

THE EFFECT OF DECISIONAL PARTICIPATION ON JOB
SATISFACTION OF HIGH SCHOOL PRINCIPALS

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1980

Thesis
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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to the members of his doctoral committee: to Dr. Kenneth St. Clair, the chairman, for his encouragement, direction, patience, and endurance throughout the entire study; to Dr. Carl Anderson, Dr. Russell Dobson and Dr. W. "Deke" Johnson for their counsel, motivation, and support.

The personal interest shown in the writer by each member of the committee was especially inspiring. Through the actions of the committee the writer was made to feel he was an important member of a team. The caring attitude of this committee will long be remembered by the writer.

The field of education in general, and Oklahoma State University in particular, are indeed fortunate to enjoy the services of these professionals. The philosophies they teach are personified by their actions.

A special thanks is given to Dr. Hugh Cowan, Superintendent of Schools, U.S.D. No. 445, Coffeyville, Kansas, for the encouragement and support given the writer during the course of his work. Additional thanks is also given to the many professors, secretaries, and fellow graduate students who have assisted the writer in his educational experiences.

Finally, the writer would like to recognize his parents, Mr. and Mrs. Ed Battitori, for their early encouragement and continued interest; his wife Carol and children Lisa, Eddie, Angie, and Tony without whose support and personal sacrifices this work would not have been possible.

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CHAPTER I

INTRODUCTION

The turbulent sixties caused much concern among the established segment of society. This concern permeated all levels of the so-called establishment but was most felt in positions perceived, by those who were demonstrating, to represent authority. Much of the behavior exhibited by youth in the sixties can be attributed to the feeling of helplessness they experienced when they attempted to change the system or at least have some part in determining their destiny.

The Viet Nam war seemed to be the focal point of much of the unrest, but it was apparent that the resistance to the war was merely a symptom of the malady. The real issue was the realization of existing in a society in which democracy was not being practiced to the extent the youth felt necessary.

What has been learned from the troubled times of the previous decade? One of the first developments was a real concern for people and a commitment to their participation in determining the direction of the forces that influence their lives; and second, there was a commitment to change the beliefs that precipitated this period of unrest. Some of the philosophies regarding democratic participatory decision-making have changed, but more change is needed. The future of our society is uncertain to say the least, but attention given to the

involvement of people in forming their destiny is needed to insure stability.

It is as if once again a vision of a proximate end is beginning to reappear in the human consciousness. At the same time a belief is also arising that any such dismal termination is far from inevitable and that active human intervention can prevent it. This human intervention involves, on the one hand, a process of organizational development that includes work restructuring, and on the other hand, a planning process that is interactive and participatory (Trist, 1977, p. 270).

Through the pressure exerted by the unrest in the sixties, many organizations within our industrial society became painfully aware of the intent of their members to become involved in the planning process of the organization. Organizations that were bureaucratic in nature were not immune to these internal upheavals. The realization by those in management positions that involvement of subordinates with the decision-making process was not only inevitable but possibly beneficial to their organization, began to alter the organization's philosophy in regard to participatory involvement. This realization was especially apparent in the organizations chosen as the focal point of the present study, the public schools.

The planning process in public education has become one of the central concerns of public school administrators today. This concern is based on the realization that repercussions from poorly made or inadequate decisions can and most likely will result in an alienated lay public and professional staff. The lay public and professional staff are demanding to be involved in the decision-making process. These demands were operationalized through "Proposition 13" thinking by the public, increased militancy of teachers, and lowered job satisfaction of building level administrators.

It is imperative that educational administrators find methods to improve the quality of decisions, and at the same time involve the lay public and professional staff in the decision-making process in a meaningful way. One method of involvement is pursuing a policy of participatory decision-making. When considering participatory decision-making, an interesting question arises: Is there a relationship between perceived participatory involvement and job satisfaction of subordinates? Another reason for considering shared decision-making as a viable concept is that today's educational administrators have come to the conclusion that those who have a personal stake in the results of decisions are more likely to consider those results legitimate if they are involved in the decision-making process at their level of expertise. This legitimatization of decisions can and many times will bring into congruence the goals of the organization and the goals of the individuals employed within the organization.

Statement of the Problem

The job satisfaction of subordinates is an important component in the achievement of organizational goals. Prudent educational administrators would be well advised to search out methods through which job satisfaction can be broadened. The problem of how to expand the employee's perceived job satisfaction level is addressed in the present study.

Relationships between perceived decisional involvement and job satisfaction of secondary school principals will be explored to determine if significance exists between the two variables. The relationship between principal's membership on an officially recognized participatory decision-making management team and principal's job

satisfaction will also be examined.

Significance of the Study

Since there is a discernable trend toward the establishment of management teams in the state of Kansas, some means of providing boards of education, superintendents, and building principals with information concerning the effectiveness of established management organizations is necessary. A study of the relationship between decisional participation provided by the management team concept and the job satisfaction level of secondary school principals who are members of such organizations is vital to the school districts contemplating the initiation of such an organization.

The anxieties accompanying the establishment of a management team in a school district might be eliminated by available information, based on research in districts presently employing the management team concept. It is hoped that the results of the present study might contribute substantially to the derth of existing information available concerning the effectiveness of educational administrative management teams.

Definition of Selected Terms

The following definitions of selected terms will serve to promote a better understanding of the study:

Job Satisfaction--". . . any combination of psychological, physiological, and environmental circumstances that cause a person to say, I am satisfied with my job" (Hoppock, 1935, p. 47). Operationally, a score assigned by an individual to eighteen statements of job satisfaction on the Brayfield and Rothe job satisfaction index by means of a

Likert-type scale.

Perceived Decisional Participation--the perceived degree of involvement in decision-making at the district level in the public school systems in Kansas. Operationally, a score assigned by an individual to eighteen statements of perceived participation on the perceived participation index derived from an instrument constructed from the Index of Participation in Decision-Making by Hage, Aiken, and Marrett (1971) and Minner's (1970) adaptation of McCleary and Hencley's (1965) tasks of administration.

Management Team--any organized decision-making team made up of district level and building level school administrators in Kansas for the purpose of process planning.

Superintendent--the chief administrative officer of a school district.

Principal--the chief administrative officer of an attendance center within a school district.

Secondary School--a public, private, or parochial school composed of grades 9 through 12 or 10 through 12.

K.A.S.S.P.--Kansas Association of Secondary School Principals, a professional association of secondary school principals at the state level in Kansas.

N.A.S.S.P.--National Association of Secondary School Principals, a professional association of secondary school principals at the national level.

U.S.A.--United School Administrators of Kansas, the umbrella organization of school administrators in the state of Kansas. Membership in the organization consists of superintendents, assistant

superintendents, secondary school principals, elementary school principals, district business officers, curriculum directors, special education administrators, public relations administrators, and vocational-technical administrators.

School Size Categories--the six classes of secondary schools in Kansas by enrollment categories. The six categories are as follows: 6A - 2091 to 905, 5A - 904 to 440, 4A - 438 to 205, 3A - 202 to 141, 2A - 140 to 93, 1A - 92 to 19.

Rationale

In view of substantial support in the literature, it appears that two approaches to the relationship of participatory decision-making and job satisfaction should be examined. The direct relationship between perceived decisional participation and job satisfaction was the first aspect to be studied, and the relationship between job satisfaction and the member-nonmember categories of the management team was the second area to be investigated.

The principal of a school has traditionally been viewed as the educational leader for his/her attendance center. In recent years, however, the principal's role as an educational leader has been eroded by several factors. As Goldhammer (1970) points out:

The principal is supposed to give leadership to his staff, but increasingly, due to teacher negotiations, decisions are made around him rather than with him. Contracts are made which affect the quality of education, but the principal--who must operate a school in accordance with those controls--frequently has little, if any, say in helping the school board assess the consequences of the contracts (p. 11).

