A STUDY OF THE RELATIONSHIP BETWEEN JOB SATISFACTION/DISSATISFACTION OF ASSISTANT PRINCIPALS AND SECONDARY SCHOOL TEACHERS AND THEIR PERCEPTIONS OF THE BASES OF POWER OF PRINCIPALS

BY

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ABSTRACT

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Carol Sheffey Parham, Doctor of Education, 1985

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Purpose

The foci of this study were to: (1) identify the relationship between the job satisfaction/dissatisfaction of assistant principals and teachers and the bases of power they ascribe to their principals; and (2) investigate the degree to which the job satisfaction/dissatisfaction of assistant principals and teachers can be explained by the bases of power they ascribe to their principals.

Procedure

The sample used in this study was randomly selected from population of the Community City Public School System and was comprised of assistant principals and teachers in twenty-two secondary schools. Two instruments were used in this study. The first instrument was the Educational Work Components Study which had two discrete parts whose items were designed

from respondents perceptions of and need for hygiene and motivator variables in their job situation. The second instrument was the Power Scale Index which was designed to elicit from respondents the reasons for complying with the request of a superior. The strength of the relationships between the bases of power variables and job satisfaction/dissatisfaction was tested by using multiple regression analysis. Regression analysis allowed the analysis of both the separate and combined effects of the base of power variables simultaneously on job satisfaction/dissatisfaction.

Results

It was found that there were for all practical purposes, no differences in the strength or degree of the multiple correlations of the bases of power variables, whether those independent variables were treated in the stepwise regression or the hierarchical regression. None of the bases of power variables emerged as a significantly related predictor of the four motivator or two hygiene factors. Problems with interpretation of the results possibly occurred because of differences in methodology between this study and those cited in Chapter 2, and some inadequacies in the EWCS and the Power Scale Index.

DEDICATION

This dissertation is dedicated to :

The memory of my grandfather, Amos Hudson Talbot who inspired within me that set of special reasons for keeping my eyes on the target.
S.H.O.P.

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CHAPTER 1

Introduction

In school systems cooperation between the principal and the faculty is at once the easiest, yet, most perplexing of relationships. It is the easiest because the desire to provide service to children is a common goal among educators. For this reason the principal often is able to join with faculty in a shared purpose. Cooperation is difficult because it requires trust and understanding among those who must work together. The principal, assistant principal, and teacher bring to the school their own points of view, social positions, and skills. Differences in perception among the principal, assistant principal and teacher may hinder the development of confidence, communication, mutual agreement, and overall job satisfaction. While relationships between some principals and their faculties are favorable, relationships among others are not. Fluctuations in these relationships may be related to the bases of power used by the principal. Robert Kahn[1] states that the existence of conflict

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[1] Robert Kahn and E. Boulding, Power and Conflict in Organizations (New York: Basis Books, Inc., 1964), p. 4.

(disagreement or opposition) gives rise to the exercise of power. The more prevalent the conflict in an organization, the greater the need for power or tendency to use it. Since disagreement over goals and means is an inherent factor in human organization, power is essential to the life of an organization. Power enables an organization to exert influence over the behavior of its members and power provides the leader of the organization with the ability to prohibit the emergence of conflicts which could subvert organizational effectiveness.

Power viewed as the ability of one person or a group of persons to influence the behavior of others is related to leadership since leadership inevitably involves the ability to influence other people in some way. With this approach to leadership the purpose of power clearly should be recognized. Organizations require that activities be coordinated, instructions be given, organizational goals be accomplished and positive interpersonal relationships be fostered. Certain individuals in an organization must have power to exert influence if they are to contribute to the functions of the organization and act in a leadership capacity. If acts of leadership are to be effective, they must rely on some basis or bases of power.

Cartwright and Zander[2] in examining the question of power bases state, "It is reasonable to assume that an individual's reactions to any influence attempt will depend basically upon his view of the motivational consequences to him of accepting or rejecting." The motivational consequences affecting an individual's reactions may be grouped under broad headings as French and Raven[3] have done in in identifying and defining the following five bases for the power which person A may exert over person B:

1. Reward Power is defined as power whose basis is the ability to reward. It is founded on B's perception that A can mediate rewards for him.

