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**LOCUS OF CONTROL AND JOB SATISFACTION OF
SECONDARY SCHOOL ASSISTANT PRINCIPALS
IN IOWA, KANSAS AND NEBRASKA**

by

Kathryn L. Ryan

A DISSERTATION

**Presented to the Faculty of
The Graduate College at the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education**

Major: Educational Administration

Under the Supervision of Barbara Y. LaCost

Lincoln, Nebraska

December 1998

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LOCUS OF CONTROL AND JOB SATISFACTION OF SECONDARY SCHOOL ASSISTANT

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GRADUATE COLLEGE
UNIVERSITY OF NEBRASKA

**LOCUS OF CONTROL AND JOB SATISFACTION OF
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IN IOWA, KANSAS AND NEBRASKA**

Kathryn I. Ryan, Ed.D

University of Nebraska, 1998

Adviser: Barbara Y. LaCost

This correlational study determined the relationship of locus of control and job satisfaction. Specifically, this study answered the questions: What is the correlation between locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals? What is the correlation between locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals statistically controlling for gender, age and years of experience?

A three-part questionnaire was mailed to the current population of 490 Iowa, Kansas and Nebraska secondary school assistant principals who are 1997-1998 members of the National Association of Secondary School Principals. The questionnaire consisted of demographic questions, The Rotter Internal-External Locus of Control Scale (1966), and the Job Descriptive Index (1997).

A descriptive analysis of the results consisting of means, standard deviations, and ranges was compiled. Pearson Correlation Coefficients were used to determine the correlation between locus of control and job satisfaction. Multiple Regression Procedures were conducted to illustrate the relationship among the Pearson Correlation Coefficients of the Iowa, Kansas and Nebraska secondary school assistant principals. The mediating

variables, gender, age and years of experience as a secondary school assistant principal were also used in the Multiple Regression Procedures to determine what, if any, effect these variables had on the correlation coefficients.

The results of this study showed no significant relationship between the correlation coefficients of locus of control and job satisfaction of all secondary school assistant principals; the secondary school assistant principals had an internal expectancy of control with a high level of job satisfaction. A significant difference between the correlation coefficients of locus of control and job satisfaction among the Iowa and Nebraska secondary school assistant principals as compared to the Kansas secondary school assistant principals was found. The mediating variables, gender, age and years of experience as an assistant principal had little effect on the correlation coefficients of locus of control and job satisfaction.

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Chapter 1

INTRODUCTION

Context of the problem

The assistant principal position has been largely overlooked in all areas ranging from academic preparation to actual job expectations and performance (Calabrese, 1991; Garawski, 1978; Glanz, 1994; Greenfield, 1985; Hartzell, 1995; Kattman, 1995; Marshall, 1992; Marshall, 1993; NASSP's Council on the Assistant Principal, 1991). "Little attention has been granted to the training and selection, job satisfaction, and motivation of assistant principals" (Marshall, 1992, p.3). Not only has the position been ignored in educational research and practice, but much about this position is misunderstood due to the ambiguous job description of the assistant principal. Roles and responsibilities are often unclear and misunderstood, not only by those on the inside and outside of the educational arena, but even by the assistant principals themselves (Cantwell, 1993; Ginty, 1995; Greenfield, 1985; Marshall, 1985).

Why then would anyone aspire to be an assistant principal? What type of person would be suited to fill such a position? What makes this a satisfying position to those who do hold it? A need for answers to these questions definitely exists. Exploring the relationship between locus of control and job satisfaction of assistant principals will assist in understanding the type of person who fills this position. This understanding will lead to further information regarding the position and what can be done to enhance the position and the recruitment of well-qualified candidates to fill it.

Educational administration theorists and practitioners point to the dearth of literature pertaining to the assistant principalship. Few studies exist to help the assistant principal adjust to the ever-changing and demanding position (Marshall, 1992). According to Hartzell (1995), the assistant principalship may be overlooked because the overall nature of the position is difficult to grasp or because the assistant principal is overshadowed by the principal. Greenfield (1985) reported that studies pertaining to the assistant principal have been conducted; however, they have been concerned with duties, functions and responsibilities rather than with developing theories which might be instructive regarding the roles or behaviors of the assistant principal. Calabrese (1991) described the scope of duties expected of assistant principals as being of great importance to organizational effectiveness. Calabrese (1991) also stated "that all assistant principals do not have positive working conditions. It is difficult for. . . assistant principals to function effectively when they are not encouraged to grow or expand horizons, or given responsibilities beyond school discipline" (p. 57).

Gorton & Kattman (1985) referred to the assistant principal as an important member of the administrative team but an almost invisible component in the educational literature on management. Glanz (1994) indicated a pressing need to learn more about the role and functions of the assistant principal. "More thorough research remains to be done on the assistant principalship and greater attention paid to the vital functions performed by the AP" (Glanz, 1994, p. 287). Attention must be focused on this position as a worthy

and professional career by providing incentives for persons to enter and remain in this role (Glanz, 1994). Regarding newcomers to the assistant principalship, Hartzell (1995) stated: "The pace is faster and the scope of the job is greater than they anticipated; they are not trained for their assigned responsibilities; and the personal satisfactions and stresses are not as they expected" (p. 25).

Thus, a need for further study of the assistant principalship exists. In particular, focus must be given to those who currently hold this position, the personality style that enables them to successfully fulfill their responsibilities, and the sources of satisfactions that they experience in their work.

This information will not only help those who aspire to the position, but will also help those who are involved in working with potential aspirants. Those who create educational administration and certification programs will benefit from this information as they will be able to provide better training. Those who hire aspiring assistant principals will benefit as they will understand more clearly what type of person is suited for this job. Those who work directly with assistant principals, such as principals or other supervisors, will benefit as they will realize what type of support and encouragement assistant principals require.

Purpose Statement

The purpose of this correlational study was to test locus of control as it related to job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals who are members of the professional organization, National Association of Secondary School

Principals, NASSP. The assistant principals of these three Midwestern states were studied because of the similarities in the states.

Iowa, Kansas and Nebraska are located in the Great Plains region of the United States. Agriculture is the main industry and manufacturing is the second main industry in each of these states. The three states share the same primary natural resources: soil, water, minerals, and grazing land. The total population of each state ranges from approximately 1.6 million in Nebraska, 2.5 million in Kansas, to 2.7 million in Iowa. In all three states, few urban centers exist while the majority of the state is rural. A statewide supported system of higher education is also a characteristic of these states. Due to their geographical location, dominant means of livelihood, and population areas, the residents of these states also share similar values.

The Social Learning Theory (Rotter, 1966), which identified locus of control, served as a foundation for this study. Locus of control refers to individuals' perceptions of behavior and the degree of control they exert on the forces outside of themselves versus their own behavior or attitudes (Rotter, 1966). The Job Descriptive Index (Smith, Kendall & Hulin, 1997), which considers the five areas: work on present job, present pay, opportunities for promotion, co-workers, and supervision, was used to measure overall job satisfaction. Job satisfaction refers to peoples' attitudes toward their jobs as well as specific roles of their jobs (Knoop, 1995). Additionally, gender, age and years of experience as assistant principal were considered as mediating variables in this study.

Hypotheses

H1: A positive relationship exists between internal locus of control and job satisfaction for secondary school assistant principals in Iowa, Kansas and Nebraska.

H2: No significant difference in Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska.

H3: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for gender.

H4: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for age.

H5: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for years of experience as an assistant principal.

Theoretical Perspective

The theory used in this study is the Social Learning Theory. This theory, developed by Rotter (1966), explains individual personality style. “According to the theory of personality proposed by Rotter, behavior varies as a function of generalized expectancies that outcomes are determined either by one’s own actions or by external forces beyond one’s control” (Bandura, 1986, p. 413). These expectancies regarding

behavior are the products of reinforcement theory (Rotter, 1982). Thus, Rotter's conceptual scheme centers on causal belief about the relation between action and outcomes (Bandura, 1986).

Rotter's (1966) theory creates the locus of control concept.

When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, . . . it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. (p.1)

An individual with this belief is said to possess externality, or an external locus of control.

"If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, . . . this is a belief in internal control" (Rotter, 1966, p.1). An individual with this belief is said to possess internality, or an internal locus of control (Rotter, 1966). Individuals . . . "become largely internally focused or largely externally focused with regard to the source of control they perceive in a changing environment" (Whetton & Cameron, 1995, p. 78).

The locus of control concept has been applied to many disciplines through numerous research studies. In particular, researchers have used Rotter's Internal-External Control Scale (Rotter's I-E Scale, 1966) to assess managerial skills, leadership skills, productivity, motivation, achievement, and overall job satisfaction (Lefcourt, 1981; Lefcourt, 1982; Lefcourt, 1984; Rotter, Chance & Phares, 1972; Whetton & Cameron, 1995). This theory has also been applied to research in psychophysiology. Researchers have studied patients' locus of control in relationship to their overall mental and physical health (Lefcourt, 1984).

These studies have led to conclusions regarding characteristics of people based on their predominant locus of control. Rotter summarized:

that people with an internal locus of control are more likely to (a) be attentive to aspects of the environment that provide useful information for the future, (b) engage in actions to improve their environment, (c) place greater emphasis on striving for achievement, (d) be more inclined to develop their own skills, (e) ask more questions, and (f) remember more information than people with an external locus of control. (Whetton & Cameron, 1995, p. 78)

Other studies revealed that individuals with an internal locus of control are less alienated from their work environment, more satisfied with their work, experience less job strain and more position mobility, are more likely to be leaders, are more satisfied with participative decision-making, are more likely to engage in entrepreneurial activity, and experience more feelings of psychological well-being (Bein, Anderson & Maes, 1990; Koeske & Kirk, 1995; Lewis & Borders, 1995; Luzzo & Ward, 1995; Whetton & Cameron, 1995).

The Social Learning Theory and the conclusions derived from numerous studies of it provided the underlying logic for designing and conducting this study. If individuals' locus of control influences their perception of their behavior and interaction with the environment, then their overall feeling of job satisfaction will be influenced. Individuals will believe that they control what happens at the work place, or individuals will believe that what happens to them on the job is largely out of their control. Studies, using instruments such as the the Job Descriptive Index, the Minnesota Satisfaction Questionnaire, the Meyers-Briggs, and others, have been conducted in many diverse occupations and fields of research. These studies revealed a distinct relationship between

locus of control and job satisfaction. Thus, applying the locus of control concept to the work of assistant principals should reveal a correlation with their overall job satisfaction.

Definition of Terms

Locus of control refers to the attitude people develop regarding the extent to which they are in control of their own destinies (Whetten & Cameron, 1995).

Internal locus of control refers to individuals' perception that the reinforcement they receive is contingent upon their own actions (Whetten & Cameron, 1995).

External locus of control refers to individuals' perception that the reinforcement they receive is the product of forces outside of their own control (Whetten & Cameron, 1995).

Job satisfaction refers to a person's attitude toward the job as well as specific roles of the job (Knoop, 1995).

Secondary school is the school division following the elementary school consisting of grades 6 through 12.

Assistant principal is an official who is designated as an assistant to the principal of a school and whose specific powers and duties vary according to the local situation (Good, 1973).

Experience refers to the number of years that an individual has served as an assistant principal.

Delimitations and Limitations of the Study

A Delimitation

This quantitative study only questioned Iowa, Kansas and Nebraska secondary school assistant principals who are 1997-1998 members of NASSP.

Limitations

The population for the study reflected only the perceptions of Iowa, Kansas and Nebraska secondary school assistant principals who are members of NASSP.

The results of this study were not generalizable to secondary school assistant principals in other areas of the country.