The principal's leadership role was reduced to that of a functionary as noted in an article by Myers (1974) when he stated:

The position, not the person, largely dictates the principal's status as functionary. A defining characteristic of the functionary is that almost all significant decisions concerning his role are made for him and can be modified or abolished without his knowledge or approval. As a functionary, he is easily replaceable: the organization will continue without his knowing why he does what he does (p. 2).

If in fact the principal is indeed an educational leader and intervening factors are eroding the leadership base of the principalship, the resultant conflict will very likely upset the equilibrium of the organization. March and Simon (1969) reported that individuals within an organization perceive themselves as being congruent or incongruent with respect to contributions made to the organization and inducements received from the organization. The degree of congruence or incongruence between the perceived contribution factors and inducement factors will, in part, determine the degree of satisfaction or dissatisfaction of the individual within the organization.

Involvement of building level administrators in the decision-making process at the district level is critical to the equilibrium of the organization. The involvement of building principals must be meaningful and their contributions recognized by those in higher echelon positions. Token participation or mock involvement of building level administrative personnel will not accomplish the goals of a true participatory decision-making program, and the needs of the individual will not be fulfilled. Needs individuals seek to satisfy are many and varied, and when these needs are satisfied, positive behavior spoken of above, relates to the individual's job satisfaction. The need of the individual principal to be vitally involved in the decision-making process has never been more critical than it is at

the present time. Through involvement, the principal fulfills his needs especially in the area of self-esteem. Maslow (1954) speaks to the general needs areas in his prepotent motivational model. These needs are arranged hierarchially as follows:

- 5 Self-actualization
- 4 Esteem needs
- 3 Belongingness and love needs
- 2 Safety needs
- 1 Physiological needs

Maslow's motivational theory is based on satisfying the lowest need before moving on to the next level in the hierarchy. As individuals move up the hierarchy toward self-actualization, one would assume that they would experience more satisfaction with their role assignments within the organization. Perhaps through involvement in the planning process of the organization, the self esteem needs of subordinates could be fulfilled, thereby creating an environment for increasing job satisfaction levels.

The need for involvement of subordinates in the educational field is clear, but how subordinates should be involved is not so easily determined. One alternative for involving one of the subordinate levels, building level administrators, is the management team concept. Management teams are administrative decision-making units made up of district level administrators, building level administrators, and supervisory personnel. The necessity of such a management team approach was clearly illustrated by Goldhammer (1967, p. 4) when he stated: "The superintendent's job is too big for a single man--he needs a skilled team."

Statement of the Hypotheses

This study will test two hypotheses dealing with the relationship between decisional participation at the district level and general job satisfaction of secondary school principals.

H.1.: The level of job satisfaction reported by secondary school principals is related to the degree of perceived involvement of those principals in the decision-making process at the district level.

H.2.: Principals who are members of an officially recognized participatory decision-making management team will have a higher level of job satisfaction than principals who are not members of an officially recognized participatory decision-making management team.

Limitations of the Study

The present study is limited to a stratified random sampling of secondary school principals in Kansas, thus discretion should be used by the reader in attempting to generalize the results. The present findings may or may not be applicable to conditions prevalent in other states. It is possible that perceived job satisfaction may be attributed to factors other than perceived decisional participation at the district level in the schools surveyed. Other factors such as personal attitudes, burnout, teacher militancy, and token rather than actual involvement in a management team program may have affected some of the responses.

Assumptions

It is assumed that the secondary school principals selected in the stratified random sample are representative of the principals in each of their respective enrollment classifications, and that the group as a whole is representative of secondary school principals in the state of Kansas. It is also assumed that the sampled principals are representative of other principals with regard to their perception of an officially recognized management team. It is further assumed that the responses of the sampled principals are representative of their true perceptions about job satisfaction.

Summary

Chapter One includes the statement of the problem and other pertinent information necessary in the development of the problem. The information found in Chapter One serves to provide the theoretical base from which the researcher will examine the questions raised in the present study. Chapter Two contains an explanatory review of pertinent literature. Chapter Three describes the design and methodology of the study. Chapter Four presents the findings and Chapter Five deals with the summary, conclusions, and recommendations resulting from the present study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Over the years decision-making methods have become more and more sophisticated. Four stages of decision-making development can be identified: the instinctive approach, the traditional approach, the common sense approach, and the scientific method (Orenfeldt, Miller, and Dickinson, 1978). The instinctive approach is characterized by automatic, instantaneous, preprogrammed behavior. An example would be the reaction to one's automobile skidding on an icy highway. Because situations such as this do arise, instinctive decision-making is an important factor in people's lives, though rarely adequate for professional decisions. The traditional approach is characterized by the belief that earlier generations of decision makers worked out what had to be done to get the job done in certain situations, and the contemporary decision maker is expected to know these "proper" courses of action and follow them. The common sense approach becomes operational through the process of considering the factors that will influence people's decisions and understanding why they are doing what they are doing. The scientific approach was the first to utilize scientific analysis in an attempt to obtain precise information on which more rational decisions could be made. Today,

systems analysis has become so widely used that a full account of its status would fill several volumes if not a small library (Boehm, 1976). It was in the area of scientific decision-making that planned participatory group activity was introduced on a significant level.

Participatory Decision-Making

While participatory decision-making is indeed important within the realm of the scientific method, care must be taken to remember that no decision is free from those more primitive approaches: instinct, tradition, and common sense (Orenfeldt, Miller, and Dickenson, 1978). The old cliché, "two heads are better than one," relating to decision-making, is a familiar one, yet many contemporary managers either consciously or unconsciously disregard this sage advice. As has been pointed out in recent studies, group involvement in the decision-making process enhances the probability of making more correct decisions. One such study by Piper (1976) found that decisions made by group discussion and agreement (consensus) are more correct than decisions made by the same individuals using information and advice from others (participatory decision-making) and are more correct than decisions made by the same individuals acting alone. This conclusion applies whether the decision maker initially has the knowledge to make the best decision or the worst decision of any member in his group. Decisions reached through either of the two models are not only better than the initial judgment of the decision maker, but are also frequently more correct than the decisions of any of the members of the group, a phenomenon called synergy.

In the field of education, participation at all levels has become a necessity. Educators have come to the realization that changes in

management techniques are required as school operations grow more complex. The increased involvement of community members and district personnel in the decision-making process makes the development of improved techniques even more imperative (Boston and Grove, 1978). The time is at hand for upper level educational administrators to consider the involvement of building level administrative personnel in district level decision-making. One method of involving building administrators is through the management team concept. Meaningful involvement is vital as was pointed out by Boston and Grove (1978, p. 9) when they stated: "Participatory management is a procedure which seeks input from those affected by a decision before the decision is made."

As school systems become more complex, principals function more often as middle managers. They occupy the organizational space between the top management and lower echelons of the organization. They operate the management systems that make the total organization work. The structure described above dictates that consideration be given to the involvement of principals in a viable participatory management program. What happens when principals are not involved in management programs? If middle management is not involved, frustrations can occur which may result in lowered job satisfaction and a negative attitude toward the organization. Does this feeling of frustration and the resultant pressure distract the principal from his professional task? The results of frustration are unclear as to the influence they have on the decisions the principals must make on professional matters. A study by Lyons and Achilles (1976) found that apparently professional educational administrators in their role performance as administrators are able to suppress their frustrations, irritations, confusions, and

criticisms in order to perform in a professional manner. Separate studies conducted by Cruickshank (1962) and Lipham (1960) supported the results of Lyons and Achilles.

In a contrasting study, Wright (1974) found that:

When persons make judgments involving personal investment, a sense of commitment, and possible negative outcomes, either under time pressure or when they are distracted, disproportionately heavy weighting of negative feeling occurs (p. 556).

Separate studies by Shepard (1964) and Tversky (1972) support the findings of Wright. In light of the disparity of the studies listed above, it would seem wise to involve middle management in the decision-making process, and in this way alleviate the probability of lowered job satisfaction caused by feelings of frustration and pressure.

