities follows.

The study was conducted with the primary principals in one Ministry of Education district in Western Australia. The study could be extended in the same district by focusing on the job satisfaction and job dissatisfaction of other administrators in the district. A logical extension to the current study would be the involvement of the district's secondary principals. This would allow the researcher to determine whether similar job factors contributed to the job satisfaction and job dissatisfaction of primary and secondary principals. Further extension, if desired, could occur within the district by involving primary and secondary deputy principals.

A larger sample focusing exclusively on primary principals could be obtained by leaving the district and conducting a study across several districts. In conducting a study with a larger sample of primary principals, a number of variables might be considered. Three possibilities are presented, although numerous others exist. First, a further study could investigate the extent to which school size influences primary principals' identification of job satisfaction and job dissatisfaction factors. The results of this research hinted at differences between levels of satisfaction of the principals of small schools and large schools when the job factor Amount of Work was considered. Second, research using a larger sample could investigate the extent to which the age of a primary principal influences the identification of factors contributing to job satisfaction and job dissatisfaction. Such research could be related to studies on principals' career stages.

A third study could be conducted across metropolitan and country Ministry of Education districts to determine if location impacted upon primary principals' job satisfaction and job dissatisfaction. It is speculated that the frequency of particular job dissatisfaction factors could increase because of perceived problems in rural districts such as distance and isolation. For example, District Superintendent Support as a job dissatisfier might occur

more frequently because district superintendents might not have the time to travel long distances to some country schools. Moreover, as there are many small schools in country districts, the job dissatisfier, Amount of Work might occur more frequently.

Research on Specific Job Factors

The results of the study indicated a need for a number of studies to further explore specific job factors involved in the job satisfaction and job dissatisfaction of principals. A small number of studies are recommended below although numerous possibilities exist.

Given the extent to which the job factor Central Office Policy and Administration contributed to the job dissatisfaction of principals, a number of studies centred on the factor would be appropriate. One study, for example, could focus specifically on Central Office Policy and Administration by exploring in more depth why the factor is a major principal job dissatisfier. An outcome of such a study could be the development of an extensive list of the themes involved in principals' dissatisfaction with Central Office Policy and Administration.

Other studies focusing on Central Office Policy and Administration could be conducted to focus on specific dissatisfying aspects identified in the present study. For example, one of the dissatisfying aspects of Central Office Policy and Administration identified was related to the perceived unfairness of merit promotion. As some principals perceived the system to be unfair, an evaluative study of the system of merit promotion could be conducted. Such a study could be used to determine what changes need to be made to the current practice. A final suggestion relates to the restructuring of the Western Australian education system. As some principals experienced job dissatisfaction as a result of the restructuring of the State education system, a study could be conducted to examine, in more depth, the sources of job dissatisfaction associated with restructuring.

In addition to the studies related to Central Office Policy and Administration, two further studies related to exploration of specific job factors are suggested. First, given that the job factor District Superintendent Support contributed more to the job dissatisfaction than job satisfaction of principals, a study investigating the role of the district superintendent would be useful. In particular, the study could investigate the role of the district superintendent from the perspectives of the Ministry of Education, principals, and district

superintendents themselves. Second, a study focusing on the two most important job satisfiers is warranted. Such a study could be conducted to explore ways in which primary principals' could be given further opportunities to derive job satisfaction from Achievement and Recognition.

To summarize, the results of the study indicated a need to learn more about specific factors involved in the job satisfaction and job dissatisfaction of principals. A number of studies were suggested and these were related to Central Office Policy and Administration, District Superintendent Support, Achievement, and Recognition.

Professional Development Studies

In discussing a work situation which would be more conducive to the job satisfaction of principals, two areas for the professional development of principals were identified. In the first instance, the point was made that principals' relationships with parents and teachers contributed significantly to job dissatisfaction. It was indicated that one way of reducing job dissatisfaction from this source would be to develop principals' conflict resolution skills. It is suggested that a study could examine the ways in which primary principals currently deal with conflict. The results of such a study could provide the basis for professional development on the same topic.