Significance of the Study

The results of this study accomplished two purposes: (a) they identified those whose personality style, (eg. internality or externality), realize the greatest job satisfaction; and (b) they identified which personality style (e.g. internality or externality) in terms of gender, age and years of experience is best suited to fulfill the expectations of the secondary school assistant principalship.

Currently, a paucity of information about the assistant principalship exists; thus, this study of Iowa, Kansas and Nebraska secondary school assistant principals contributed to the knowledge regarding this position in terms of secondary school assistant principals' perceptions of their work. Identifying what satisfies and what frustrates assistant principals is important (Marshall, 1992). Thus, "The first step in improving assistant principals' and others' valuing of the position is exploring, defining, and disseminating information about their work" (Marshall, 1992, p. 87).

A significant gap in the knowledge base required for effective preparation of future secondary school assistant principals was another reason for this study (Hartzell, 1995). This study provided data that could be utilized in programs preparing aspiring administrators for work in the field. The gap between educational theory and actual practice could be bridged.

The results of this study provided knowledge to central office administrators and principals who work with assistant principals. They, too, should be aware of how locus of control contributed to job satisfaction and dissatisfaction of the assistant principal. Providing assistant principals with duties and a work environment that fosters job satisfaction will enhance overall job efficiency (Garawski, 1978). “. . . [S]chool districts need to find ways to support good people who want to stay in assistant principal positions and find career satisfaction in this position” (Marshall, 1992, p. 87). Overall, incentives for entering and remaining in the assistant principalship must be established (Glanz, 1994).

Finally, researchers representing many fields are likely to benefit from this study. The study contributed to the knowledge base regarding personality style and job satisfaction of the assistant principal by showing a correlation between the locus of control and job satisfaction scores of Iowa, Kansas and Nebraska secondary school assistant principals. Thus, educational researchers may use the data to increase their understanding of this administrative position and identify areas for further study. Educational researchers in other states may want to replicate this study of assistant principals in their own school districts.

Chapter 2

LITERATURE REVIEW

Introduction

The topics covered in this review include three bodies of literature published during the last 10-12 years. The theoretical basis for the study was taken from older works. The specific areas studied were the locus of control theory, job satisfaction theory, and studies measuring job satisfaction of assistant principals. CD-ROM data bases including ERIC, PsycLit, Sociofile, and Dissertation Abstracts were used to find scholarly journal articles, papers presented at conferences, abstracts, and dissertations. The IRIS system was also used for retrieving classical theory publications and current publications relating to the assistant principal position.

Locus of Control

The perception of control one exerts on individual behavior and life's events has emerged from Rotter's Social Learning Theory (Rotter, 1966). This perception of control is referred to as a generalized expectancy of internal or external control or reinforcement. Those whose generalized expectancy depends on an internal control believe that events which occur, either positive or negative, do so because of one's own actions; thus, events are personally controlled. Those whose generalized expectancy depends on an external control believe that positive or negative events which occur, do so because of external, uncontrollable factors, unrelated to one's own behavior. Thus, many individuals believe that valued reinforcements occur only by chance, so they are not masters of their fate. Others, however, believe that their fate is determined directly by what they do.

Based on this theory, Rotter developed the I-E Scale (Internal-External Control of Reinforcement Scale) in which subjects describe their own viewpoint “. . . by choosing between alternatives that reflect a fatalistic, external control viewpoint and those indicating a belief in one’s ability to affect and control the events in one’s life” (Lefcourt, 1982, p. 26). According to Rotter (1966), “A general attitude, belief, or expectancy regarding the nature of the causal relationship between one’s own behavior and its consequences might affect a variety of behavioral choices in a broad band of life situations” (Rotter, p. 2). Based on Rotter’s initial discoveries and Lefcourt’s applications, many other researchers have used these findings in relating locus of control to numerous areas of people’s lives.

Luzzo & Ward (1995) studied the correlation of locus of control and vocational congruence. Their study addressed the need for more research regarding effective career intervention strategies on college campuses in relationship to certain social constructs including locus of control. The subjects of this study were 61 undergraduates attending a small, liberal arts university in the Midwest. The career aspirations of these participants represented a wide range of diversity. As part of the study, the participants completed the Career Locus of Control Scale which required a true-false response to 18 statements related to career planning. The results of the study showed that locus of control is a statistically significant predictor of career aspiration-current occupation congruence among college students. Statistical analyses suggested that students with an internal locus of control were more likely to seek part-time jobs during college that are congruent with their vocational aspirations than were those who had an external locus of control.

Lewis and Borders (1995) researched the life satisfaction of single middle-aged professional women by examining several factors including locus of control. All female members of three professional organizations in North Carolina were contacted to identify a sample for the study. Questionnaires were ultimately administered to women in higher education institutions; 152 responses were received. Methodological limitations included the reliance on self-report data and the lack of a comparison group of married women involved in the same employment or similar settings. Locus of control was measured by the Levenson Locus of Control Scale which is based on a Likert scale. Locus of control was the fourth best predictor of life satisfaction following job satisfaction, sexual satisfaction, and regrets regarding life circumstances. A high level of internality correlated with a high level of life satisfaction. This result may indicate that the participants believed life satisfaction was a direct result of their own attitudes and efforts.

A study conducted by Koeske & Kirk (1995) also indicated the benefits of internality of control with regards to employment, in this case, the mental health profession. Their study attempted to assess whether an internal locus of control attribute correlated with favorable worker outcomes. They studied two different samples: members of the Southwest regional Pennsylvania chapter of the National Association of Social Workers and intensive case managers who worked with the most difficult mental health clients in New York State. The social workers were mailed questionnaires; 107 who were presently engaged in direct client work responded. The case managers were part of a four wave panel study lasting for an 18-month period; 50 subjects responded to the locus of control scale. Both parts of the study affirmed that an internal locus of

control in relation to counseling and client work was beneficial for the practitioner.

“Internality was consistently associated with favorable qualities, such as job satisfaction, perceived good outcome for clients, low job conflict, life satisfaction, and psychological well-being”(p. 22). Since the emotions associated with this profession may contribute to burn-out of employees, the study was significant in that it showed that strong internality of control seems to act as a buffer for emotional exhaustion and negative job attitudes including intention to quit.

A study conducted by Bein, Anderson & Maes (1990) revealed similar results regarding locus of control and job satisfaction. Specifically, their study tested the hypothesis that teachers who feel a strong sense of personal power in their work environments would also experience more satisfaction with their work. The researchers administered the Job Diagnostic Survey and the Teacher Role Survey to 83 secondary school teachers. The responses showed a negative correlation between externality of control beliefs and job satisfaction. Conversely, a positive correlation was shown between a strong internality of control and satisfaction with their work.

Job Satisfaction

Locke (1976), in his work, The Nature and Causes of Job Satisfaction presented an historical overview of job satisfaction theories. He discussed scientific management theories, the Hawthorne studies, and cognitive growth studies. He noted that attempts to study the nature and causes of job satisfaction began in earnest in the 1930s, but original mention of this concept began with Taylor in 1912. Following World War II, the focus of the studies turned to the human relations aspect of job attitudes. This focus emphasized

the importance of the supervisor and the work group in determining employee satisfaction and productivity; “real satisfaction with the job could only be provided by allowing individuals enough responsibility and discretion to enable them to grow mentally” (Locke, 1976, p. 1299). Generally speaking, job satisfaction refers to the pleasurable or positive emotional state resulting from the evaluation of one’s job or job experiences.

Attempts to identify the causes of job satisfaction have centered on a causal analysis. This approach relates job satisfaction to personality theory (Weiner, 1971).

Variables such as needs, values, expectancies, perceptions, as well as the interrelationship of these variables, are considered to be related to overall job satisfaction. Individuals’ emotional reactions are dependent on the interaction between the person and the environment. The degree of job satisfaction that is experienced then is related to the fulfillment of the individual’s needs. Thus, “job satisfaction results from the perception that one’s job fulfills or allows the fulfillment of one’s important job values, providing and to the degree that those values are congruent with one’s needs” (Locke, 1976, p. 307). The numerous theories and analyses related to job satisfaction have generated many different studies.

In a 1993 study, Knoop considered the relationship between work values and job satisfaction. He measured work values and job satisfaction separately then concurrently. The subjects of this study were 386 volunteers from secondary schools including teachers, department heads, and principals from five different school systems in Canada. Job satisfaction was measured by the Job Perception Scale which assessed five facets of job satisfaction: work itself, pay, opportunities for promotion, supervision and co-workers.

A factor analysis revealed that job satisfaction was determined by five dimensions: the work itself, work outcomes, the job itself, job outcomes, and the people at work. Thus, internal determinants as well as external variables contributed to overall job satisfaction.

Commitment to the job as it related to job satisfaction was addressed by Knoop (1995) in a later study. Knoop (1995) examined attitudes of job satisfaction which he defined as “. . . a person’s general attitude toward the job and toward specific aspects of the job such as the nature of the work or relations with co-workers” (p. 379).

“Commitment refers to a person’s identity with and long-term dedication to the organization” (Knoop, 1995, p. 379). Specifically, Knoop hypothesized that job satisfaction was linked to organizational commitment. He also hypothesized that participative decision-making was positively correlated with job satisfaction and specific aspects of it as well as commitment to the organization. The subjects of this study were 163 school administrators, including 64 principals and 99 assistant principals, from 72 schools in Ontario. Five dimensions of job satisfaction were measured with a shortened form of the Job Descriptive Index, while organizational commitment was measured with the Organizational Commitment Questionnaire. The use of participative decision-making and its influence were found to be moderately related to job satisfaction. Both job satisfaction and organizational commitment were also related.

Koslowksy, Caspy, & Lazar (1990) also conducted a study involving the concepts of job satisfaction and commitment. However, they studied the relationship between job satisfaction and an exchange theory of commitment. Exchange theory refers to the noninstitutionalized face-to-face interactions between people. The causal relationship

between the two variables was studied and compared to earlier studies. This longitudinal study involved 63 Israeli police officers who responded to questionnaires twice during a 5-month period. The instruments were a 6-item job satisfaction questionnaire and a 4-component, 12-item commitment measure. The results showed that a causal direction does exist between job satisfaction and an exchange definition of commitment, but the analysis did not provide and prove that a causal relationship existed between the two.

A study completed by Langan-Fox and Roth (1995) examined the correlation between achievement motivation and female entrepreneurs. They considered job satisfaction as an influential variable in this relationship. The purposes of this study were both theoretical and empirical: to investigate the psychological attributes and motivation of female entrepreneurs and to establish and test the existence of female entrepreneurial types statistically. The 60 unpaid volunteers from the state of Victoria, Australia, completed a survey questionnaire and an individual interview. Part of this instrument consisted of Hoppock's Job Satisfaction scale. The study revealed three psychological types of female entrepreneurs: the need achiever entrepreneur, the pragmatic entrepreneur, and the managerial entrepreneur. High job satisfaction was illustrated by the sample as a whole.

Job Satisfaction of Assistant Principals

Although studies have been conducted to measure job satisfaction of individuals in several fields, most studies of job satisfaction in the field of education have considered teachers or central administrators. Very few studies were solely devoted to the assistant

principal. The focus of these studies was the roles of the assistant principal with job satisfaction considered as a possible result.

A study by Glanz (1994) called for a redefining of the roles and responsibilities of the assistant principal. He attempted to describe the roles and responsibilities of the assistant principalship. He proposed recommendations for improving the position to make it a more satisfying position.

Glanz conducted a survey of 200 New York City assistant principals; he selected his subjects through a stratified random sampling of assistant principals from elementary and middle schools. Two separate mailings generated an 82 % response rate. The questionnaire consisted of 13 open-ended questions which asked the assistant principals to describe certain demographics as well as attitudes toward their duties. Respondents reported dissatisfaction with duties; associated with the position they indicated that their jobs were thankless and that morale was low. Overall, Glanz recommended that involving assistant principals in more creative duties such as curriculum and instruction rather than discipline would help to create more job satisfaction.