The instructional staff must also be involved in the decision-making process. The role the teaching staff will play in the process differs slightly from the role played by the principal. While the management team concept for administrators approaches the decision-making process in a single dimension, a multi-dimensional concept for teachers is dealt with in a study by Mohrman, Cook, and Mohrman. In this study Mohrman, Cook, and Mohrman (1978) surmized that there are at least two decisional domains salient to individual faculty members. The first domain of decisions is concerned with the technical-operational task areas of the school and the teachers, such as instruction. The second is concerned with the managerial support functions associated with the bureaucracy. The third and more nebulous domain of negotiations was perceived. This study revealed that teachers feel they should have, and perceive themselves to have, significantly more participation in the technical domain than in the managerial

domain. The fact that both aspects of the above hypothesis were upheld is further evidence that teachers themselves discriminate between domains. By empirically distinguishing between participation in managerial decisions and technical decisions, it is illustrated that participation in these domains was differentially associated with job satisfaction and role ambiguity. Specifically, satisfaction and role ambiguity felt by teachers are associated only with their participation in technical decisions. These data showed that teacher satisfaction is not simply related to the degree to which they participate, but also to the type of decisions in which they participate.

Instructional staff participation in educational organizations was also studied extensively by Alluto and Belasco as a unidimensional concept. Their survey instrument asked teachers to report on the extent to which they actually did and should participate in twelve types of decisions that are made in their schools. Although Alluto and Belasco (1972) aggregated all twelve decisional areas to arrive at global or composite scores, they noted the nature of specific decision issues is an important dimension to consider. At the conceptual level the twelve decisional areas seemed to fall within either the technical or managerial domains previously outlined.

When considering the instructional staff as an integral part of a decision-making team, it is highly important to analyze the professional relationship between the staff and their immediate supervisor, the principal. How the staff perceives the principal with regard to the leadership role he plays is critical to the success of participatory decision-making. This specific point was addressed in a study by Ambrosie and Heller (1972). For this study, principal personality

was viewed as the principal's nonauthoritarian personality. Leadership behavior was viewed as the teacher's perception of principal leader behavior, utilizing the two dimensions: consideration and initiating structure. No significant correlations existed between principal consideration, initiating structure and principal nonauthoritarian personality. Also, no significant correlation was found between teacher participation in decision-making and the principal's non-authoritarian personality.

Whether the principal is highly authoritarian or tends to be authoritarian does not appreciably seem to affect teacher perceptions of him as a leader. As hypothesized, those principals who possessed a leadership style consistent with the properties of the dimension of consideration tended to be perceived by their teaching staff as providing opportunities for participation in decision-making. A significant relationship also existed between teacher participation in decision-making and initiating structure (Ambrosie and Heller, 1972).

A related study on subordinate loyalty by Hoy, Tartar, and Forsyth (1978) tends to support the latter findings of Ambrosie and Heller with one interesting variation: consideration was a major predictor of loyalty at the elementary level while, in some contrast, initiating structure and nonauthoritarianism were significant at the secondary level. If a high level of teacher effectiveness and satisfaction is to be realized, empirical evidence would indicate that the instructional staff should be vitally involved in the decision-making process in the dimensions they perceive as their proper domains.

It is not surprising that the most difficult group to involve in the decision-making process in education is the general public. In light of the "Proposition 13" syndrome that is sweeping the nation and other such controversial issues as "back to the basics" and declining test scores, public involvement in decisional matters cannot be ignored.

The desirability of participation by an informed public in educational governance is a traditional value in American education. The immediate question is: "To what extent do actual levels of public understanding approximate a rational level" (Mann, 1974, p. 1)?

The depth and scope of understanding the educational process by the general public appears to be minimal. A 1969 Gallup poll sought to measure directly the state of awareness about local schools and education. The study concluded that the public is only fairly well informed about the local schools and very poorly informed about education itself (Gallup, 1969).

If public understanding is at such a minimal level, how can educational decision-makers involve the public in a meaningful way? This dilemma perhaps can be approached in a rational and scientific manner by using what has been learned from the research of Mohrman, Cook, and Mohrman (1978) concerning multi-dimensional perspectives of decision-making. As illustrated in that study, teachers were most effective when they were involved in decision-making within the domain they perceived as directly related to the teaching process. Could not the same hold true for principals and lay persons? In view of this information, it would appear that those persons involved in the decision-making process must be "fit to the task." In other words, they must be involved in such a way as to insure they can be productive

commensurate with their level of expertise and understanding of the educational process and the goals of the organization. It would be a grave injustice and indeed unproductive for the organization to expect people, either lay or professional, to undertake a task such as decision-making if they did not possess the expertise or information to do so. This specific point was researched in a study by Morse and Lorsch (1970). The results of their research put to rest the question of whether the classical or participatory approach was the best. In its place they raised a new question: "What organizational approach would be appropriate when considering the task and people involved" (Morse and Lorsch, 1970, p. 68)? These data deal not only with which people should be involved, but also how they might be involved. Other studies support the results spoken of above: contingency models at the individual level might focus on the kinds of decisions that should be made participatively to maximize the satisfaction and role effectiveness of different organizational members (Hulen and Blood, 1968).

Another consideration that must be addressed is the make-up of the decision-making group. The question arises, who should be involved in the group decision-making process? Should only top administrative personnel participate? The answer to these questions can partially be supplied through the contingency theory: the homogeneity or heterogeneity of a group can sometimes be determined by the task-people-organization fit. The homogeneous versus heterogeneous grouping problem must be further analyzed in order to determine how best all levels can participate in the decision-making process. In a recent study by London (1975) homogeneous groups were compared to heterogeneous groups

about the effects of shared information within the decision-making levels of generations of decisions, evaluation of decisions, and choice. Overall favorableness of atmosphere and peer rating of effectiveness and influence were found to be greater in homogeneous groups. Heterogeneous groups engaged in the generation of decisions plus evaluation, perceived the external group influence to be greater while homogeneous groups perceived internal interpersonal influence to be greater. This finding may have implications for those at the top managerial level who wish to maintain control over the final decision yet involve people in the shared decision-making concept. When diverse information is necessary, the study showed that heterogeneous groups may have the advantage of providing that information while noting that the homogeneous group may be necessary for synthesizing the information and making the final decision.

Job Satisfaction

When considering decisional participation one must not only examine the structure and membership of the group, but also why shared decision-making is important to the organization. As has been pointed out in some of the studies reviewed, involving others in the decision-making process helps to legitimize the results of decisions. The legitimization helps bring the goals of the organization and the goals of individuals within the organization into congruence. This congruence results in job satisfaction for those involved in the process.

The concept of job satisfaction is extremely complex. In a classic study of job satisfaction in 1935 Hoppock (1935, p. 47) stated: "To formulate an adequate definition of anything about which we know so

little is an extremely difficult if not impossible task." This definition problem is still with us. Robinson, Connors and Robinson (1964) found that while teacher job satisfaction has been of intense interest to researchers the literature reveals little substantive knowledge. Later, Smith, Kendall, and Hulin (1969) attributed the lack of knowledge produced by previous studies to simplistic conceptualizations of satisfaction and inadequate research strategies.

Why does job satisfaction attract so much interest from researchers? Smith (1967) in responding to this question said:

First, job satisfaction is an end in itself and therefore desirable by nature. Second, under certain circumstances job satisfaction and particularly job dissatisfaction, may lead to overt behavior which is of interest of organizations (p. 344).

Although Hoppock (1935, p. 47) stated that defining job satisfaction was difficult, his definition is viable today. He defined job satisfaction as: "Any combination of psychological, physiological, and environmental circumstances that cause a person to say, I am satisfied with my job."

In recent years a great deal has been written on the subject of job satisfaction. Fournet et al. (1966, p. 180) pointed out that: "In spite of apparent confusion and complexity in job satisfaction as an area of study, there is a large amount of literature emerging which should help clarify the issues."

Much of the recent literature deals with the causal effects of job alienation which is a result of lowered job satisfaction and job dissatisfaction. One of the effects of lowered job satisfaction is the conflict that arises between the employee and the organization. As a result of this conflict, organization efficiency is diminished.