2. Coercive Power is similar to reward power but is founded on B's perception that A can mediate punishment for him.

3. Legitimate Power is based on the perception by B that A has a legitimate right to prescribe behavior for him.

4. Referent Power is based on B's identication with A.

5. Expert Power is based on B's perception that A has some special knowledge or experience.

French and Raven's five bases of power provide a useful frame

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[2] Dorwin Cartwright and Alvin F. Zander, Group Dynamics: Research and Theory, (New York: Harper and Row, 1968), p.225.

[3] John R. P. French and Bertram Raven, "The Bases of Social Power," in Group Dynamics: Research and Theory, ed. by Dorwin Cartwright and Alvin F. Zander (New York: Harper and Row, 1968), pp. 259-269.

for studying superordinates' supervisory power over subordinates. Motivation theorists such as Vroom,[4] Hoppock,[5] and Herzberg, Mausner, and Snyderman[6] have supported the general theoretical notion that job satisfaction may be a function of the nature of the influence dimension in an organization. Several studies have examined the relationship between the bases of power and job satisfaction. In considering the bases of supervisory power in business, industry and colleges, Bachman, Bowers and Marcus[7] found that the most important reason for an employee's compliance with the wishes of his supervisors rested upon his recognition of their legitimate and expert bases of power. The referent and reward bases of power provide the most consistent positive correlation with worker satisfaction. The coercive base of power provides the greatest negative correlation with satisfaction.

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

5 Robert Hoppock, Job Satisfaction, (New York: Harper and Row, 1935).

6 Frederick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work, (New York: Wiley, 1959).

7 Jerald G. Bachman, David G. Bowers and Philip M. Marcus, "Bases of Supervisory Power: A Comparative Study in Five Organizational Settings," in Control in Organizations, ed. Arnold J. Tannenbaum (New York: McGraw-Hill, 1968), pp. 229-238.

Bachman, Smith and Slesinger[8] studied the relationship between the bases of social power and satisfaction and performance in a professional sales office. Their research suggests that the referent base of power and expert base of power yield higher positive and significant correlations with satisfaction, while the reward, coercive and legitimate bases of power yield some significant but negative correlations with performance and satisfaction. Some effort has been made to analyze the relationship between the bases of power and job satisfaction as an organizational variable in public schools. Miller[9] and Horstein[10] in separate studies, have examined the relationship between influence and satisfaction in elementary schools. Their data suggest that the effects of superordinate-subordinate relations in school systems are very much like those of industrial and sales organizations. A principal is perceived as influential by teachers when he

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8 Jerald G. Bachman, Clagett G. Smith, and Jonathan A. Slesinger, "Control, Performance and Satisfaction: An Analysis of Structural and Individual Effects," Journal of Personality and Social Psychology, 4 (Aug., 1966), 127-136.

9 Don E. Miller, "A Study of Relationships Between Job Satisfaction of Teachers and Their Perceptions of Bases of Social Influence of Their Principals," Diss. Syracuse University, 1973, p.3.

10 Harvey A. Horstein, D. M. Callahan, E. Fisch and B. A. Benedict, "Influence and Satisfaction in Organizations: A Replication, "Sociology of Education, 41 (Fall, 1968), 380-389.

is perceived to be an expert by them. Questions about power in schools do arise from this data. Why do subordinate administrators comply with the requests of their principals? How are these reasons for compliance related to individual job satisfaction/dissatisfaction.

Using the theoretical framework of the bases of power developed by French and Raven, this study will investigate the relationship between the bases of power which selected assistant principals and teachers ascribe to the administrative behavior of their principal, and how that behavior relates to the assistant principals'and teachers' job satisfaction/dissatisfaction.

Significance of the Problem

This study was conducted in one of the twenty-five largest school systems in the country. The system will be called the Community City Public School System (CCPS) in this study. In the spring of 1981 the Superintendent of CCPS invited local business leaders to review the structure of the school system and recommend ways to streamline the organization and increase its efficiency. In response to the Superintendent's request the School System Organization Committee (SSOC) was formed. Its members included representatives from the metropolitan business community. After several meetings the SSOC decided to examine the school system through interviews with administrators. After these interviews, the SSOC discussed their observations and studied

organizational charts and mission statements from other urban school systems. They concluded that although this school system was faced with problems, the morale of the school system principals was high because of the system's successes over the seven preceding years.