Black (1980) conducted a study focused on the role of the assistant principal. The purpose of this study was to determine the perceptions of the roles of the secondary assistant principals as held by superintendents, principals, assistant principals, and teachers in the Baltimore city schools. The respondents were asked to complete a checklist type of questionnaire. Following this collection of data, 50 % of the assistant principals who had responded were also interviewed. The participants differed in their perceptions of the degree of involvement in duties in the areas of personnel, student activities, and

professional development. The assistant principals responded that they experienced the most frustration on the job due to the nature of duties, the ambiguity of the position, and the lack of time for task completion. They also indicated that: "Seldom does one get a sense of fulfillment or job satisfaction, because there are so many things impacting at one time" (Glanz, p. 37).

Smith's research study (1987) was conducted to determine how assistant principals as well as others who are directly involved view the position of the assistant principal. A questionnaire-type survey was sent to all secondary assistant principals, principals, directors of secondary education and district superintendents in the state of Washington. The respondents were asked to respond to 37 questions indicating to what degree secondary assistant principals were actively involved in various duties and responsibilities, and to what degree they should be involved in these duties and responsibilities. Responses from the different groups regarding duties and responsibilities of the assistant principals differed greatly. Smith recommended that a definitive list of duties and responsibilities of assistant principals be developed, and that assistant principals become more actively involved in curriculum and supervision and teacher personnel issues. Both of these measures would increase job satisfaction of assistant principals.

Gorton & Kattman (1985) also looked at the assistant principalship in terms of abilities and responsibilities. Their study focused on the elementary assistant principal roles, support sources, satisfaction sources, and career aspirations. The sample was taken from 400 assistant principals in 15 major U.S. cities. The study produced a number of findings, but overall, the assistant principals expressed a desire to share a greater sense of

responsibility with regard to all administrative functions. Respondents stated that they were fairly satisfied with their positions, with more females expressing satisfaction than the males. The 28%-34% who reported a low level of satisfaction did so with regard to their salaries, lack of recognition received for doing a good job, and the scarcity of assistance received to help improve their effectiveness. The study also showed that almost 50% of the assistant principals hoped to become a principal, 29% hoped to become central office administrators, and 25% planned to continue in their present positions. Generally, this study showed a need for clearly defining the assistant principal roles and increasing the significance of the assistant principals' involvement in instructional and curricular issues.

Due to the lack of studies relating to educational administration, particularly with regard to the assistant principal, Garawski (1978) conducted a study to determine job satisfaction and job dissatisfaction of the assistant principal. The participants in this survey study were 164 assistant principals in Southeastern Pennsylvania. They were asked to describe the extent their tasks and environmental conditions were related to job satisfaction. A strong positive correlation between job satisfaction and the parameters of task responsibility, task importance, and discretionary authority was noted. Job dissatisfaction was noted with regards to not being given credit for tasks accomplished, having credit for their own work attributed to superiors, and trying to accomplish tasks in spite of state and federal policy constraints. Overall, the assistant principals' efficiency and decision-making effectiveness were hampered due to role conflict and environmental factors.

Calabrese & Adams (1987) considered the degree of job dissatisfaction and alienation of secondary school assistant principals in their study. The purpose of the study was to test the hypothesis that working conditions associated with the role of the assistant principal generate an environment which increased the levels of alienation experienced by the assistant principal. The study was a cross sectional survey of 2300 secondary school administrators in the United States Office of Education District VI. This district is composed of Iowa, Kansas, Nebraska and Missouri. Of the 2300 sent, 74% (N = 1693) were returned. All respondents were given the Dean Alienation Scale which measured total alienation, social isolation, normlessness, and powerlessness. The factorial analysis of variance showed that assistant principals were more powerless and experienced a higher level of alienation than principals. The assistant principals who were trained as teachers were expected to perform as law enforcement officers, so felt a sense of powerlessness and alienation. As a result of these feelings, assistant principals may not be able to fully contribute to their organizations' effectiveness.

Summary

The locus of control studies generally indicated that people who have a high degree of internality are more effective, goal-oriented and satisfied with their occupations. Job satisfaction studies addressed internal and external variables relating to satisfaction. Overall, the studies attempted to explain the cause(s) of job satisfaction regardless of the profession. Researchers also examined the positive correlation between organizational commitment and job satisfaction.

Specific studies exploring the job satisfaction of secondary assistant principals were few. However, of those studies which have been conducted, whether on elementary or secondary assistant principals, most results showed a lack of job satisfaction of the respondents due to the ambiguity, nature, or number of duties and responsibilities expected of them. Dissatisfaction resulted when assistant principals focused solely on disciplinary matters. The lack of time for completion of expected responsibilities was also shown to be a contributor to assistant principals' job dissatisfaction. Those assistant principals involved in curriculum and instruction, teacher personnel, and instructional leadership experienced increased job satisfaction.

Determining the correlation between locus of control and job satisfaction of Iowa, Kansas and Nebraska public secondary school assistant principals illustrated the personality styles and the job satisfaction scores of those currently holding the position. These results confirmed the previous findings that people with a high degree of internality experienced more job satisfaction than those who possessed a high degree of externality. Identifying the personality style of those who were satisfied in this position will help those who aspire to the position, those who hire candidates for this position, and those who train aspirants for this position make better decisions regarding who should be placed in these positions.

Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this study was to determine the correlation between locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals. This chapter describes the research design, selection of the subjects, variables, hypotheses, instrumentation, data collection, costs, and data analysis.

Research Design

This was a correlational study. A questionnaire consisting of two established inventories and a demographic section created by the researcher was used to collect data. The established inventories were used to collect data pertaining to locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals who were 1997-1998 members of National Association of Secondary School Principals (NASSP). Initially, the instruments were mailed to the subjects, followed by a second mailing to non-respondents.

These data were then subjected to a correlational analysis. The results of the inventories of these individuals helped to create an understanding of certain attitudes, characteristics and behaviors of a larger population from which the sample was drawn (Frey, Botan, Friedman & Kreps, 1991).

Subjects of the Study

The subjects of this study were the current population of 495 Iowa, Kansas and Nebraska secondary school assistant principals who were members of NASSP as identified by the 1997-98 NASSP membership roster. Due to late reassignments and moves, five of

the names were eliminated. All of the 490 remaining assistant principals were given an opportunity to participate in the study. Since a mail questionnaire depends on a good mailing list, so that omissions, duplicate entries, and inaccuracies are avoided (Salant & Dillman, 1994), the list of secondary school assistant principal names provided by the NASSP was as accurate and as up-to-date as possible.

Variables

Locus of control and job satisfaction were the independent variables in this study. Locus of control was operationalized by the Rotter Internal-External Locus of Control Scale (1966). Job satisfaction was operationalized by the Job Descriptive Index (JDI) (1997). Mediating variables, gender, age and years of experience as assistant principal, were characteristics of the respondents.

Hypotheses

Several hypotheses were tested in this study.

H1: A positive relationship exists between internal locus of control and job satisfaction for secondary school assistant principals in Iowa, Kansas and Nebraska.

H2: No significant difference in Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska.

H3: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for gender.

H4: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for age.

H5: No significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska statistically controlling for years of experience as an assistant principal.

Instrumentation

Established instruments were used to measure both independent variables. The Rotter Internal-External Locus of Control Scale (1966) and the Job Descriptive Index (1997), instruments that have previously been tested and evaluated, were used to collect data pertaining to the independent variables, locus of control and job satisfaction, respectively. These two instruments plus a demographic section were combined to create a three-part questionnaire. The demographic section on the questionnaire identified information pertinent to the mediating variables, gender, age and years of experience as an assistant principal.

The Rotter Internal-External Locus of Control Scale (Rotter, 1966) was used to identify the degree of internality or externality of the respondents. This Scale is a 29-item, forced-choice test including 6 filler items intended to make the purpose of the test more ambiguous (Rotter, 1982). The items measured the respondents' beliefs about the world regarding the expectancies of their behavior. A generalized expectancy may correlate with the value the subject places on internal or external control. However, none of the items

specifically pointed to the preference for internal or external control (Rotter, 1982).

Scores may range from 0 to 23: the lower the score, the stronger the degree of internality; the higher the score, the stronger the degree of externality.

Item analysis and factor analysis on the Internal-External Locus of Control Scale have indicated reasonably high internal consistency. Studies using Rotter's I-E Scale have found predicted correlations in the range of .20 to .35 (Koeske & Kirk, 1995). Test-retest reliability has been satisfactory with correlations ranging from .49 to .78 (Ferguson, 1993). The Internal-External Locus of Control Scale correlated satisfactorily with other types of measurements such as questionnaires or a Likert survey scale (Rotter, 1982).

The Job Descriptive Index (JDI) (1997) is a set of five scales measuring five aspects of job satisfaction: work on present job, present pay, opportunities for promotion, co-workers, and supervision. An overall Job-in-General score is also computable.

The work on present job, supervision, and co-workers scales contain 18 items each; the present pay and opportunities for promotion scales contain 9 items each for an overall total of 72 items. Each scale is composed of adjectives or short phrases, such as "boring" or "good" opportunities for promotion, to which the subject must respond "yes" or "no". If the word or phrase does not apply to the respondents' situation, they respond with a "?".

The positively worded items are scored 3, 1, and 0 and the negatively worded items are scored 0, 1, and 3. The highest score possible on each scale is 54; the higher the score on each scale, the greater the respondents' satisfaction with the respective aspects of job satisfaction: work on present job, present pay, opportunities for promotion, co-workers

and supervision, respectively. An overall Job-in-General score is also computable; this score was used in the correlational studies with the Rotter scores.

Extensive studies determining the validity and reliability of the JDI have been conducted. A Bowling Green State University study (N = 3566) revealed reliability estimates exceeding .90 (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar & Parra, 1997). Convergent validity was tested by correlation with other measures of job satisfaction; specifically, correlations with the Job-in-General scale ranged from .66 to .80 (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar & Parra, 1997).

Hatfield, Robinson, Huseman (1985) reported that construct validity of the JDI was strong and stable across occupational groupings. Coefficients of stability ranged from .64 to .80 (Hatfield, Robinson & Huseman, 1985). A study completed by Jung, Dalessio and Johnson (1986) revealed that the five dimensions measured by the JDI were stable across a wide variety of situations and groups of respondents; the standard deviations ranged from .01 for supervision to .05 for pay with the means ranging from .95 for supervision to .86 for pay.

These two established instruments plus demographic questions relating to gender, age and years of experience as an assistant principal comprised the questionnaire. Both internal experts and peer reviewers were asked to examine the instrument and offer feedback before the questionnaire was actually administered to the population being studied.

Data Collection

In an effort to insure a high response rate, a two-step procedure was followed during the data collection stage of the study. First of all, the three-part questionnaire, a cover letter, and a stamped, self-addressed envelope were mailed to the Iowa, Kansas and Nebraska secondary school assistant principals listed on the NASSP 1997-1998 membership roster. A total of 490 questionnaires were mailed in March 1998. Each questionnaire was stamped with an identification number so the returns could be monitored.

Within the first three weeks of the initial mailing, 61% (N = 297) of the questionnaires had been returned. Using the identification numbers to track the returns, the non-respondents were identified.

At the beginning of the fourth week, a second mailing consisting of a reminder letter and complete questionnaire was sent to the non-respondents. The reminders yielded another 47 questionnaires, for a total of 344, 6 of which were voided due to being incomplete. An overall return rate of 70% (N = 338), yielded data that were used in the final analysis. The entire procedure was completed in approximately 5 weeks.