As Sharples (1975, p. 65) explained in a recent study: "Just as friction within a machine reduces the mechanical efficiency so conflict will result in loss of technical efficiency."

In order to compensate for the reduction in efficiency the organization, many times, must resort to forceful methods in an attempt to regain the efficiency that has been lost. As Etzioni (1961) found, when lower participants become alienated from the organization, coercive power is likely to be required if its formal mandates are to be fulfilled.

Involvement in the decision-making process may be one of the alternatives an organization can utilize to avoid alienation and yet maintain control of its operations. By affording employees the opportunity to become involved in decision-making, the organization can enhance the possibility that conflict will be neutralized, and at the same time, retain indirect control necessary to accomplish the goals of the organization. Mechanic (1962, p. 355) speaks to this point when he states: "An effective organization can control its participants in such a way as to make it hardly perceivable that it exercises the control it does."

Graham (1966) following similar lines, indicated that both job satisfaction and productivity are important considerations for an employer to control. To increase the job satisfaction of employees requires an administration which provides job flexibility, strives for participative management, and treats workers as a group to provide stimulating group experiences.

Summary

This study will attempt to support the hypothesis that decisional

involvement will result in a higher level of job satisfaction for those who participate in the process and also support the hypothesis that those who are involved in an officially recognized decision-making group will exhibit a higher level of job satisfaction than their colleagues who are not involved in such a group.

It is the belief of the researcher that through involvement, results of decisions will be legitimized to those the decisions will affect. Also, as a result of decisional involvement the willingness of participants to accept decisions that are made will be enlarged and they will develop a personal stake in the results of decisions they had a part in developing. A higher level of job satisfaction will result from the broadened zone of acceptance and the personal bond experienced by those involved in the decision-making process. As a result of higher job satisfaction more congruence can be expected between the goals of individuals within the organization and the goals of the organization.

CHAPTER III

METHOD AND PROCEDURE

Introduction

Chapter Three will describe the research method. Specifically, the research sampling technique, the development of the instrument, and the procedure used in administering the instrument are described in this chapter. A description of scoring procedures for securing data for analyses of the hypotheses, and a discussion of the data conclude the chapter.

Description of the Population

The population for the present study consisted of a sample of high school principals in the six school size categories in the state of Kansas. A stratified random sampling technique was utilized in the selection. Concerning the use of this technique, Van Dalen (1966) says:

Since a random sample may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample. When employing this technique, he divides his population into strata by some characteristic and from each of these smaller homogeneous groups draws at random a predetermined number of units (p. 299).

The total number of schools in the six classes is as follows:

6A - 32 schools, 5A - 32 schools, 4A - 64 schools, 3A - 64 schools, 2A - 64 schools, and 1A - 127 schools. Twelve principals were randomly selected from each of the six classes. The Kansas State Department

of Education Directory 1979-80 was used as the official source from which the sample was drawn (Kansas Department of Public Instruction, 1980).

Administration of the Instrument

The process of administering the instrument was initiated upon completion of the selection process by use of the stratified random sampling technique. The specified principals were sent a packet of materials, including the instrument, a stamped self-addressed envelope, and a letter of introduction from the researcher. The principals were asked to respond and return the completed instruments to the researcher. The instrument packet was mailed to 72 secondary school principals in Kansas. Within the one month period following the mailing of the instrument package, 97 percent of the principals had responded. A follow-up mailing was unsuccessful in obtaining the remaining three percent of the original sample.

Instrumentation

The Job Satisfaction Index instrument designed by Brayfield and Rothe (1951) was used to gather information on the dependent variable, general job satisfaction. The Brayfield and Rothe instrument is an 18-item Likert type questionnaire. A split-half coefficient of .87 (corrected) is reported for a sample of 231 clerical female employees (Brayfield and Rothe, 1951). The Job Satisfaction Index correlates .92 with the Hoppock Job Satisfaction instrument. Brayfield, Wells, and Strate (1957) discovered that the Job Satisfaction Index correlated .40 with the Science Research Associates Inventory (Ash, 1954) and

.32 with the Weitz Test of General Satisfaction (Weitz, 1952). A correlation of .49 is reported with the Rundquist-Sletto Morale Scale (Rundquist and Sletto, 1936) for the same group of 41 male city government employees. In view of the information listed above, the writer assumes the instrument is valid.

The perceived decisional participation form was used to gather information on the independent variable, perceived decisional involvement at the district level. The instrument used to determine perceived decisional involvement was derived by combining portions of the Index of Participation in Decision-Making by Hage, Aiken, and Marrett (1971) and items used by Minner (1970) in a doctoral dissertation at Oklahoma State University. Minner modified an approach proposed by McCleary and Hencley as a basis for the interview instrument used in that particular study. McCleary and Hencley (1965) divide the tasks of school administration into three categories: broad policy making, organizational leadership, and technical management. The broad policy category relates to activities that formulate and revise district wide policy. Organizational leadership is defined as planning, organizing, and developing policies primarily, but not exclusively related to a building. The category of technical management describes activities that relate primarily, but not exclusively to the administration and supervision of a building. Minner conducted three pilot studies to test the instrument he constructed. A graduate class of school administrators at Oklahoma State University was utilized in determining the clarity and purpose of the instrument in the first of the pilot studies. The instrument was then scrutinized by the Superintendent of Public Instruction for the state of Kansas and finally a chairperson of a department of school

administration in a Kansas college was asked for input concerning the instrument.

A Spearman Rank correlation was administered to the instrument and a split-half coefficient of .83 was found to exist at the .05 level of confidence (Minner, 1970). In view of the information listed above, the writer assumes the instrument to be valid.

Items in the Minner instrument dealing with the involvement of building level administrators in decision-making at the district level were utilized by the researcher to construct the portion of the instrument in the present study pertaining to perceived decisional involvement of secondary school principals at the district level.

The development of the instrument used in the present study occurred in three phases. The first phase dealt with the construction of the principal's information sheet. The purpose of the principal's information sheet was to gather pertinent demographic data from each of the respondents. The second phase of the development process was completed when the Job Satisfaction Index was included in the instrument under the section entitled "Part A." The third and final phase of the instrument was finalized when the perceived participation index listed as "Part B" was completed.

The instrument was refined through three pilot studies. The first pilot study was conducted with the aid of seven secondary principals, assistant principals, and central office administrators in Unified School District No. 445, Coffeyville, Kansas. The administrators were asked to comment on the clarity of the instrument, the general appearance of the form, and the appropriateness of the items. Times were recorded as each member of the pilot group completed the instrument.

An average time of completion was computed at 6.28 minutes. A conference was held after all the members of the group completed the instrument and suggestions for improving the instrument were solicited. The instrument remained unchanged as no criticisms were raised by the group. The fact that the first pilot study was naturally biased as a result of all the members being employees of the same school district necessitated additional pilot studies. Graduate level students from two educational administration classes at Oklahoma State University were utilized in the second pilot study. The graduate classes were composed of practicing school administrators, public school teachers and full-time graduate students. Suggestions from all class members were considered and as a result, two changes were made to clarify items on the principal's information sheet. The changes that were made consisted of changing the size of community response from a descriptive value to a numerical value and correcting one of the responses in the age item in order to establish chronological order. The average time of completion as reported in the second pilot study was 6.43 minutes. The third and final pilot study was conducted under actual experimental conditions. Twelve senior high schools in Kansas were randomly selected as the third pilot sample. The instrument along with a cover letter and a stamped self-addressed envelope was mailed to each of the principals in the pilot sample group. The group consisted of two principals from each of the six enrollment classifications in the state of Kansas. Nine of the twelve principals involved in the third pilot study completed and returned the instrument. The instrument remained unchanged after the third pilot study since none of the respondents indicated that changes should be made.