The committee also perceived some areas of weakness in structure and communication which, if improved, might enhance effectiveness and efficiency in the school system. One of the weak areas they noted involved the role of the principal. As the member of the Community City staff most directly involved with students, the principal was placed at or near the bottom of the school system's organizational chart. Staff at the top of the organizational chart had no direct responsibility for students; yet, they had greater influence over the school system's decision and policy-making mechanisms. The committee recommended that since the principal had more contact with students, the principals should be given a key role in school system decision-making. This new role for the principal might place students in a more desirable position on priority lists when decisions were made. The committee also suggested that the salaries of principals should be increased so that attainment of a principalship might be considered a career goal in itself. Further the SSOC proposed a need for increased autonomy for school principals and recommended that the principal be made the Chief Executive Officer of the school with the authority

to hire and fire staff. In acknowledging his responsibility for the motivation and leadership of all individuals within the school, the committee encouraged the building principal to provide leadership and coordination and encourage staff members to work together to create the best school program possible. Because the principal is the professional leader of school staff, his behavior influences the behavior of his staff, in particular, those at the assistant and teaching levels. The significance of the role of the school principal in providing leadership and the proposed change of that role by a recent study group to enhance the position makes the determination of base line data important.

The work of the SSOC highlights the formal organizational environment within which the principal's power functions as well as to emphasize that change in power distribution demands recognition and sanction, if not initiation, from the formal organization. Whereas change requires support and initiation from the formal organization, it also demands the study of compliance patterns in schools in order to determine the impact of principal's power modes on the job satisfaction/dissatisfaction of subordinate staff members and on other variables.

This study will provide a basis for understanding teacher and assistant principal compliance with the directives of the principal in ways which will enhance teacher and assistant principal satisfaction.

Statement of the Problem

This study will investigate the extent of the relationship between job satisfaction/dissatisfaction of assistant principals and teachers and the bases of power they ascribe to their principal. Several researchers, among them Vroom,[11] Hoppock,[12] and Herzberg, Mausner and Snyderman,[13] support the general theoretical concept that job satisfaction is a function of the nature of the influence dimension in an organization. A limited number of researchers have examined the relationship between the French and Raven bases of power and job satisfaction.

Bachman, Smith, and Slesinger[14] examined the bases of power and their association with performance, satisfaction, and total amount of control in thirty-six branch offices of a national marketing firm. They suggested that total control, performance, and satisfaction with the office manager were relatively high for the office manager whose leadership rested largely upon his perceived expertise and personal attractiveness. The less effective office manager was one

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[11] Vroom, loc. cit.

[12] Hoppock, loc. cit.

[13] Herzberg, Mausner, and Snyderman, loc. cit.

[14] Bachman, Smith, and Slesinger, loc. cit.

who appeared to rely upon the use of rewards and sanctions.

Bachman, Bowers, and Marcus[15] examined the bases of supervisory power in five organizational settings. This study involved salesmen in branch offices, faculty in liberal arts colleges, agents in life insurance agencies, production workers in an appliance firm, and workers in a utility company. The most common reason for complying with the wishes of supervisors involved recognition of a legitimate base of power and expert base of power. The strongest and most consistent positive correlation with worker satisfaction among the variables studied was provided by referent and reward bases of power of the leader. The coercive base of power was correlated negatively with satisfaction.

Hornstein[16] examined the relationship between influence and satisfaction among public school teachers. He suggested that the effects of principal-teacher relations are much like those in the industrial, sales and voluntary organizations studied. The teachers reported that the exercise of the referent base of power and expert base of power by the leader provided them the greatest personal job satisfaction.

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15 Bachman, Bowers, and Marcus, loc. cit.

16 Horstein, loc. cit.

A study conducted by Cachur[17] among public school subordinate administrators examined the bases of power of principals, department chairpersons and assistant principals. Expert and referent bases of power were found to be positively related to job satisfaction. The reward and coercive bases of power were found to have a negative correlation with job satisfaction.

Research Questions

1. To what extent is the job satisfaction of assistant principals related to their perceptions of principals' bases of power?

2. To what extent is the job satisfaction of teachers related to their perceptions of principals' bases of power?

3. To what extent is the job dissatisfaction of assistant principals related to their perceptions of principals' bases of power?