Information regarding acceptable return rates was researched and applied to this study. Survey literature cited a wide variety of acceptable return rates with accompanying justification; however, according to Babbie (1990), "A response rate of . . . 50 percent is generally considered *adequate*, . . . 60 percent is considered *good*, and . . . 70 percent is *very good*" (182). "Achieving a high response rate results in less chance of significant

response bias than achieving a low rate” (Babbie, 1990, p. 182). Thus, the 70% response rate achieved in this study was considered more than sufficient.

Response bias was tested by comparing pre-reminder results with post-reminder results. Demographic characteristics as well as the means and standard deviations of the Rotter and the Job-in-General scores of the pre-reminder respondents were compared to the means and standard deviations of the Rotter and the Job-in-General scores of the post-reminder respondents. These pre-reminder and post-reminder results were also compared to the results of the overall group. Table 3.1 illustrates the pre- and post-mailing demographic characteristics as well as the pre-and post-mailing Rotter and Job in General means and standard deviations. The same information for the entire group of respondents was also included for comparison purposes.

Table 3.1
Comparison of Pre- and Post- Mailing Results

	Age	Years as AP
All	45.1	7.3
Pre-	44.8	7.4
Post	46.3	6.8
	Rotter	Job in General
All	7.01 (SD=3.42)	43.00 (SD=10.29)
Pre-	6.82 (SD=3.42)	43.18 (SD= 9.93)
Post-	8.22 (SD=3.22)	41.80 (SD=12.41)

Comparisons of the demographic characteristics of the respondents who returned their questionnaires within the first three weeks to the respondents who returned their

questionnaires following the second mailing revealed no significant differences. In addition, means of the Rotter and Job in General scores of the pre- and post-mailing respondents were examined. The comparisons of these groups of scores did not reveal significant differences. The researcher concluded then that response bias was not a significant factor due to the time elapsed during the data collection, and, thus, continued pursuit of additional questionnaires would yield similar respondent profiles.

In addition, the researcher determined that it was not necessary to make telephone contact with any non-respondents to compare their responses to those of the respondents. The high return rate, the insignificant differences between the pre- and post-responses, and the time of the school year were reasons for this determination. Thus, the data collection was considered complete after the five-week period.

Costs

Several costs were associated with this study. First the copyright for the JDI had to be purchased from Bowling Green State University before this instrument could be used in this study. Specifically, 100 copies of the JDI or permission to administer 100 tests cost \$50.00. The copyright to administer 500 tests was purchased for \$250.

Since the researcher used the JDI and the Rotter Internal-External Locus of Control Scale as well as demographic questions, an original questionnaire had to be created. As a result, duplicating costs for the questionnaire and cover letter were incurred.

Mailing costs included mailing the field test, the initial mailing, and the second mailing. Additional mailing costs were incurred by providing return envelopes and affixing

postage in the initial mailing as well as in the second mailing to non-respondents. Address labels and return labels had to be purchased and created which generated other costs.

The specific budgetary items and respective costs for administering the JDI, preparing and duplicating the questionnaire, and mailing are detailed in Appendix G.

Data Analysis

The data analysis for this study was conducted in a series of steps. A descriptive analysis of the independent and mediating variables was provided. For the variables in this study, the lower the Rotter Internal External Locus of Control Scale, the higher the degree of internality. The higher the Job in General Scores, the greater the job satisfaction.

This descriptive analysis included the means, standard deviations, and range of scores for these variables. Specifically, descriptive statistics included: mean of Rotter scores for entire group, mean of Job-in-General scores for entire group, number of male and female respondents, average age of entire group, range of age for entire group, average number of years of experience as assistant principal for entire group, and range of years of experience as assistant principal for entire group. A breakdown of these same categories was given for Iowa, Kansas and Nebraska respondents, respectively. Male and female respondent scores were also provided where they were applicable. The analysis was summarized in the text as well as illustrated in table form.

A correlation analysis was also conducted. "Correlation . . . characterizes the existence of a relationship between variables" (Williams, 1968, 127). The correlation did not explain the reasons why variables varied together either in a positive or negative

relationship, but simply indicated that a relationship did exist. The correlation coefficient indicated the degree of relationship (Williams, 1968).

A Pearson Correlation was used to determine the correlation coefficient of the Rotter and Job-in-General scores of the entire group of secondary school assistant principals. A correlation of these scores for the respective states was also computed. The correlational analysis yielded information about people with a generalized expectancy of internality or externality and their subsequent job satisfaction.

An additional correlation coefficient was determined for the independent and mediating variables to measure the interactions among all of the variables being tested. The mediating variables of gender, age and years of experience as secondary school assistant principal were analyzed to determine if any of them yielded a greater explanation of the variance between locus of control and job satisfaction.

Multiple regression procedures were also used to analyze the data collected in this study. "Multiple regression is a method of analyzing the collective and separate contributions of two or more independent variables, ... to the variation of a dependent variable. . ." (Kerlinger & Pedhazur, 1973, 3). The multiple regression analysis explained the variance of the dependent variables " . . . by estimating the contributions to this variance of two or more variables" (Kerlinger & Pedhazur, 1973, p. 4).

In this analysis, gender, age, and years of experience as a secondary school assistant principal were considered to determine their effect on the Rotter and the JDI scores; for this purpose, then, they were used as the dependent variables. Multiple

regression procedures in which these items were used as categorical variables (dummy coding) to determine relationships and the degree of significance were conducted.

Thus, for the purposes of the statistical analysis, the members of a given category (gender) were assigned an arbitrary number while those who did not belong in that category were assigned another arbitrary number; for example, the numeral one was assigned to males while the numeral two was assigned to females. The variables of age and years of experience as a secondary school assistant principal were considered as categorical variables (dummy coded) in a similar manner.

Chapter 4

RESULTS

Introduction

The purpose of this study was to determine the correlation between locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals. To determine this correlation, subjects were asked to complete a three-part questionnaire consisting of (a) demographic questions, (b) The Rotter Internal-External Locus of Control Scale (1966) and (c) the Job Descriptive Index (1997).

Specifically, the hypotheses for this study stated that a positive relationship existed between locus of control and job satisfaction for secondary school assistant principals in Iowa, Kansas and Nebraska, and no significant difference in Pearson Correlation Coefficient for locus of control and job satisfaction scores existed among the secondary school assistant principals in Iowa, Kansas and Nebraska. Mediating variables, gender, age, and years of experience as an assistant principal, were also analyzed to illustrate that no significant difference existed in the inverse relationship between locus of control and job satisfaction scores for the secondary school assistant principals when statistically controlling for these factors.

Respondent Demographics

The Iowa, Kansas and Nebraska secondary school assistant principals originally contacted in this study were members listed on the 1997-1998 National Association of Secondary School Principals, NASSP, membership list. The original list numbered 495; however, due to late moves and reassignments of certain individuals, 490 questionnaires

were mailed. The total numbers of assistant principals originally contacted represented a 3:1 ratio of males to females. A similar ratio existed in the males and females of the respective states. The total returns and the returns by state maintained this ratio.

The numbers of questionnaires sent in the original mailing to the respective states included: Iowa-201, Kansas-165, and Nebraska-124. The numbers and percentages according to gender in the original mailing were: males 375 (77%) and females 115 (23%). The numbers by gender by state included: Iowa-164 males, 37 females; Kansas-123 males, 42 females; and Nebraska-88 males, 36 females.

A 70% ($N = 344$) return rate was achieved. Six of the 344 were voided due to being incomplete so this analysis was based on $N = 338$. The return rates and percent of returns from the respective states were comparable to the overall numbers represented in the initial mailing to the entire group. Each state's return rate fell within an acceptable response rate for analysis: Iowa-67%, Kansas-67% and Nebraska-76%.

Of the 338 questionnaires used for analysis, 257 (76%) were from males and 82 (24%) were from females. The gender breakdown by state was as follows: Iowa-113 (83.7 %) male, 22 (16.2 %) females; Kansas-80 (72.7 %) males, 30 (27.2 %) females, and Nebraska-64 (68.0 %) males and 30 (31.9 %) females.

The respondents' ages ranged from 62 to 27. The average age of the entire group of respondents was 45.11 ($SD=8.31$). The mode was 45 and median was 44.5. By state the average age was: Iowa-46, Kansas-44, and Nebraska-45.

The average ages of the respondents by state and gender are displayed in Table 4.1.

Table 4.1
Average Age by State and Gender

	All	Iowa	Kansas	Nebraska
Males	45.2	46.1	44.1	45.3
Females	44.3	47.0	42.7	44.0

The respondents' years of experience as assistant principals ranged from 31 to 1. The average number of years of experience for an assistant principal for the entire group was 7.3 ($SD=6.65$). Years 1,2, and 3 represented the mode. The median was 15.5. By state the average number of years of experience was: Iowa-8, Kansas-6, and Nebraska-8.

The average years as assistant principal by state and gender are displayed in Table 4.2.

Table 4.2
Average Years as Assistant Principal by State and Gender

	All	Iowa	Kansas	Nebraska
Males	7.9	8.5	6.4	8.6
Females	5.6	5.8	4.7	6.3

The overall respondent demographics, age, gender, and years of experience as an assistant principal, paralleled the demographics of the respondents when analyzed by respective states. Regardless of state, males outnumbered females by a 3:1 ratio. Regardless of gender and state, the average age of the assistant principals was 45, and the average years of experience as an assistant principal was 7.3.

Descriptive Statistics

Rotter Scales

On the Rotter Internal-External Locus of Control Scale (1966), respondents may achieve scores ranging from 0 to 23. The lower the score, the greater the internalized expectancy of control while the higher the score, the greater the externalized expectancy of control. There is no specific score separating an internalized expectancy from an externalized expectancy; the scores measure a generalized sense of expectancy (Rotter, 1966).

Table 4.3 provides descriptive statistics of the Rotter Internal-External Locus of Control Scale for the entire group of respondents as well as for the respondents from each state.

Table 4.3
Descriptive Statistics for Rotter

	Mean	Std Dev	Median	Mode	Range
All	7.01	3.42	9.5	6.0	0-19
Iowa	7.08	3.27	7.5	5.6	0-16
Kansas	6.77	3.32	9.0	4.0	0-18
Nebraska	7.03	3.74	9.5	6.0	0-19

The entire group of assistant principals reflected an internalized expectancy of control ($\underline{M} = 7.01$, $\underline{SD} = 3.42$). An internalized expectancy of control was also reflected by the assistant principals of the respective states: Iowa ($\underline{M} = 7.08$, $\underline{SD} = 3.27$), Kansas ($\underline{M} = 6.77$, $\underline{SD} = 3.32$), and Nebraska ($\underline{M} = 7.03$, $\underline{SD} = 3.74$). Kansas assistant principals illustrated the strongest internalized expectancy of control ($\underline{M} = 6.77$, $\underline{SD} = 3.32$).

The wide range and extreme values of the scores, ($R = 0-19$), influenced the standard deviation. In addition, the range of scores of the entire group of respondents illustrated that some respondents scored 0 indicating a strong internalized expectancy of control; however, none of the respondents scored a 23 indicating a strong externalized expectancy of control.

The Rotter scores based on gender for the entire group of respondents are displayed in Table 4.4.

Table 4.4
Descriptive Statistics of the Rotter Based on Gender

	Mean	Std Dev	Median	Mode	Range
Males	6.81	3.44	9.5	6.0	0-19
Females	7.60	3.28	8.0	6.0	1-16

The male respondents' scores ($M = 6.81$, $SD = 3.44$) represented a more internalized expectancy of control than the female respondents' scores ($M = 7.60$, $SD = 3.28$) although the median for the males (median = 9.5) was higher than for the females (median = 8.0). The range of scores was greater for the males ($R = 0-19$) than for the females ($R = 1-16$), but no respondent, male or female, scored a 23, the highest score indicating an externalized expectancy of control.