Reliability of the instrument was determined from the data collected in the final two pilot studies. The data from 19 respondents made up the reliability study. The second pilot study conducted in the graduate level educational administration classes at Oklahoma State University contained ten secondary school principals and the third pilot sample provided the remaining nine respondents.

A Spearman "rho" correlation coefficient was used to calculate correlation between the responses for the odd and even numbered items on both the Job Satisfaction Index and the perceived participation index portions of the instrument. The split-half method used in determining reliability according to Downie and Heath (1959), provides a "coefficient of internal consistency" for the instrument.

The results of the reliability test on the Job Satisfaction Index, listed as Part A in the instrument, are summarized in Table I.

TABLE I
SPLIT-HALF RELIABILITY OF THE JOB
SATISFACTION INDEX

n	Spearman "rho"
19	0.85

The results of the reliability of the perceived participation index, listed as Part B in the instrument, are summarized in Table II.

TABLE II
 SPLIT-HALF RELIABILITY OF THE PERCEIVED
 PARTICIPATION INDEX

n	Spearman "rho"
19	0.91

Demographic Information

Twelve questionnaires were mailed to each of the six enrollment class stratifications. The returns from each of the six classes were as follows: 6A - 12 returns for 100 percent, 5A - 11 returns for 91.7 percent, 4A - 12 returns for 100 percent, 3A - 12 returns for 100 percent, 2A - 11 returns for 91.7 percent, and 1A - 12 returns for 100 percent. The final tally resulted in 70 of 72 instruments being returned for a 97.2 percent return rate. Of the respondents, 69 were male and one was female.

In regard to age, one principal was under 30 years of age, 30 principals indicated they were between the ages of 30 and 40, 24 principals said they were between the ages of 41 and 50, and 16 of the principals were over 50. One of the respondents failed to mark the age item on the questionnaire.

The next item dealt with the highest degree held by each respondent. Five principals indicated they had completed the master's degree, 50 principals said they had some graduate work beyond the master's degree, four principals responded they had received the

specialist degree, and eight principals indicated they held a Doctor of Philosophy or a Doctor of Education degree.

The total years of experience as a principal ranged from 1 to 29. The median for total years of experience was 10.5. The years of experience as a principal in their present assignment ranged from 1 to 27 years. The median for the number of years of experience in the present assignment was six years.

The total years of teaching experience ranged from 2 to 29 years. The median for the total years of teaching experience was six years. The total number of school districts in which the respondents had worked ranged from 1 to 8, with a median number of three districts. The number of years served under the respondent's present superintendent ranged from 1 to 16 years. The median number of years the respondents had served under their present superintendents was four years. An interesting finding in relationship to the number of years served under the present superintendent was the fact that 48.7 percent of the respondents replied that they had served three years or less under their present superintendent. The next item on the questionnaire asked if the respondent's school district conducted formal negotiations with a teacher's bargaining unit; 56 principals responded yes and 14 said their districts did not conduct formal negotiations.

Forty-nine principals indicated that a National Education Association local affiliate served as the bargaining unit for the teaching staff, eight principals responded that the teachers in their district were represented by an independent local affiliate, and fourteen principals said that negotiations were nonexistent in their school district. In districts where negotiations were conducted, 53 principals indicated

they had never served on the board of education team. Among these, 15 principals said they had served in their board of education negotiating team for a period ranging from one to four years, and two principals indicated they had served for more than five years.

In regard to the place of their undergraduate degree, 51 principals indicated they had graduated from a college or university in Kansas and 19 responded that they had graduated from a college or university outside the state of Kansas. Of the respondents, 59 answered they had graduated from a public college or university and 11 indicated they graduated from a private college or university.

When asked if they were members of an officially recognized management team, 39 principals indicated they were members of such a team and 31 responded they were not members of a management team. In regard to membership in professional organizations, 50 principals said they were members of the National Association of Secondary School Principals, 20 indicated they did not belong to the organization. While 54 principals indicated they were members of the Kansas Association of Secondary School Principals, 20 did not belong to the organization. Forty-two principals were members of the United School Administrators of Kansas and twenty-eight were not members of the umbrella organization for administrators.

The last demographic item on the questionnaire inquired as to the size of the community in which the attendance center of the respondent was located. Nine principals indicated their schools were in communities above 60,000 population, three principals were in communities with population ranging from 20,001 to 60,000, sixteen principals were located in communities with populations ranging from 5,001

TABLE III

POPULATION CHARACTERISTICS OF THE STRATIFIED RANDOM SAMPLE

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- cent
Sex of Respondents	70					Male	69	98.6
						Female	1	1.4
Size of School	70	3.50	0.21	1.73	2.98	6A - 2091 to 905	12	17.1
						5A - 905 to 440	11	15.7
						4A - 438 to 205	12	17.1
						3A - 202 to 141	12	17.1
						2A - 140 to 93	11	15.7
						1A - 93 to 19	12	17.1
Age of Respondents	69	2.78	0.010	0.83	0.68	Under 30 years	1	1.4
						30 to 40 years	30	43.5
						41 to 50 years	22	31.9
						Over 50 years	16	23.2
Highest Degree Obtained by Respondents	70					Master's Degree	5	7.1
						Graduate Work Above	50	71.4
						Master's Degree		
						Specialist's Degree	4	5.7
						Graduate Work Above	3	4.3
						Specialist's Degree		
Ed.D. or Ph.D.	8	11.4						

TABLE III (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- cent
Total Years of Experience as a Principal	70	10.86	0.81	6.74	45.37	1 year	4	5.7
						2 years	1	1.4
						3 years	2	2.9
						4 years	4	5.7
						5 years	6	8.6
						6 years	5	7.1
						7 years	4	5.7
						8 years	3	4.3
						9 years	2	2.9
						10 years	4	5.7
						11 years	6	8.6
						12 years	7	10.0
						13 years	3	4.3
						14 years	2	2.9
						15 years	1	1.4
						16 years	4	5.7
						17 years	2	2.9
						18 years	2	2.9
						19 years	1	1.4
						20 years	1	1.4
						22 years	1	1.4
						24 years	1	1.4
						27 years	2	2.9
						28 years	1	1.4
						29 years	1	1.4

TABLE III (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- Cent
Years Experience as Principal in Present School	70	7.03	0.67	5.62	31.62	1 year	11	15.7
						2 years	9	12.9
						3 years	6	8.6
						4 years	5	7.1
						5 years	2	2.9
						6 years	4	5.7
						7 years	5	7.1
						8 years	3	4.3
						9 years	4	5.7
						10 years	2	2.9
						11 years	2	2.9
						12 years	4	5.7
						13 years	4	5.7
						14 years	5	7.1
						16 years	1	1.4
19 years	1	1.4						
22 years	1	1.4						
27 years	1	1.4						
Total Years Teaching Experience	70	7.93	0.60	4.95	24.51	2 years	3	4.3
						3 years	4	5.8
						4 years	13	18.8
						5 years	7	10.1
						6 years	11	15.9
						7 years	5	7.2
						8 years	4	5.8
						9 years	4	5.8

TABLE III (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- Cent
Total Years Teaching Experience (Continued)						10 years	1	1.4
						11 years	3	4.3
						13 years	3	4.3
						14 years	2	2.9
						15 years	1	1.4
						16 years	2	2.9
						17 years	1	1.4
						19 years	2	2.9
						20 years	2	2.9
					21 years	1	1.4	
Total School Districts Worked In	70	3.20	0.19	1.55	2.39	1	7	10.0
						2	18	25.7
						3	20	28.6
						4	14	20.0
						5	6	8.6
						6	2	2.9
						7	1	1.4
						8	2	2.9
Years Experience Under Present Superintendent	70	5.40	0.50	4.17	17.40	1	15	21.4
						2	7	10.0
						3	10	14.3
						4	6	8.6
						5	4	5.7
						6	2	2.9
						7	7	10.0
						8	2	2.9