4. To what extent is the job dissatisfaction of teachers related to their perceptions of principals' bases of power?

Research Hypotheses

Hypothesis 1: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of assistant principals.

Hypothesis 2: The perceived bases of principals' power will contribute

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[17] Thomas J. Cachur, "A Study of Relationships between the Job Satisfaction of Secondary School Subordinate Administrators and Their Perceptions of the Bases of Power of Their Principals," Diss. Loyola, University of Chicago, 1980.

differentially to the perceived job dissatisfaction of assistant principals.

Hypothesis 3: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of teachers.

Hypothesis 4: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of teachers.

Theoretical Framework

No single existing theoretical framework provides a basis for understanding the relationship between the bases of power and job satisfaction/dissatisfaction. In this study, two separate theoretical frameworks are used to describe the concept being researched.

Bases of Power

Interpersonal relationships are generally characterized by several qualitatively different power bases. Nowhere is this idea illustrated more clearly than in the principal's relationship with teachers and assistant principals. Periodically, the principal may find it necessary to request, suggest, or even demand that teachers and assistant principals change their work behavior or perform certain tasks. Why do teachers and assistant principals comply with the advice or demands of the principal? Compliance may be the result of one or a combination of the following reasons: (a) as a supervisor, the principal has the authority to advise and make demands, (b) the principal is recognized as

having special knowledge and skills, or (c) the principal is liked by teachers and assistant principals and they have a desire to maintain a favorable relationship with him.

French and Raven[18] developed a taxonomy of power types determined by the basis of power one person has over another. They distinquished the following five bases as important and common to many types of interpersonal relationships: reward, coercive, legitimate, referent, and expert. The following elaboration is based on French and Raven's[19] concept of the bases of power.

1. Reward Power is defined as power whose basis is the ability to reward. It is founded on B's perception that A can mediate rewards for him. The magnitude of the rewards which B perceives that A can mediate for him increases the strength of reward power. The strength of reward power depends on the probability that A can mediate the reward. Rewards need to be acceptable to B or to be desired by him and may be in the form of money, recognition, or special favors. The range of reward power is specific to those regions within which A can reward B for conforming. This power base will increase in effectiveness by the use of actual rewards, repeated over a period of time. This power base will decrease in effectiveness if there is a use of promised rewards, illegitimate rewards, or reward not repeated over a span of time. Repeated effective use of rewards tends to increase the attraction of B toward A and leads to a referent power base.

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[18] French and Raven, loc. cit.

[19] Ibid., pp. 262-268.

2. Coercive Power, although similar to reward power, is founded on B's perception that A can mediate punishments for him. The strength of coercive power is influenced by the situational advantage A has over B. The maintenance of this advantage is crucial to the strength of coercive power. Since advantages are tenuous at best, coercive power is usually effective only in the short run. Continued use of this power base tends to decrease its effectiveness and the attraction of A.

3. Legitimate Power is based on the perception by B that A has a legitimate right to prescribe behavior for him. This power base is related to Weber's idea of the legitimacy of authority. As a concept, legitimacy stems from a code, standard, or values, accepted by B, by virtue of which A can assert his power. Three sources of legitimacy are defined by French and Raven: (a) cultural values, for example, age, intelligence, caste; (b) acceptance of the social structure - a judge has a right to levy fines; and (c) designation by a legitimizing agent. The range of legitimate power is specific and prescribed; however, some sources of legitimacy carry with them a very wide range. The use of power which is not legitimate will decrease the attractiveness of A.

4. Referent Power is based on B's identification with A. Therefore, the base of this power may be derived from friendship, identification with a successful model or feelings of a shared identity. The greater the identification, the greater the attraction and consequently the greater the referent power.

5. Expert Power is based on the perception that A has some special knowledge, skill or expertise. This perception of A by B may be based on A's experience, training, intelligence, reputation for credibility, or special access to relevant information. The range of expert power is limited. Since the expert is viewed as having superior knowledge or skill in a very specific area, his power will be limited to that area.

The French and Raven taxonomy as modified by Cachur is valuable in that it suggests how reliable the response of the less powerful person will be and how dependent that response will be on supervision by the influence agent as a function of the bases power being exercised.