The Rotter descriptive statistics by state and by gender are displayed in Table 4.5. The Kansas males reflected the strongest internalized expectancy of control ($M = 6.71$, $SD = 3.40$) although the Iowa males' scores were not significantly higher ($M = 6.76$,

Table 4.5
Descriptive Statistics for the Rotter by State and by Gender

	Mean	Std Dev	Median	Mode	Range
Iowa					
Males	6.76	3.19	7.0	6,7	0-14
Females	8.72	3.25	9.5	9	3-16
Kansas					
Males	6.71	3.40	9.0	4	0-18
Females	6.93	3.15	7.5	7	1-15
Nebraska					
Males	7.03	3.93	9.5	4,7, 8	0-19
Females	7.46	3.31	7.5	7	1-15

SD = 3.19). The Nebraska males also indicated an internalized expectancy of control (M = 7.03, SD = 3.31). The median for the Iowa males (median = 7.0) was the lowest of the three groups of respondents.

The female scores indicated that Kansas females had the lowest internalized expectancy of control (M = 6.93, SD = 3.40). Nebraska females (M = 7.46, SD = 3.31) and Iowa females (M = 8.72, SD = 3.25) scored slightly higher than Kansas females. Iowa female respondents' scores reached the highest median (median = 9.5).

The widest difference between male and female scores was shown by the Iowa respondents' scores: males (M = 6.76) and females (M = 8.72). Males and females in both Kansas and Nebraska were more closely aligned in internal locus of control than males and females in Iowa: Nebraska males (M = 7.03) and females (M = 7.46); Kansas males (M = 6.71) and females (M = 6.93).

Nebraska male respondents' scores indicated the widest range (\underline{R} = 0-19), but Kansas respondents (\underline{R} = 0-18) and Iowa respondents (\underline{R} = 0-14) were not greatly different. The male respondents from all states included a 0 score, the strongest internalized expectancy of control, while none of the female respondents from any of the states achieved a 0 score.

Job in General Scales

The Job in General (JIG) Scale from the Job Descriptive Index (1997) was used for analysis of job satisfaction. On this scale, scores may range from 0 to 54. The higher the score, the greater the job satisfaction. "Scores well above 27 (i.e., 32 or above) indicate satisfaction, while those well below 27 (i.e., 22 or below) indicate dissatisfaction" (Balzer et al., 1997, 26).

The descriptive statistics of the Job in General Scale for the entire group of respondents as well as for each state are displayed in Table 4.6.

Table 4.6
Descriptive Statistics of Job in General Scale

	Mean	Std Dev	Median	Mode	Range
All	43.00	10.29	27.00	45, 48	0-54
Iowa	41.29	11.23	27.00	48	0-54
Kansas	44.86	7.79	24.00	48, 51, 54	12-54
Nebraska	43.23	11.12	25.50	54	3-54

The entire group of respondents' scores illustrated high job satisfaction (\underline{M} = 43.00, \underline{SD} = 10.29). The respondents' scores from each of the respective states: Iowa (\underline{M} = 41.29, \underline{SD} = 11.23), Kansas (\underline{M} = 44.86, \underline{SD} = 7.79) and Nebraska (\underline{M} = 43.23,

SD = 11.12) indicated a high level of job satisfaction as well. The scores also reflected the widest possible range of scores possible (R = 0-54). This wide range affected the standard deviation.

The Kansas respondents' scores showed the smallest range (R = 12-54), thus, the smallest variance (SD = 7.79). The Kansas respondents' median score (Median = 24.00) was also the lowest of the respondents of the three states.

The Job in General descriptive statistics are displayed in Table 4.7 by gender for the entire group of respondents.

Table 4.7
Job in General Statistics Based on Gender

	Mean	Std Dev	Median	Mode	Range
Males	42.78	9.95	27.00	48.00	0-54
Females	43.67	11.30	25.50	54.00	3-54

The female respondents' Job in General values (M = 43.67, SD = 11.30) indicated a higher level of job satisfaction than the male respondents' Job in General values (M = 42.78, SD = 9.95). The male respondents' scores showed a smaller variance. The females' mode (54) indicated the highest possible score. The range of the male and female scores (Male: R = 0-54) and (Female: R = 3-54) was very similar.

The Job in General descriptive statistics by state and by gender are displayed in Table 4.8.

Table 4.8
Job in General Statistics by State and by Gender

	Mean	Std Dev	Median	Mode	Range
Iowa					
Males	41.28	11.36	27.00	48.00	0-54
Females	41.36	10.77	18.00	45.00	18-54
Kansas					
Males	44.41	7.42	17.00	48.00	19-54
Females	46.06	8.71	21.00	54.00	12-54
Nebraska					
Males	43.35	9.84	24.00	45.00	6-54
Females	42.00	13.64	25.50	54.00	3-54

The Kansas male and female respondents' scores indicated the highest level of job satisfaction (Males: $\bar{M} = 44.41$, $SD = 7.42$; Females: $\bar{M} = 46.00$, $SD = 8.71$). Overall, the Kansas female respondents indicated the highest level of job satisfaction of all the other respondents.

In addition, the Kansas group's scores, especially the males, also indicated the smallest range of scores (males: 19-54; females: 12-54). This small range reduced the variance from the mean.

Furthermore, the Kansas male and female respondents' Job in General scores (males: $\bar{M} = 44.41$; females: $\bar{M} = 46.00$) reflected the largest difference between male and female compared to the Iowa male and female respondents' Job in General scores (males: $\bar{M} = 41.28$; females: $\bar{M} = 41.22$) and the Nebraska male and female respondents' Job in General scores (males: $\bar{M} = 43.35$; females: $\bar{M} = 42.90$).

All respondents' scores indicated a very high level of job satisfaction regardless of gender or state. In Kansas and Nebraska, females' scores indicated a mode of 54, the highest possible score on the Job in General scale. This mode represented an extremely high level of job satisfaction.

Rotter and Job in General Correlation Coefficient

The following hypothesis was tested: A positive relationship exists between internal locus of control and job satisfaction for secondary school assistant principals in Iowa, Kansas and Nebraska.

Pearson Correlation tests were conducted to determine the correlation coefficient for scores obtained from the Rotter Locus of Control and Job in General Indexes. Correlations were determined for the entire group of respondents as well as for the respondents in each state.

The correlation coefficients and probability factors for the Rotter Internal-External Locus of Control Scale and the Job in General Index for the entire group as well as the respondents from each state are displayed in Table 4.9.

Table 4.9
Rotter Locus of Control and Job in General Correlation for Entire Group and Individual State

	r	p
All	-.0760	.163
Iowa	-.1741	* .044
Kansas	.0799	.406
Nebraska	-.0550	.599

* $p \leq .05$ =significance

The correlation coefficient of the entire group of respondents illustrated a relationship between the Rotter Locus of Control and the Job in General scores, however, the values were not statistically significant ($r = -.0760$, $p = .163$)

Mixed results were obtained from the individual state analyses. The Iowa correlation coefficient ($r = -.1741$, $p = .044$) indicated an inverse relationship with statistical significance between the Rotter Locus of Control and the Job in General scores which represented high levels of internality and job satisfaction. The correlation coefficient of the Nebraska respondents ($r = -.0550$, $p = .599$) was not found statistically significant. The Kansas correlation coefficient ($r = .0799$, $p = .406$) was not statistically significant.

Thus, the Iowa respondents' scores supported the hypothesis that a positive relationship exists between locus of control and job satisfaction. Specifically, Iowa respondents' scores revealed an internalized expectancy of control and a high level of job satisfaction.

The second hypothesis tested was: No significant difference in the Pearson Correlation Coefficient (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska.

A series of multiple regression procedures and t-tests were conducted using each individual state as a control group to compare the relationship between locus of control and job satisfaction scores among the respective states. In each case, one state was deemed a control group while the other two states were tested. These tests revealed

differences between the correlation coefficient of locus of control and job satisfaction scores of the respondents in Iowa, Kansas and Nebraska.

The relationship between correlation coefficients of locus of control and job satisfaction among the Iowa, Kansas and Nebraska respondents' scores when using Iowa and Nebraska as control groups are displayed in Table 4.10.

Table 4.10
Rotter Locus of Control and Job in General Correlation Coefficient of the Respective States when using a Control Group

	t	p
Iowa (control)		
Kansas	-3.264	* .0012
Nebraska	-1.771	.0775
Nebraska (control)		
Kansas	1.384	.1673
Iowa	-1.771	.0775

* $p \leq .05$ =significance

Thus, the hypothesis that no significant difference exists between the correlation coefficients of locus of control and job satisfaction of Iowa, Kansas and Nebraska was partially supported. The correlation coefficients of the Iowa and Nebraska respondents, and the Kansas and Nebraska respondents supported this hypothesis. No significant difference between the correlation coefficients for the Rotter Locus of Control and the Job in General scales of the Iowa and Nebraska respondents, and the Kansas and Nebraska respondents did exist.

However, the correlation coefficients of the Iowa and Kansas respondents did not support this hypothesis. In the case of the Iowa and Kansas respondents, a significant difference between the correlation coefficients for the Rotter Locus of Control and the Job in General scales did exist ($t = -3.264$, $p = .0012$).

Effect of Gender on the Correlation Coefficient

The following hypothesis was tested: No significant difference in the Pearson Correlation Coefficient (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska when statistically controlling for gender.

Multiple regression procedures using gender as a categorical variable (dummy coding) were conducted to determine the effect of gender on the correlation coefficient obtained for the Rotter Locus of Control and the Job in General scores. The data on the effect of gender on the Rotter Locus of Control and the Job in General correlation coefficient are displayed in Table 4.11.

Table 4.11
Effect of Gender on Rotter Locus of Control and Job in General Correlation Coefficient

	r	p
Males	.0079	.899
Females	-.3379	* .002

* $p \leq .05$ =significance

The male respondent coefficient ($r = .0079$, $p = .899$) indicated that the relationship between the correlation coefficient of the Rotter Locus of Control and Job in General scores was not statistically significant.

However, the female respondent scores ($r = -.3379$, $p .002$) indicated an inverse relationship between the correlation coefficient of the Rotter Locus of Control and the Job in General scores with a strong statistical significance. Thus, the female respondents' scores revealed a strong internalized expectancy of control and a high level of job satisfaction.

Further multiple regression analyses revealed the relationship of the correlation coefficients of the Rotter Locus of Control and the Job in General for gender by state. This information is displayed in Table 4.12.

Table 4.12
Effect of Gender on Rotter Locus of Control and Job in General Correlation by State

	r	p
Iowa		
Males	-.1414	.137
Females	-.3867	.075
Kansas		
Males	.2423	* .030
Females	.3338	.071
Nebraska		
Males	.0623	.625
Females	-.2753	.141

* $p \leq .05$ =significance

The Iowa respondents' scores, both male and female, illustrated an inverse relationship between locus of control and job satisfaction; however, the correlation was not statistically significant.

The Kansas male respondents' scores illustrated a positive relationship between the correlation coefficients of the Rotter Locus of Control and the Job in General with

statistical significance, while the Kansas female respondents' scores illustrated an inverse relationship between the correlation coefficients. In the case of the females, however, the correlation was not statistically significant.

The Nebraska respondents' scores by gender illustrated a pattern similar to the Kansas respondents' scores. The male respondents' score illustrated a positive relationship while the female respondents' scores illustrated an inverse relationship between the correlation coefficients of the Rotter Locus of Control and the Job in General. Similar to the Iowa and Kansas respondents' scores, the Nebraska respondents scores' did not achieve statistical significance.