TABLE III (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- Cent
Years Experience						9	2	2.9
Under Present						10	4	5.7
Superintendent						11	3	4.3
(Continued)						12	2	2.9
						13	4	5.7
						15	1	1.4
						16	1	1.4
Formal Negotiations in the District	70					yes	56	80.0
						no	14	20.0
Teacher's Bargaining Unit	70	1.20	0.05	0.79	0.16	N.E.A. Local	49	70.0
						Independent Local	7	10.0
						None	14	20.0
Years on the Board Negotiating Team by Principals	70	1.27	0.06	0.51	0.26	None	53	72.9
						1 to 4 years	15	21.4
						5 or more years	2	2.9
Place of Principal's Undergraduate Degree	70					In Kansas	51	72.9
						Outside Kansas	19	27.1
Undergraduate Degree Conferred at Public or Private College or University	70					Public	59	84.3
						Private	11	15.7

TABLE III (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Per- Cent
Management Team Member- ship of Principals	70					Members	39	55.7
						Nonmembers	31	44.3
Membership of Prin- cipals in N.A.S.S.P.	70					Member	50	71.4
						Nonmember	20	28.6
Membership of Prin- cipals in K.A.S.S.P.	70					Member	54	77.1
						Nonmember	16	22.9
Membership of Prin- cipals in U.S.A. of Kansas	70					Member	42	60.0
						Nonmember	28	40.0
Size of Community in Which School is Located	70	3.30	0.12	1.04	1.08	60,000 and above	9	12.9
						20,001 to 60,000	3	4.3
						5,001 to 20,000	16	22.8
						5,000 and below	42	60.0

to 20,000, and 42 principals were located in communities of below 5,000 population.

Data Collection

The data collected from the respondents were recorded on a grid sheet composed of three distinct sections. The first section consisted of demographic information from the 19 items on the principal's information sheet. The second section listed the sum of the scores of the 18 items in Part A of the instrument which measured job satisfaction. Ten of the items on the Likert-type job satisfaction portion of the instrument were stated in a positive manner. These items were scored five points for strongly agree through one point for strongly disagree. Eight of the items on the job satisfaction portion were negatively stated and were scored as follows: five points for strongly disagree to one point for strongly agree. A minimum of eighteen points and a maximum of ninety points were possible on the job satisfaction section. The higher the total scored on the Job Satisfaction Index, the higher the degree of job satisfaction of the respondent.

The sum of the scores of the 18 items included in the perceived participation index was recorded in the third section of the grid. All eighteen items on the perceived participation index, listed as Part B on the instrument, were stated in a positive direction, thus multi-directional scoring was not necessary. A minimum of 18 points and a maximum of 90 points were possible on the perceived participation index. The higher the summed point total, the higher the degree of perceived participation.

The information on the grid sheet was key-punched on IBM data cards after each item on the principal's information sheet and parts A and B were scored and totaled. Each principal was assigned a case number beginning with 01 and ending with 70 for the last respondent. The first two spaces on each IBM card were used for the case number. Spaces three through 26 were utilized for recording demographic information. Spaces 27 through 28 were used to record the job satisfaction total of each respondent from Part A of the instrument, while the total score for perceived participation on Part B was punched in spaces 29 and 30.

Statistical Treatment of Data

Upon completion of the data deck, four statistical programs were written by the researcher to statistically treat the data collected. The first program provided the mean, frequency, standard deviation, standard error, and variance for each of the demographic variables. The second program written provided for a Pearson "r" coefficient of correlation between the job satisfaction scores and the perceived participation scores. The correlation between job satisfaction and perceived participation addressed the major hypothesis of the present study. The third program dealt with a correlation matrix resulting from correlating each of the items on the questionnaire with every other item on the instrument. The Pearson "r" coefficient of correlation was again selected as the statistical treatment. Prior to applying the Pearson "r" statistic to obtain a correlation matrix of the items on the instrument, several of the categorical demographic items were recorded to read as dichotomous variables, so they could be treated as continuous variables by the computer. Since dichotomous

variables can be statistically treated as a continuous variable, the Pearson "r" statistic was applicable. The fourth program written addressed the second hypothesis in the present study. The second hypothesis dealt with a comparison of the means of two groups in regard to their job satisfaction. The t-test was applied as the appropriate statistic on the fourth program.

Summary

Chapter Three has provided information concerning the population in the sample, the administration of the instrument, instrumentation, collection of data, and treatment of the data collected. The scoring and recording procedures along with explanations of the appropriate statistical applications were discussed. Chapter Four will deal with the analysis of the data described in Chapter Three. The testing of the hypotheses and the application of the appropriate statistical treatments will be covered in greater detail and the results of the testing analyzed.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The analysis of the data collected will be presented and discussed in Chapter Four. The analysis of the data was organized around the two hypotheses formulated in Chapter One. The stated hypotheses are as follows:

- H.1.: The level of job satisfaction reported by secondary school principals is related to the degree of perceived involvement of those principals in the decision-making process at the district level.
- H.2.: Principals who are members of an officially recognized participatory decision-making management team will have a higher level of job satisfaction than principals who are not members of officially recognized participatory decision-making management teams.

The writer accepted results of the statistical treatment when the results were supported at or below the .01 level of significance.

Analysis of the Hypotheses

In the analysis of the statistical findings resulting from the treatment of the major hypotheses, it was found that there is a

moderately strong positive correlation between the respondents' job satisfaction and their perceived decisional involvement at the district level. As hypothesized by the writer, the relationship indicated in the literature between job satisfaction reported by subordinates and their level of perceived decisional involvement is significant. The first hypothesis in the present study was supported at the .01 level of confidence. A moderately strong correlation of .45 was found to exist. Data related to this test are summarized in Table IV.

TABLE IV
COEFFICIENT OF CORRELATION BETWEEN JOB SATISFACTION
AND PERCEIVED DECISIONAL PARTICIPATION
OF SECONDARY SCHOOL PRINCIPALS

n	Standard Error	r	Significance
70	7.26	0.45	.0005

The second hypothesis dealing with comparing the job satisfaction scores of principals who reported they were members of an officially recognized management team and principals who were not members of such a team was rejected. Data related to this test are summarized in Table V.

TABLE V
 COMPARISON OF THE JOB SATISFACTION MEAN SCORES OF
 PRINCIPALS WHO ARE MEMBERS OF AN OFFICIALLY
 RECOGNIZED MANAGEMENT TEAM AND PRINCIPALS
 WHO ARE NOT MEMBERS OF AN OFFICIALLY
 RECOGNIZED MANAGEMENT TEAM

Group	n	mean	Std. Dev.	Std. Calculated Err.	t	2-tail Probability
Members of a Management Team	31	67.74	8.00	1.44		
Not Members of a Management Team	39	70.26	8.10	1.29	-1.30	0.197

Additional Analysis of Data

A correlation matrix of all the demographic data revealed several interesting correlations. The correlation between several of the items did not indicate an extremely strong relationship, but were considered significant at the .05 level of confidence. Data concerning those items that correlated with perceived decisional participation are summarized in Table VI.

As reported in Table VI, a meaningful correlation of .32 was found to exist between the combined effect of membership and nonmembership on a management team and the perceived decisional participation level of the respondents. These data were found to be significant at the .003 level of confidence. Weaker but significant relationships were found to exist between two other selected demographic variables and the perceived decisional participation. A correlation of .22 was

discovered between the size of school category and perceived decisional involvement with a significance level of .036. The combined effect of membership and nonmembership in United School Administrators of Kansas was correlated at .22 and was significant at the .041 level.

TABLE VI
COEFFICIENTS OF CORRELATION BETWEEN PERCEIVED
DECISIONAL PARTICIPATION OF SECONDARY
SCHOOL PRINCIPALS AND SELECTED
DEMOGRAPHIC VARIABLES

Variables	r	Sig.
Size of School	.22	.036
Membership or Nonmembership on a Management Team	.32	.003
Membership or Nonmembership in U.S.A. of Kansas	.21	.041

Data concerning those demographic items that correlated significantly with job satisfaction of principals in the present study are summarized in Table VII. Data presented in Table VII reveals that a moderate correlation of .32 exists between the combined effect of membership and nonmembership in United State Administrators of Kansas and job satisfaction levels reported by the respondents. This correlation was found to be significant at the .003 level of confidence.