In this study, the Bases of Power Scale as developed by Cachur will be used for obtained data. Cachur, using the work French and Raven as a theoretical base, has modified existing instrumentation to make it adaptable to schools.

Job Satisfaction

Considerable research has been devoted to identifying those motivational factors which relate to job satisfaction. Much of the literature is based on the work of Frederick Herzberg.[20] Hiring engineers and accountants as research subjects, he developed what is referred to as the Motivation-Hygiene Theory. He proposed that certain job characteristics contribute to job dissatisfaction. More importantly, he proposed that factors which influence job attitudes do not operate on a continuum. The motivation factors which are associated with positive job attitudes are not necessarily associated with negative job attitudes categorized as the hygiene factors. Herzberg defines the motivator variables as being directly related to intrinsic

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[20] Herzberg, Mausner, and Snyderman, loc. cit.

matters derived from the work itself. Included among these factors are opportunities for recognition, achievement, personal growth, status, and advancement. Motivator variables are the factors which are responsible for good feelings about the job and relate to doing the job itself.

The hygiene component of Herzberg's theory includes factors which are directly related to extrinsic matters associated with working conditions. Among these factors are the adequacy of interpersonal relationships, salary, supervision, company policy, working conditions, and job security. Herzberg proposes that, while adequacy of hygiene factors is necessary as a precondition to satisfaction, it is the motivator factors which are the real determinants of job satisfaction.

As previously stated, Herzberg's research was conducted with engineers and accountants. Subsequent researchers have studied satisfaction and dissatisfaction among a variety of populations. Sergiovanni[21] conducted research among public school teachers and his findings are consistent with Herzberg's. Satisfaction and dissatisfaction are on separate continua and positive attitudes are related to the work environment.

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[21] Thomas J. Sergiovanni and Fred D. Carver, "Factors which Affect Satisfaction and Dissatisfaction of Teachers," Journal of Educational Administration, 5 (1966), 66-82.

Miskel and Heller,[22] adapted Herzberg's instruments on motivation to schools. In 1972, they developed the Educational Work Components Study (EWCS). The EWCS is an adaptation of the Work Component Study (WCS) to an educational setting. The WCS was constructed as a measure of work motivation by Borgatta, Ford, and Bohrstedt[23] in an industrial setting. In order to assess intrinsic and extrinsic factors in work motivation items paralleling Herzberg's motivator and hygiene factors were written. Miskel and Heller's adaptation of the WCS consisted of revising industry related words to school system terms. Miskel concluded that a satisfied teacher will see a congruency between the motivation variables and the organization's incentives. Conversely, a dissatisfied teacher will find an incongruency between the hygiene variables and the organization's incentives.

Herzberg's Motivation-Hygiene Theory, and the work of Sergiovanni and Miskel provide the theoretical framework through which this study proposes to examine job

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22 Cecil Miskell and Leonard Heller, "The Educational Work Components Study: An Adapted Set of Measures for Work Motivation," The Journal of Experimental Education, 42, No. 1 (Fall 1973), 45-50.

23 Edgar F. Borgatta, Robert N. Ford, and George W. Bohrnstedt, "The Work Components Study: A Revised Set of Measures for Work Motivation," Multivariate Behavioral Research, 3 (1968), 403-414.

satisfaction/dissatisfaction of assistant principals and teachers.

Definition of Terms

This section sets forth and defines the major terms used throughout the study. Cachur[24] and French and Raven[25] provide the definitions in this section concerning the bases of power. Herzberg[26] is the source for definitions concerning job satisfaction/dissatisfaction.

> Power - The potential for inducing forces in other persons toward acting or changing in the direction intended by the influencer.
>
> Bases of Power - The sources of power.
>
> Reward Base of Power - Based on subordinates' perception that a superior has the ability to mediate rewards for them.
>
> Coercive Base of Power - Based on subordinates' perception that a superior has the ability to mediate punishments for them.
>
> Legitimate Base of Power - Based on internalized values which dictate that there is a legitimate right to influence and an obligation to accept this influence.
>
> Referent Base of Power - Based on the desire of a subordinate to identify with a superior.

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24 Cachur, op. cit., pp. 13-14.