Changes in statistical significance of the male and female correlation coefficients from the correlation coefficients of the entire group of respondents occurred due to the change in the N; the larger the N, the greater the power or chance for statistical significance. The direction (negative) of the relationship of the Rotter Locus of Control and the Job in General scores of the Iowa respondents as a whole is the same as the direction of the relationship of the Rotter Locus of Control and the Job in General scores of the male and female respondents by gender; the only change occurred in the statistical significance due to the decreased N.

A similar situation in the case of the female respondent scores existed as well. When taken collectively, the female respondents' scores indicated a positive relationship between locus of control and job satisfaction with statistical significance. Again, the female respondents revealed a high degree of internality of control and high job

satisfaction. When the female respondents' scores were analyzed separately by state, the N was significantly reduced; thus, the power of statistical significance was reduced.

In addition to the gender analysis by state, multiple regression procedures and t-tests using gender as a categorical variable (dummy coding) were conducted to determine the effect of gender on the correlation between locus of control and job satisfaction scores of the respondents among the respective states. Although gender was not a significant predictor of locus of control and job satisfaction, in and of itself, mixed results in the relationship of the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the respondents of the respective states were revealed.

The data displaying the relationship between the correlation coefficients of the Rotter Locus of Control and the Job in General Indexes when statistically controlling for gender and using each state as a control group are shown in Table 4.13.

Table 4.13

Effect of Gender on Rotter Locus of Control and Job in General Correlation Coefficient of the Respective States When Using a Control Group

	t	p
<u>Iowa (control)</u>		
Kansas	3.212	*.0014
Nebraska	- 1.698	.0904
<u>Nebraska (control)</u>		
Kansas	1.401	.1621
Iowa	- 1.698	.0904

* $p \leq .05$ =significance

As these data revealed, there was a significant difference in the relationship between the Rotter Locus of Control and the Job in General correlation coefficients of the Iowa and Kansas respondents ($t = 3.212$, $p = .0014$). There was no significant difference

in the relationship between the correlation coefficients of the Nebraska and Iowa and the Nebraska and Kansas respondents.

The difference between the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the Iowa and Kansas respondents was consistent with the difference in the relationship among the correlation coefficients of the Rotter Locus of Control and the Job in General scores exhibited by the overall state scores. When statistically controlling for gender, this difference was not affected.

The relationship of the Rotter Locus of Control and the Job in General correlation coefficients of the Kansas and Nebraska and the Iowa and Nebraska respondents when analyzed by gender revealed no statistical significance; however, a significant difference did exist between the Iowa and Kansas respondents' scores.

Thus, the hypothesis that no significant difference in the Pearson Correlation Coefficient (for locus of control and job satisfaction) exists among secondary school assistant principals in Iowa, Kansas and Nebraska when statistically controlling for gender was not totally supported. The differences in the correlation coefficients of the males and females revealed that a significant difference in the relationship between the correlation coefficient of locus of control and job satisfaction did exist among the secondary school assistant principals based on gender. The female respondents' correlation coefficient supported the hypothesis that a positive relationship between locus of control and job satisfaction exists among secondary school assistant principals in Iowa, Kansas and

Nebraska. Also a difference in the relationship among the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the respective states did exist.

Effect of Age on Correlation Coefficient

The following hypothesis was tested: No significant difference in the Pearson Correlation Coefficient (for locus of control and job satisfaction scores) exists among the secondary school assistant principals in Iowa, Kansas and Nebraska when statistically controlling for age.

Multiple regression procedures and t-tests using age as a categorical variable (dummy coding) were conducted to determine the effect of age on the correlation between locus of control and job satisfaction scores of the respondents. Due to the wide range of respondent ages, the following categories were used for dummy coding: 25-35 years, 36-45 years, 46-55 years, 56-65 years. Although age was not a significant predictor of locus of control and job satisfaction, in and of itself, mixed results in the relationship of the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the respondents of the respective states were revealed.

The data displaying the relationship between the correlation coefficient of the Rotter Locus of Control and the Job in General Indexes when statistically controlling for age and using each state as a control group are shown in Table 4.14.

As these data revealed, there was a significant difference in the relationship between the Rotter Locus of Control and the Job in General correlation coefficients of the Iowa and Kansas respondents ($t = 3.220$, $p = .0014$). There was no significant difference

in the relationship between the correlation coefficients of the Nebraska and Iowa and the Nebraska and Kansas respondents.

Table 4.14

Effect of Age on Rotter Locus of Control and Job in General Correlation Coefficient of the Respective States When Using a Control Group

	t	p
Iowa (control)		
Kansas	3.220	*.0014
Nebraska	1.759	.0796
Nebraska (control)		
Kansas	1.372	.1711
Iowa	1.759	.0796

* $p \leq .05$ =significance

The difference between the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the Iowa and the Kansas respondents was consistent with the difference in the relationship between the correlation coefficients of the Rotter Locus of Control and the Job in General scores exhibited by the overall state scores as well as when the correlation was conducted statistically controlling for gender.

The relationship of the Rotter Locus of Control and the Job in General correlation coefficients of the Kansas and Nebraska respondents and the Iowa and Nebraska respondents when analyzed by age categories revealed no statistical significance; however, a significant difference between the Iowa and Kansas respondents' scores did exist. Thus, the hypothesis stating that no significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary

school assistant principals of Iowa, Kansas and Nebraska when statistically controlling for age was not fully supported.

Effect of Years of Experience as Assistant Principal on Correlation Coefficient

The following hypothesis was tested: No significant difference in the Pearson Correlation Coefficient (for locus of control and job satisfaction scores) exists among the secondary school assistant principals of Iowa, Kansas and Nebraska when statistically controlling for years of experience as an assistant principal.

Multiple regression procedures and t-tests using years as an assistant principal as a categorical variable were conducted to determine the effect of years of experience as an assistant principal on the correlation between locus of control and job satisfaction. Due to the wide range of years of experience indicated by the respondents, the following categories for years of experience as a secondary school assistant principal were used for dummy coding: 1-10 years, 11-20 years, 21-31 years. Although years of experience as an assistant principal was not a significant predictor of locus of control or job satisfaction, in and of itself, there was a difference in the relationship between the Rotter Locus of Control and the Job in General correlation coefficients among the respective states.

The data displaying the relationship between the correlation coefficient of the Rotter Locus of Control and the Job in General Indexes when statistically controlling for years of experience as a secondary school assistant principal and using each state as a control group are shown in Table 4.15.

Table 4.15
Effect of Years of Experience as a Secondary School Assistant Principal on the Rotter Locus of Control and Job in General Correlation Coefficient of the Respective States When Using a Control Group

	t	p
Iowa (control)		
Kansas	3.237	*.0013
Nebraska	-1.771	.0775
Nebraska (control)		
Kansas	1.376	.1696
Iowa	-1.767	.0782

* $p \leq .05$ =significance

These data revealed that the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the Kansas respondents' scores were significantly different from the Iowa respondents' scores when controlling for years of experience as an assistant principal ($t = 3.237$, $p = .0013$). The data also revealed that the correlation coefficients of the Rotter Locus of Control and the Job in General scores of the Nebraska respondents' scores were not significantly different from the correlation coefficients of the Iowa respondents' scores when controlling for years of experience as an assistant principal. Nor was there a significant difference in the relationship of the correlation coefficients of the Nebraska and Kansas respondents.

The relationship between the Rotter Locus of Control and the Job in General correlation coefficients of the Kansas and Nebraska respondents and the Iowa and Nebraska respondents when analyzed by years of experience as a secondary school

assistant principal categories revealed no statistical significance; however, a significant difference between the correlation coefficients of the Iowa and Kansas respondents did exist. As a result, the hypothesis stating that no significant difference in the Pearson Correlation Coefficients (for locus of control and job satisfaction scores) exists among the secondary school assistant principals of Iowa, Kansas and Nebraska when statistically controlling for years of experience was not fully supported.

Furthermore, the difference between the correlation coefficients of the Iowa and Kansas respondents' scores was consistent with the difference between the correlation coefficients of locus of control and job satisfaction scores exhibited by the entire group of respondents as well as the difference revealed when statistically controlling for gender and age.

Chapter 5

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Summary

The purpose of this study was to investigate the correlation between locus of control and job satisfaction of secondary school assistant principals in Iowa, Kansas and Nebraska who were 1997-1998 members of the professional organization, National Association of Secondary School Principals, NASSP. The effect of mediating variables, gender, age, and years of experience as an assistant principal, were also considered in the correlation studies.

Information was collected by means of a three-part questionnaire consisting of The Rotter Internal-External Locus of Control Scale (1966), The Job Descriptive Index (1997) and demographic questions added by the researcher. All secondary school assistant principals in Iowa, Kansas and Nebraska listed on the 1997-1998 NASSP membership roster were contacted. Of the 490 members originally contacted, 344 (70%) responded.

The data from the completed questionnaires were analyzed by quantitative methods, including descriptive statistics, Pearson Correlation tests, and Multiple Regression procedures with dummy coding. Results were presented through text and table format.

The results of this study revealed both positive and inverse relationships between locus of control and job satisfaction scores of the assistant principals who participated in the study. Mediating variables, gender, age, and years of experience as an assistant principal, were not predictors of locus of control or job satisfaction. However, differences

in correlation coefficients of locus of control and job satisfaction did exist as a result of gender. The mediating variables, age and years of experience as an assistant principal, did not create significant differences in the correlations between locus of control and job satisfaction of the entire group of respondents nor the respondents of the respective states.

Conclusions

Respondent Demographics

The data pertaining to demographics of the respondents in this study revealed a typical assistant principal of Iowa, Kansas or Nebraska. This assistant principal, whether from Iowa, Kansas or Nebraska, was male, aged 45, and had been a principal for approximately 7 years.

Although males outnumbered females by a 3:1 ratio in each of the states, the female assistant principals exhibited similar characteristics to the male assistant principals. Specifically, the males' average age was 45 while the females' average age was 44. The years of experience for the males was 7.9 and for the females, 5.6. Overall, the females were approximately one year younger than their male counterparts and had approximately two fewer years of experience as assistant principals.

In particular, the Kansas respondents were unique in that they were the youngest as well as having the fewest numbers of years of experience as assistant principals. The Kansas males' average age was 44.1; the Kansas females' average age was 42.1. The average number of years of experience for the Kansas males was 6.4; the average number of years of experience for the Kansas females was 4.7. Kansas also had the most

assistant principals with only one year of experience (21 of 110 Kansas respondents) and the fewest number ($N = 8$) of assistant principals with more than 15 years of experience.

Rotter Internal-External Locus of Control Scale

Overall, the entire group of respondents revealed an internalized expectancy of control ($\underline{M} = 7.01$). The same can be said for the respondents of each respective state as well; Iowa, $\underline{M} = 7.08$; Kansas, $\underline{M} = 6.77$; Nebraska, $\underline{M} = 7.03$.

When considering the Rotter scores by gender, the male respondents revealed a stronger internalized expectancy of control than the female respondents; males, $\underline{M} = 6.81$; females, $\underline{M} = 7.60$. The Kansas male ($\underline{M} = 6.71$) and female ($\underline{M} = 6.93$) respondents revealed a stronger internalized expectancy of control than the Iowa and Nebraska male and female respondents (see Table 4.5 for additional data).

Job in General Index

The Job in General scores of the entire group of respondents revealed an extremely high level of job satisfaction ($\underline{M} = 43.00$). By state, the scores also indicated high levels of job satisfaction with the Kansas respondents scoring the highest levels of job satisfaction (Iowa, $\underline{M} = 41.29$; Kansas, $\underline{M} = 44.86$; Nebraska, $\underline{M} = 43.23$).