TABLE VII
 COEFFICIENTS OF CORRELATION BETWEEN JOB
 SATISFACTION OF SECONDARY SCHOOL
 PRINCIPALS AND LISTED
 DEMOGRAPHIC VARIABLES

Variables	r	Sig.
Age	-.21	.042
Membership or Nonmembership in U.S.A. of Kansas	.32	.003
Membership or Nonmembership in K.A.S.S.P.	.20	.051

Two additional demographic variables were found to have weaker but significant relationships to the job satisfaction levels of the respondents. Age categories correlated with job satisfaction at $-.21$ which was found to be significant at the $.042$ level. Membership and non-membership in the Kansas Association of Secondary School Principals correlated $.20$ with reported job satisfaction levels of the sample group. The significance level reported was $.051$.

Summary

The findings of the present study have been presented in Chapter Four. The first hypothesis of the study was supported at the $.0005$ level of confidence. The second hypothesis was rejected at the $.05$ level of significance. Several demographic variables were shown to have a weak but significant relationship to the job satisfaction and

perceived participation levels of the respondents.

Chapter Five will continue with the summary, conclusions, and recommendations of the present study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

There are many factors that move an organization toward the realization of its stated goals. The behavior of the individual in bureaucratic organizations is an especially important component in the organization's goal achievement. It is logical to assume that behavior exhibited by members of an organization is related to the degree of satisfaction the members associate with the role they are assigned.

The main purpose of the present study was to examine the relationships between the level of perceived involvement in decision-making and the level of job satisfaction of selected secondary school principals in Kansas. A stratified random sample of 72 secondary school principals was drawn from selected secondary schools in the six enrollment classifications in the state. The instrument composed of a principal's information sheet, the Broyfield and Rothe Job Satisfaction Index, and a perceived participation index made up of portions of Hage, Aiken, and Marrett's Index of Participation in Decision-Making and Minner's adaptation of McCleary and Hencley's tasks of school administration was mailed to each of the sampled principals.

The data gathered from the instrument related to job satisfaction and perceived decisional participation were tested statistically to determine the degree of relationship between these variables. The

secondary purpose of this study dealt with comparing the job satisfaction mean of principals who were members of an officially recognized management team in their school district with the job satisfaction mean of principals who were not members of an officially recognized management team in their school district.

The first hypothesis, relating to the relationship between job satisfaction and perceived decisional participation, was tested by applying the Pearson "r" coefficient of correlation statistical procedure. The second hypothesis, relating to a comparison of the job satisfaction means of two groups of principals, was tested by applying the t-test as the statistical procedure. The findings are summarized below.

Hypothesis One

Hypothesis one stated that the level of job satisfaction reported by secondary school principals is related to the degree of perceived involvement of those principals in the decision-making process at the district level. The hypothesis was supported at the .01 level of confidence.

Hypothesis Two

Hypothesis two stated that principals who are members of an officially recognized participatory decision-making management team will have a higher level of job satisfaction than principals who are not members of an officially recognized participatory decision-making management team. Hypothesis two was rejected at the .05 level of confidence

In summary, it was found that there was a relationship between the level of job satisfaction and the level of perceived decisional involvement at the district level as reported by the principals in the study. It was also found that membership in an officially recognized participatory decision-making management team did not have a direct and substantial relationship to the reported job satisfaction level of the respondents.

Conclusions

It seems appropriate to conclude from the findings of the present study that district level administrative personnel should expend considerable effort to involve subordinates in the planning process of the district. It is further concluded that through meaningful involvement in decision-making, the job satisfaction of a subordinate can be positively influenced. As the level of job satisfaction is increased, the perception the employee has of his or her work within the organization is improved, thus the efficiency and effectiveness of the organization is improved.

One would conclude that involvement of subordinates in the planning process of the district through utilization of a team concept would enhance the possibility of increased job satisfaction. The results of the present study rejected this premise. It is possible that if subordinates are not actually and democratically involved in the decision-making process, even the structure provided through the management team concept will have less than the desired results. Management teams are merely vehicles through which upper echelon district administrators can effectively and efficiently involve subordinates in the planning process.

As concluded from the results of the present study, meaningful and actual involvement has evidently been curtailed either inadvertently or by design on the part of boards of education and chief school administrators. Frustrations resulting from mock involvement of subordinates in planning could possibly have a negative influence on job satisfaction. The effects of mock involvement could be particularly severe if subordinates suddenly found themselves to be members of a management team that was emasculated thus deprived of meaningful and actual democratic participation in the planning process by those in superordinate positions of authority.

In examining the relationships between the demographic variables in the present study and the two main variables, job satisfaction and perceived decisional involvement, it is apparent that only a few of the demographic variables have any significant relationship. In addition to the membership or nonmembership on a management team variable previously mentioned in this chapter, only the membership or nonmembership in United School Administrators of Kansas variable was found to have meaningful and significant relationship to job satisfaction and perceived decisional involvement. One could conclude from the data that either job satisfaction and perceived decisional involvement promoted membership in professional organizations or that membership in professional organizations promoted job satisfaction and perceived decisional involvement. The data presented in Chapter Four also indicated a weak but significant relationship between the demographic variable size of school and perceived decisional involvement. One could conclude that the size of the school would have a bearing on the perceived decisional involvement of the principal. It is possible to conclude from these

data that principals in smaller school districts have a greater access to the district personnel than principals in larger districts.

The demographic variables of age and membership or nonmembership in K.A.S.S.P. were shown to have a very weak but significant relationship to job satisfaction. It is logical to conclude that as the age of a principal increases, if job satisfaction were to decrease the principal in most cases would probably leave the field of educational administration. One would also conclude that either membership or nonmembership in K.A.S.S.P. increased perceived decisional involvement or visa versa.

Recommendations for Further Research

As a result of the present study the following recommendations are made:

1. Since the number of principals involved in the present study was small and the study was confined to the state of Kansas, perhaps a study larger in scope would have a higher degree of generalizability.
2. Further research on the combined instrument is needed even through reliability and validity reports were considered acceptable.
3. The possible source of another entire dissertation was discovered when the second hypothesis in the present study was rejected. The fact that job satisfaction levels of principals who were members of an officially recognized management team were not significantly higher than the job satisfaction levels of principals who were not members of such a team

raised the question that the present study did not answer: Why did principals who were members of management teams not have a higher level of perceived job satisfaction than those principals who were not members? Further study into the reasons why management team members did not report a higher level of job satisfaction than nonmember respondents is strongly recommended.

4. Further study is needed to determine the reason for the significant relationship discovered in the present study between membership or nonmembership in the United School Administrators of Kansas and the perceived decisional involvement of principals at the district level as reported in Table VI.
5. Also apparent is the need for additional research into the relationship between perceived job satisfaction and membership or nonmembership in the United School Administrators of Kansas (See Table VII).

Recommendations for Administrators and Boards of Education

As a result of the present study the following recommendations are made to chief school administrators and boards of education:

1. The implementation of management teams should be given serious consideration by chief school administrators and boards of education to insure the involvement of subordinate administrators in the planning process.

2. Management teams must be organized and operated in such a way as to insure the participants meaningful, actual, and democratic involvement.
3. Chief school administrators and boards of education should be cognizant of the ramifications of a participatory decision-making management team and if the philosophies involved are not congruent with those of the team concept of administration, management teams should not be implemented

The consideration of the recommendations listed above would perhaps reduce much of the incongruence which exists between the perceived job satisfaction of principals and their perceived involvement in the decisions that are made in their work environment. The success of the present study will be determine, in part, by the degree of additional research it stimulates and the practicality and usefulness which it hopefully established.