In the second instance, results indicated that not only could a principal's relationships with teachers and parents cause job satisfaction, but these relationships could also result in job dissatisfaction. To maximize the job satisfaction experienced from principals' relationships with teachers and parents, the study recommended that principals be given professional development in the area of interpersonal relationship skills. A study could be conducted to determine the specific relationship skills required by principals, and again, results of the study could be used to assist in the development of a professional development programme.

Summary

This section has discussed three categories of recommendations for further research. The first category was related to studies which could be conducted to further explore the range of job factors which contributed to the job satisfaction and job dissatisfaction of school administrators. The second category was concerned with studies which could be conducted to examine specific job factors identified in more detail. The final category was related to studies arising from this research which could be conducted to assist in the design of professional development programmes for principals.

This study was conducted at a time when restructuring of the Western Australian education system had induced significant changes to the role of the primary principal. Within this context of change, the research sought to explore the job factors contributing to the job satisfaction and job dissatisfaction of the primary principals in one Ministry of Education district in Western Australia. Eleven job factors were identified as contributing to the job satisfaction and job dissatisfaction of the group of principals, seven related to the job content and four related to the job context. Based on the results of the research, a description of a work situation which would make primary principals more satisfied with their work was presented, and recommendations for further research were suggested.

Appendix A

Street Name
Suburb-State-Postcode
15 June, 1990.

Name of District Superintendent
Name of School District
Ministry of Education in Western Australia
District Address
Suburb-State-Postcode

Dear

I am a primary teacher with the Ministry of Education in Western Australia currently completing a Master of Education degree, in the area of Educational Policy and Administrative Studies, at the Western Australian College of Advanced Education.

Part of my course of study involves the completion of a research project in the area of principal job satisfaction. The research does not propose to measure overall levels of principal job satisfaction. Rather, it proposes to explore aspects of the principalship which contribute to the job satisfaction and job dissatisfaction of primary principals. The supervisor for the research project is Dr. Glenda Campbell-Evans who is based at the Churchlands Campus of the College.

Approximately twenty principals from one district of the Ministry of Education in Western Australia are needed to participate in the data collection phase of the research project.

I write to advise you that I wish to use the [district name deleted] District as the focus district for the research project. Within the next fortnight I shall contact primary principals in your district to request their co-operation with the project. Principals who are willing to become involved in the project will be asked, during interviews, to describe sequences of events which contributed to their job satisfaction and job dissatisfaction during the 1989-1990 period.

The final research report will be made available to yourself and the principals in your district. The names of schools and principals, and the district name will remain anonymous in the final research report.

Should you wish to discuss any aspect of the research project with me, please telephone me on .

Yours sincerely

Gary Martin

Appendix B

Street Name
Suburb-State-Postcode
Telephone Number

The Principal
School Name
School Address
Suburb-State-Postcode

Dear

I am a primary teacher (with the Ministry of Education in Western Australia) currently completing a Master of Education degree, in the area of Educational Policy and Administrative Studies, at the Western Australian College of Advanced Education.

Part of my course of study involves the completion of a research project in the area of principal job satisfaction. The major purpose of the research project is to explore aspects of the principalship which contribute to the job satisfaction and job dissatisfaction of primary principals. The project is being supervised by Dr. Glenda Campbell-Evans who is based at the Churchlands Campus of the College.

Approximately twenty principals from one Ministry of Education district in Western Australia are needed to participate in the data collection phase of the research project. I write seeking your assistance with this phase of the project.

Should you agree to become involved in the research project, you will be asked to describe, during an interview session, actual events leading to good and bad feelings about the principalship. In some situations, it may be necessary to conduct a second follow-up interview to clarify information provided. Your name, the name of your school, and the name of the district in which your school is located, would remain anonymous in the final research report.

During the next few days I will telephone you to answer any questions related to the research project, and to determine whether you are willing to participate. Should you be willing, I will then arrange with you a suitable time for an interview session.

Yours sincerely

Gary Martin

21 June, 1990.

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