The data for the male and female respondents revealed that the females had a slightly higher level of job satisfaction than the males (males, $\underline{M} = 42.78$; females, $\underline{M} = 43.67$). By state, the Kansas males and females scored the highest on the Job in General scale (see Table 4.7 for additional data) indicating that Kansas assistant principals had the highest levels of job satisfaction among those queried.

Rotter and Job in General Correlation Coefficient

The data collected in this study supported, to some degree, the hypothesis that a positive relationship existed between locus of control and job satisfaction for secondary school assistant principals in Iowa, Kansas and Nebraska.

The hypothesis cannot be said to be true for all of the respondents in all situations. The data of the entire group of respondents revealed no relationship between locus of control and job satisfaction. The assistant principals in Iowa, Kansas and Nebraska revealed an internalized locus of control and a high level of job satisfaction, however, no statistical significance was found.

The second hypothesis in this study, no significant difference in the correlation coefficient for locus of control and job satisfaction existed among the secondary school assistant principals in Iowa, Kansas and Nebraska, was also supported to some extent. The deviations in the data supporting this hypothesis resembled the deviations of the results pertaining to the first hypothesis.

The data from the Iowa respondents in this study revealed a statistically significant correlation between locus of control and job satisfaction. The assistant principals in Iowa revealed an inverse relationship between the variables, locus of control and job satisfaction; that is, they had a strong internalized expectancy of control and a high level of job satisfaction.

The data of the Nebraska respondents in this study also revealed a noteworthy correlation between locus of control and job satisfaction. They, too, revealed an

internalized expectancy of control and a high level of job satisfaction; the data were not statistically significant, however.

The data of the Kansas respondents were very different from the data of the Iowa and the Nebraska respondents in that a positive relationship between the correlation coefficient of locus of control and job satisfaction scores was indicated. A statistical significance was not evident; however, the fact that the Kansas respondents' scores revealed a positive correlation between locus of control and job satisfaction scores while the Iowa and Nebraska respondents' scores revealed an inverse correlation between locus of control and job satisfaction was noteworthy.

The hypothesis that a positive relationship between locus of control and job satisfaction existed among secondary school assistant principals was supported by the data collected from the Iowa assistant principals. That an inverse relationship between the correlation coefficient of the Rotter and the Job in General scores existed among all the respondents merits further consideration even though no statistical significance was determined.

In particular, the data collected from the Kansas respondents which revealed a positive, but statistically insignificant relationship between locus of control and job satisfaction scores, must be further analyzed to determine why such a difference existed between the correlation coefficients of the scores of the Kansas respondents and the scores of the Iowa and Nebraska respondents. The question of why Kansas assistant principals' results are so different from the Iowa and Nebraska assistant principals needs to be examined further.

The significant difference in correlation coefficients between the Rotter and the Job in General scores of the Iowa and Nebraska respondents versus the Rotter and the Job in General scores of the Kansas respondents perhaps can be explained in part by further examining demographics and the Rotter and Job in General scores of the two groups.

First of all, the Kansas respondents were unique in that they were the youngest of all the respondents. The Kansas assistant principals also had the fewest years of experience as assistant principals. Both male and female Kansas respondents' scores were the lowest on the Rotter, they showed the most internalized expectancy of the respondents of the three states. Finally, the Kansas respondents were different from the Iowa and Nebraska respondents because their scores revealed the highest levels of job satisfaction.

Taken cumulatively, these differences between the Kansas respondents' demographic characteristics and scores, and the Iowa and Nebraska respondents' demographic characteristics and scores may explain the discrepancies in the respective correlation coefficients. Further study of these data would perhaps provide a more definitive explanation of these differences.

Effect of Gender on Correlation Coefficient

Gender was not a predictor of locus of control or job satisfaction in this study. Thus, gender did not significantly affect the relationship between the correlation coefficients of the Rotter and the Job in General scores of the entire group of respondents nor the respondents of the respective states.

An inverse, statistically insignificant relationship between the Rotter and the Job in General correlation coefficient was indicated by the respondents' scores in the entire group when statistically controlling for gender. The Iowa and Nebraska correlation coefficient and the Kansas and Nebraska correlation coefficient of the Rotter and the Job in General did not show statistical significance when controlling for gender. However, the Iowa and Kansas respondents' correlation coefficient of the Rotter and the Job in General scores did reveal statistical significance when controlling for gender.

Thus, when controlling for gender, the difference between the correlation coefficient of the Rotter and the Job in General scores was consistent with the differences between the correlation coefficient of the Rotter and the Job in General scores for the entire group of respondents when a categorical variable such as gender was not used. That is, a significant difference between the correlation coefficient of the Iowa and Nebraska respondents and the correlation coefficient of the Kansas respondents continued to exist. Overall, gender of the respondents in the entire group did not make a difference in the relationship between locus of control and job satisfaction.

However, when studying the scores of the male and female respondents separately, a significant difference between the correlation coefficient of the Rotter and the Job in General scores existed. Overall, the data of the male respondents indicated a positive, but not statistically significant, relationship between the correlation coefficient of the Rotter and the Job in General scores.

However, the data of the female respondents indicated an inverse, statistically significant relationship between the correlation coefficient of the Rotter and the Job in

General scores. The female respondents' scores indicated an internalized expectancy of control with a high level of job satisfaction which supported the hypothesis that a positive relationship exists between the correlation coefficients of locus of control and job satisfaction existed when statistically controlling for gender. The statistical significance of the female respondents' scores was highly significant and merits further study.

The contrast between the positive relationship of the Rotter and the Job in General correlation coefficient of the males and the inverse relationship of the Rotter and the Job in General correlation coefficient of the females is interesting. The fact that more males than females were involved in the study may account for the difference in the relationship of the correlation coefficient of the males versus the females.

Since the overall male respondents' Rotter scores were lower than the female respondents' Rotter scores, the males showed a stronger internalized expectancy than the females. However, the female respondents' scores on the Job in General were higher than the male respondents' scores revealing a higher level of job satisfaction for the females. The contrasts between the male and female respondents' scores warrant further study.

Effect of Age on Correlation Coefficient

Age was not a predictor of locus of control or job satisfaction in this study. When Multiple Regression procedures were conducted using age as a categorical variable, the results were the same as when the same procedures were run on the entire group of respondents' scores with no categorical variable such as age used.

An inverse, statistically insignificant relationship between the correlation coefficient of the Rotter and the Job in General scores was indicated by the respondents'

scores in the entire group when controlling for age. The Iowa and Nebraska respondents' correlation coefficient and the Kansas and Nebraska respondents' correlation coefficient of the Rotter and the Job in General scores did not show statistical significance when controlling for age. However, the Iowa and Kansas respondents' correlation coefficient of the Rotter and the Job in General scores did reveal statistical significance when controlling for age.

When controlling for age, differences between the correlation coefficient of the Rotter and the Job in General scores were consistent with the differences between the correlation coefficient of the Rotter and the Job in General scores for the entire group of respondents when a categorical variable such as age was not used. Again, the uniqueness of the Kansas respondents may have been responsible for the difference between the correlation coefficient of the Rotter and Job in General scores of the Iowa and Kansas respondents. Regardless, age of the respondents did not make a difference in the relationship between locus of control and job satisfaction.

Effect of Years as Assistant Principal on Correlation Coefficient

Years of experience as an assistant principal was not a predictor of locus of control or job satisfaction in this study. When Multiple Regression procedures were conducted using years of experience as an assistant principal as a categorical variable, the results were the same as when the same procedures were run on the entire group of respondents' scores when a categorical variable such as years of experience as an assistant principal was not used.

An inverse, statistically insignificant relationship between the Rotter and the Job in General scores was indicated by the respondents' scores in the entire group when controlling for years of experience as an assistant principal. The Iowa and Nebraska respondents' correlation coefficient and the Kansas and Nebraska respondents' correlation coefficient of the Rotter and the Job in General scores did not show statistical significance when controlling for years of experience as an assistant principal. However, the Iowa and Kansas respondents' correlation coefficient of the Rotter and the Job in General scores did reveal statistical significance when controlling for years of experience as an assistant principal.

Not surprisingly, when controlling for years of experience as an assistant principal, differences between the correlation coefficient of the Rotter and the Job in General scores were consistent with the differences between the correlation coefficient of the Rotter and the Job in General scores for the entire group of respondents when a categorical variable such as years of experience as an assistant principal was not used. The Kansas respondents' correlation coefficient of the Rotter and the Job in General continued to differ from the Iowa respondents' correlation coefficient of the Rotter and the Job in General as was the case when the mediating variables of gender and age were considered. Also consistent was the fact that years of experience as an assistant principal did not make a difference in the relationship between locus of control and job satisfaction.

Implications/Recommendations for Future Study

Research to improve and extend the scope of this study should focus on eliciting more information about the factors that contributed to the differences of the correlation

coefficient of the Rotter and the Job in General scores of the respondents, specifically those assistant principals in Iowa and Kansas.

Characteristics of the secondary school assistant principals of Iowa, Kansas and Nebraska should be further investigated to determine why significant differences in the correlation coefficient of the Rotter and the Job in General scores existed between the assistant principals in these states. Factors such as the administrative certification requirements for assistant principals, salaries of assistant principals, range of duties of assistant principals, socioeconomic characteristics of school districts, size of school population, and rural vs. urban districts in the respective states of this study, Iowa, Kansas and Nebraska, should be investigated. One or more of these factors, or perhaps a combination of factors, may have contributed to the differences in the Iowa, Kansas and Nebraska assistant principals' responses on the Rotter and the Job in General instruments. Learning more about these factors may help to explain the differences of the Iowa, Kansas and Nebraska assistant principals' responses to the Rotter and the Job in General instruments.

Additionally, these factors and the possible differences among them in the assistant principals' situations in the respective states could be measured in terms of their contribution to job satisfaction. Further studies identifying personality styles of secondary school assistant principals may provide information as to the type of people who hold this position. Perhaps, more information would help to explain why these respondents exhibited such high levels of job satisfaction.

All of these issues could be explored to help determine why differences in the relationship of the correlation coefficient of the Rotter and the Job in General scores existed among the respondents of Iowa, Kansas and Nebraska. In particular, the differences between the responses of the Iowa and Kansas respondents should be examined thoroughly.

Further studies exploring the differences between the male and female respondents in this study could also be conducted to determine why the male respondents exhibited no relationship between the locus of control and job satisfaction while the female respondents exhibited a positive relationship between external locus of control and job satisfaction. The female respondents' scores revealed high levels of internality and job satisfaction.

According to Shakeshaft (1989), "... theories and concepts emerging solely from a male consciousness may be irrelevant for the female experience and inadequate for explaining female behavior" (149). Thus, conventional research methods may be unable to accurately document the experience of the female administrator in the context of a male world.

Questions asking whether the male and female respondent differences are related to gender issues or to the assistant principal position could be explored. In addition, such questions could be posed to male and female assistant principals in parts of the country other than the Midwest to determine if the differences exist in other geographical regions. If these differences in gender responses do exist in other parts of the country, then further questions as to why they do exist should be asked. If the differences do not exist, then

further studies should focus on the gender differences of the respondents in the respective states of this study.

Regardless of their locus of control, the respondents in this study revealed extremely high levels of job satisfaction. Studies seeking reasons for the extremely high levels of job satisfaction could be conducted to help explain the differences in the correlation coefficient of the Rotter and the Job in General scores of the respondents from the respective states. Comparisons of the assistant principals' levels of job satisfaction to the levels of job satisfaction in other occupations might be made to determine if secondary school assistant principals are uniquely different from people in other occupations in their attitudes toward their work. If they are uniquely different, additional studies should focus on ascertaining the reasons for the differences.