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APPENDIX

TABLE VIII

SUMMARY OF CORRELATIONS BETWEEN PERCEIVED
DECISIONAL PARTICIPATION AND
LISTED DEMOGRAPHIC VARIABLES

Variables	r	Sig.
Sex of Respondents	.12	.129
Size of School	.22	.036
Age of Respondents	.06	.321
Highest Degree Earned by Respondents	.13	.147
Total Years Experience as a Principal	.04	.389
Years Experience as Principal in Present School	.00	.488
Total Years Teaching Experience	.09	.240
Total Number of School Districts in Which Each Respondent Worked	.00	.495
Number Years Each Respondent Has Served Under Present Superintendent	.12	.109
Formal Teacher Negotiations	.01	.460
Teacher Bargaining Units	.03	.395
Number of Years Each Respondent Had Served on the Board of Education Negotiating Team	.10	.197
Place of Respondent's Undergraduate Degree	.09	.230
Undergraduate Degree at a Public or Private College or University	.12	.160
Membership or Nonmembership on a Management Team	.32	.003
Membership or Nonmembership in N.A.S.S.P.	.03	.412
Membership or Nonmembership in K.A.S.S.P.	.02	.447
Membership or Nonmembership in U.S.A. of Kansas	.21	.041
Size of Community in Which Respondent's School is Located	.04	.366

TABLE IX
 SUMMARY OF CORRELATIONS BETWEEN PERCEIVED
 JOB SATISFACTION AND LISTED
 DEMOGRAPHIC VARIABLES

Variables	r	Sig.
Sex of Respondents	.02	.444
Size of School	.18	.056
Age of Respondents	.21	.042
Highest Degree Earned by Respondents	.19	.060
Total Years Experience as a Principal	.06	.299
Years of Experience as Principal in Present School	.09	.235
Total Years Teaching Experience	.09	.242
Total Number of School District in Which Each Respondent Worked	.02	.428
Number of Years Each Respondent Has Served Under Present Superintendent	.19	.058
Formal Teacher Negotiations	.05	.357
Teacher Bargaining Unit	.10	.215
Number of Years Each Respondent Had Served on the Board of Education Negotiating Team	.05	.335
Place of Respondent's Undergraduate Degree	.19	.060
Undergraduate Degree at a Public or Private College or University	.15	.115
Membership or Nonmembership on a Management Team	.16	.099
Membership or Nonmembership in N.A.S.S.P.	.18	.067
Membership or Nonmembership in K.A.S.S.P.	.20	.051
Membership or Nonmembership in U.S.A. of Kansas	.32	.003
Size of Community in Which Respondent's School is Located	.09	.234

PRINCIPAL'S INFORMATION SHEET

Instructions

Please complete this form by checking the appropriate spaces and filling in blanks where indicated. Do not write your name anywhere on this form.

1. Sex: Male Female
2. Size of School: 6A 5A 4A
 3A 2A 1A
3. Age: Under 30 30-40 41-50 Over 50
4. Education: Master's Degree
 Graduate work beyond Master's (no advanced degree)
 Specialist's Degree
 Graduate work beyond Specialist's (no advanced degree)
 Ed.D. or Ph.D.
5. Years as principal (include this year) including other schools_____.
6. Years as principal (include this year) of this school_____.
7. Years in teaching prior to becoming principal_____.
8. In how many school districts have you been employed either as a teacher or an administrator_____?
9. How many years have you served as principal under the present superintendent_____?
10. Does your district engage in formal negotiations with a teachers' bargaining unit? yes no
11. What bargaining unit represents your district's teachers?
 N.E.A. local affiliate Independent local affiliate
 None
12. How many years have you served on the board of education's negotiating team? None 1-4 5 or more
13. Undergraduate degree: (please check those that apply)
 a college or university in Kansas
 a college or university located outside the state of Kansas
14. a public college or university
 a private college or university
15. Are you a member of an officially recognized administrative management team in your school district? yes no

16. Are you a member of a National Association of Secondary School Principals? () yes () no
17. Are you a member of the Kansas Association of Secondary School Principals? () yes () no
18. Are you a member of the United School Administrators of Kansas? () yes () no
19. In what size community is your school located?
 () 60,001 and above
 () 20,001 to 60,000
 () 5,001 to 20,000
 () 5,000 and below

PART A

Please circle the phrase below each statement which best describes how you feel about your present job. There are no right or wrong answers. Please work out the sample item numbered 0.

0. There are some conditions concerning my job that could be improved.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
1. My job is like a hobby to me.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
2. My job is usually interesting enough to keep me from getting bored.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
3. It seems that my friends are more interested in their jobs.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
4. I consider my job rather unpleasant.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
5. I enjoy my work more than my leisure time.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
6. I am often bored with my job.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
7. I feel fairly well satisfied with my present job.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
8. Most of the time I have to force myself to go to work.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
9. I am satisfied with my job for the time being.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

10. I feel that my job is more interesting than others I could get.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
11. I definitely dislike my job.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
12. I feel that I am happier in my work than most other people.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
13. Most days I am enthusiastic about my work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
14. Each day of work seems like it will never end.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
15. I like my job better than the average worker does.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
16. My job is pretty uninteresting.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
17. I find real enjoyment in my work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
18. I am disappointed that I ever took this job.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

PART B

Please circle the phrase below each statement which best describes how you feel about your present job. There are no right or wrong answers.

How frequently do you usually participate in:

1. Recruitment of professional (certified) personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
2. Recruitment of nonprofessional personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
3. Hiring of professional personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
4. Hiring of nonprofessional personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
5. Evaluation, recommendation for promotion, and retention of professional personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER

6. Evaluation, recommendation for promotion, and retention of nonprofessional personnel?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
7. Policy-making deliberations with the Board?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
8. Preparing recommendations concerning policy making?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
9. Conducting surveys related to broad policy making?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
10. Working with lay and professional advisory groups on policy?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
11. Preparation of the general budget?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
12. Administration of the general budget?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
13. Purchasing equipment and supplies?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
14. Supervising and auditing internal accounts?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
15. Organizing inservice programs for the district staff?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
16. Developing and modifying curriculum?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
17. Decisions on the adoption of new programs?
ALWAYS OFTEN SOMETIMES SELDOM NEVER
18. Articulating the elementary (or junior high) and secondary curricular program?
ALWAYS OFTEN SOMETIMES SELDOM NEVER

October 30, 1979

Dear Colleague:

PLEASE HELP ME!

I know this correspondence catches you at a busy time, but we principals seem to be busy all of the time this day and age.

I am collecting data for my doctoral dissertation at Oklahoma State University. It is a study of practicing secondary principals by a practicing secondary principal.

Your completion and return of the enclosed questionnaire will be greatly appreciated. It takes approximately seven minutes to complete the survey. A stamped self-addressed envelope is enclosed for your convenience.

Your anonymity will be respected.

Cordially,

John Battitori, Principal

VITA²

John Edward Battitori

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF DECISIONAL PARTICIPATION ON JOB SATISFACTION OF HIGH SCHOOL PRINCIPALS

Major Field: Educational Administration

Biographical:

Personal Data: Born in West Mineral, Kansas, September 15, 1938, the son of Mr. and Mrs. Edward Battitori.

Education: Graduated from Mineral Rural High School in May, 1956; attended Hutchinson Junior College and Wichita University during the period 1956 to 1961; received the Bachelor of Arts in Education from Wichita University in 1961, with a major in Physical Education; received the Master of Science degree from Fort Hays Kansas State College in 1968 with a major in Educational Administration; received the Specialist in Education degree from Pittsburg State University with a major in Educational Administration; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1980.

Professional Experience: Teacher, Oakley High School, Oakley, Kansas, 1961 through 1963; Plainville High School, Plainville, Kansas, 1963 through 1968; Principal, Palco High School, Palco, Kansas, 1968 through 1970; McKinley Junior High School 1970 through 1972; Assistant Principal, 1972-1973 Field Kindley Memorial High School, Coffeyville, Kansas; Principal, Field Kindley Memorial High School, Coffeyville, Kansas, 1973 to the present.