Further, this entire study could be replicated in parts of the country other than the Midwest to determine what, if any, differences exist in the characteristics of the secondary school assistant principals in other areas of the country. Comparisons of the correlation coefficient of the Rotter and the Job in General scores could be made with assistant principals in other parts of the country to determine whether positive or inverse relationships between locus of control and job satisfaction scores exist. Such studies may reveal that the Iowa, Kansas and Nebraska principals are unique in terms of their personality styles and their overall job satisfaction. If so, further studies should be conducted to determine why the uniqueness exists.

If such studies reveal that no differences exist among the correlation coefficient of the Rotter and the Job in General scores of the Iowa, Kansas and Nebraska assistant principals and assistant principals in other parts of the country, then further studies could be conducted to determine why they are all so similar. Questions asking what are the commonalities among the assistant principals in all regions of the country could be posed to create a clearer picture of the type of person who aspires to become an assistant principal.

Overall, this study raises a question regarding secondary school assistant principals' attitudes toward their work and their personality styles. More research is needed concerning assistant principals and their work. Assistant principals have largely been ignored in educational research; more information about them would enhance the efforts of those involved in training, recruiting, and working with them. With additional knowledge and understanding of the type of person who aspires to this administrative position, recruitment efforts could be better implemented as could incentive programs to keep assistant principals working in the educational administration field. Since an administrative candidate scarcity currently exists, such efforts are needed.

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APPENDIX A

Request Letter

October 29, 1997

Mary Ann Simpson
NASSP
1904 Assoc. Dr.
Reston, VA 20191

Dear Ms. Simpson,

I am currently a graduate student at the University of Nebraska-Lincoln working on my dissertation under the supervision of Dr. Barbara LaCost. I plan to send a questionnaire relating to personality style and job satisfaction to assistant principals in Iowa, Kansas and Nebraska who are members of NASSP. I would appreciate a mailing list of these individuals.

Thank you very much for your help in this project.

Sincerely,

Kathy Ryan
Assistant Principal
North Platte High School
1000 West Second St.
North Platte, NE 69101
(308)-535-7105

APPENDIX B

Permission Letter

November 1, 1997

Dr. Patricia C. Smith
Department of Psychology
Bowling Green State University
Box 711
Bowling Green, Ohio 43402

Dear Dr. Smith,

I am requesting permission to use the Job Descriptive Index for my dissertation. The topic that will be researched is the correlation of locus of control and job satisfaction of secondary school assistant principals. Iowa, Kansas and Nebraska secondary school assistant principals will be the subjects of my study.

I am currently an Assistant Principal at North Platte High School in North Platte, Nebraska. I have just completed my course work for my doctoral degree at the University of Nebraska at Lincoln and am beginning my dissertation work. I am working under the direction of my advisor, Dr. Barbara LaCost in the Educational Administration Department.

Thank you for your consideration in this matter.

Sincerely,

Kathy Ryan,
Associate Principal
North Platte High School

APPENDIX C
Copyright



Bowling Green State University

Department of Psychology
Bowling Green, Ohio 43403-0228
(419) 372-2301

Fax: (419) 372-6013

Web Page: <http://www.bgsu.edu/departments/psych/>

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Date: 1/23/98

Purchaser: Kathy Ryan

Address: North Platte High School

1000 West Second Street

North Platte, NE

69101

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To obtain copyright information for the JDI and JIG contact :

The JDI Research Group
Department of Psychology
Bowling Green State University
Bowling Green, Ohio 43404
(419) 372-8247

APPENDIX D
Field Test Letter

2817 Birchwood Rd.
North Platte, Nebraska 69101
November 1, 1997

Larry Witt
Associate Principal
Adams Middle School
1300 McDonald Road
North Platte, Nebraska 69101

Dear Mr. Witt:

I am currently working on a correlational study to determine the relationship of locus of control and job satisfaction of secondary school assistant principals. This study will provide data for me in completing my dissertation.

The subjects of the study, Iowa, Kansas and Nebraska public secondary school assistant principals, will be asked to provide demographic information, and complete the Rotter Internal-External Locus of Control Scale and the Job Descriptive Index (JDI).

I am asking you to please review and evaluate the enclosed 3-part instrument. Would you please evaluate the cover letter, demographic section of the instrument, reminder letter, readability, and overall format of the survey.

I appreciate any constructive criticisms and suggestions that you could give me. Thank you for your time and expertise.

Sincerely,

Kathy Ryan

APPENDIX E
Colleague Letter



University of
Nebraska
Lincoln

Department of Educational Administration
1204 Seaton Hall
P.O. Box 880638
Lincoln, NE 68588-0638
(402) 472-3726
FAX (402) 472-4300

2817 Birchwood Road
North Platte, Nebraska 69101
March 1, 1998

IRBAPP#98-02-248EX

Dear Colleague,

Your help as a fellow assistant principal is needed.

I am currently working on my dissertation in Educational Administration at UNL. My study will determine if a correlation exists between locus of control and job satisfaction of secondary school assistant principals. I will also consider the effect of gender and years of experience on this correlation.

Overall, your responses will contribute to a greater understanding of the personality style and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals. Please take a few minutes now to complete the survey.

Although your participation in this study is voluntary and your relationship with the University and/or with the researcher will not be affected by your non-participation; I kindly ask that you take the time to complete the enclosed questionnaire so that the results will be valid and meaningful. It should take you about 15-20 minutes to complete the questionnaire. A self-addressed stamped envelope is enclosed for your convenience.

Your responses to this survey will remain confidential, as you will not be named in the final report by name or district. The code number on the survey is to contact non-respondents only. If you have any questions that you believe I have not answered, please feel free to call me or my advisor, Dr. Barbara LaCost, 402-472-3726. If you have any questions about your rights as a research participant, please call the University of Nebraska Institutional Review Board at 402-472-6965.

As an assistant principal myself, I realize how busy your days are, so I greatly appreciate you taking time from your busy schedule to participate. Thank you very much for your time and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Ryan".

Kathy Ryan, Primary Investigator, 308-534-4529

APPENDIX F

Reminder Letter

.



University of
Nebraska
Lincoln

Department of Educational Administration
1204 Seaton Hall
P.O. Box 880638
Lincoln, NE 68588-0638
(402) 472-3726
FAX (402) 472-4300

2817 Birchwood Road
North Platte, Nebraska 69101
April 8, 1998

Dear Colleague,

You should have received a survey regarding the locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals from me a few weeks ago. I have not received your response yet unless our letters have crossed in the mail.

I am enclosing another copy of the survey in case you did not receive the first copy or it has been misplaced. Your input regarding this issue is extremely valuable.

Please take a few minutes to complete the enclosed survey and return it to me so that I may include your input in my study.

Thanks for helping me gather information for my dissertation. I hope you experience a positive end to the school year and a relaxing summer.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Ryan".

Kathy Ryan

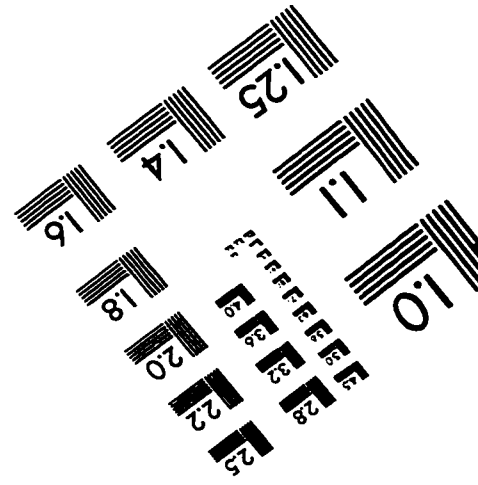
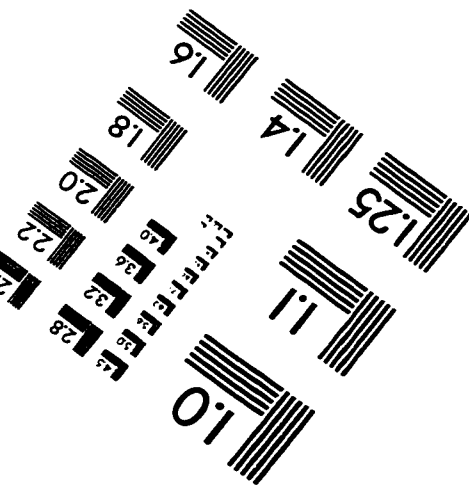
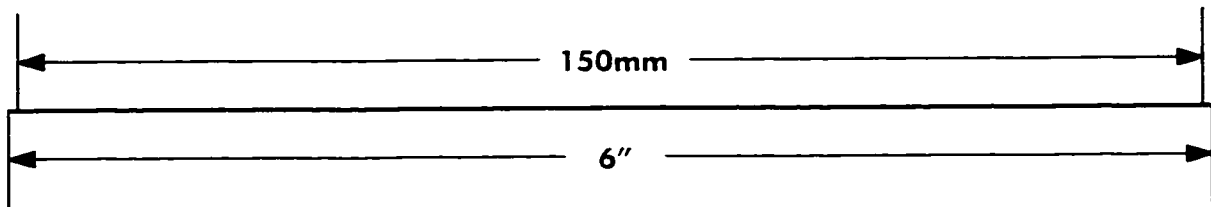
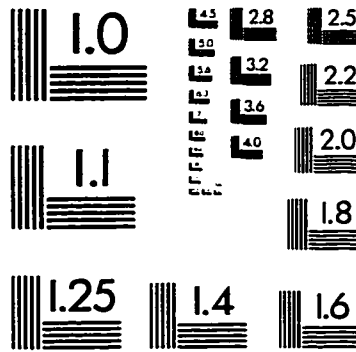
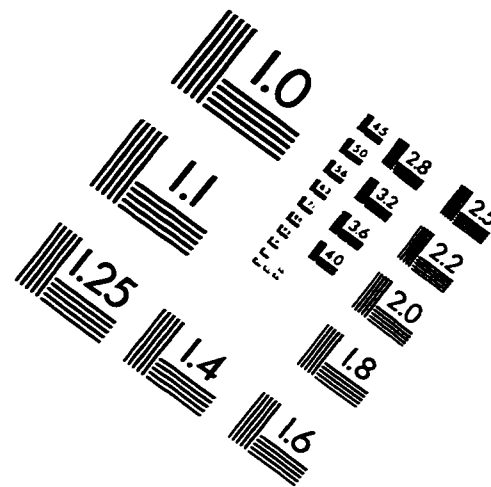
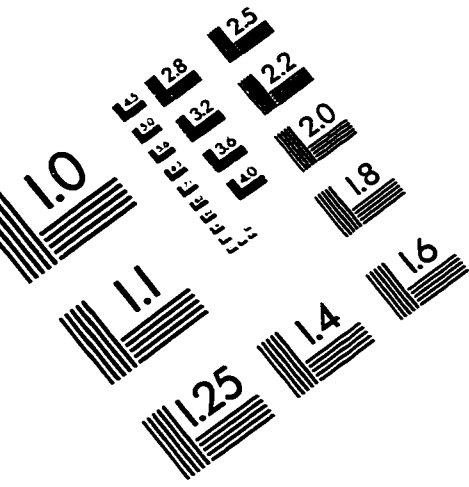
APPENDIX G

Budget

Budget

Items		Costs	
Use of JDI			
test booklets (or copyright)	\$50 per 100	\$	250.00
test and scoring manual			35.00
shipping and handling manual			5.00
hand scoring keys			5.00
Mailing			
postage			384.00
envelopes			26.00
address labels			28.00
Questionnaire			
creating			85.00
duplicating/folding			111.00
TOTAL COSTS		\$	929.00

IMAGE EVALUATION TEST TARGET (QA-3)



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