25 French and Raven, op. cit., pp. 263-268.

26 Frederick Herzberg, The Managerial Choice: To Be Efficient and To Be Human, (Homewood, Illinois: Dow Jones - Irwin, 1976), p. 113.

Expert Base of Power - Based on a subordinate's perception that a leader has some special knowledge or expertise in a given range.

Satisfaction - The state in which the individual perceives that motivator needs are being satisfied.

Dissatisfaction - The state in which the individual perceives that hygiene needs are not being satisfied.

Motivator Variables - Factors intrinsic to the job contributing to positive job attitudes because they satisfy the individual's need for self-actualization in work. Included among these factors are the opportunity for achievement, recognition, advancement, growth, responsibility and the opportunity to enjoy the work itself.

Hygiene Variables - Factors associated with the job context. The factors are extrinsic to the job and include supervision, interpersonal relationships, working conditions, administrative policies, salary, status, and security.

Administrative Implications

The building principal is the educational leader in the school system. Principals' overall responsibility is to provide leadership and coordination which will encourage their staffs to work together toward the best possible school program. As the professional leaders of their school staffs, the principals must be able to maximize the potential of their staff members and to provide the satisfaction that his workers want. The implication is clear then that the behavior of the principals is crucial to the development of positive job satisfaction and to the integration of individual needs with school goals.

Interpersonal relationships, salary, policy, supervision, and working conditions contribute primarily to job dissatisfaction when they are perceived as being adequate. In exchange for adequacy of these factors, an employee is prepared to give a fair day's work which is the traditional legal work relationship.

The opportunity for achievement, recognition, work itself, responsibility, and advancement are factors which contribute primarily to job satisfaction. Their absence does not lead to dissatisfaction. These are motivators to exceed the limits of the traditional legal work relationship.

The practical application of these theories of motivation requires that principals adopt a job enrichment strategy in working with assistant principals and teachers. Job enrichment serves to increase the amount of intrinsic satisfaction one derives from the job. Principals should develop individual strategies which represent attempts to increase opportunities for achievement, recognition, and advancement for assistant principals and teachers.

Limitations

This study examines the relationships between the bases of power of principals and job satisfaction of assistant principals and teachers in a school organization. Inherent in this is recognition of the principal as an individual who can exert influence on subordinates, whether

that influence be positive or negative. Although confidentiality had been assured, assistant principals and teachers may have modified their responses to prevent any negative consequences from their principal as a result of their participation in the study.

Since this study concerns interpersonal influence and power, it is limited to the superordinate-subordinate relationship of principal to assistant principals and teachers. It is assumed that subordinate administrators and teachers are sophisticated, well-trained, and experienced individuals capable of making accurate assessments of their principals' bases of power. The referent used by the individuals as a basis for response to questions is not known. More specifically, it is not known whether teachers responded to the questions concerning the principals' bases of power based upon their definition of power as an absolute or whether their response was based upon recent occurrences within the school or on some other school situation with which they were familiar. What factors influenced an assistant principal or teacher to choose a particular referent was also a variable beyond the control of this study. The study is also limited by the nature of the sample and the community in which the survey information was gathered. It reflects the perceptions of assistant principals perceptions of assistant principals and teachers in the Community City Public Schools only, however conditions

for generalizing do exist.

Organization of the Study

The study is organized into five chapters. Chapter 1 contains an introduction to the topic. A review of the pertinent literature is presented in Chapter 2. Chapter 3 is devoted to a description of the methods and procedures used in the design and development of the study. The findings are presented in Chapter 4, and the summary, conclusions and recommendations are presented in Chapter 5.

CHAPTER 2

Review of Related Literature

This chapter contains a summary and description of the research studies pertinent to the relationship between the bases of power and job satisfaction. A limited number of studies have examined the relationship between the bases of power and job satisfaction and still fewer studies have investigated this relationship in an educational setting.

Bases of Power and Satisfaction

Bachman, Smith and Slesinger[1] investigated the bases of power and their association with performance, satisfaction, and total amount of control in thirty-six branch offices of a national marketing firm. These variables were examined in the office manager-salesman relationship. Each branch office was managed by a single office manager who had sole responsibility for the conduct of his office. The functions of the office manager included supervision,

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[1] Jerald G. Bachman, Clagett G. Smith and Johnathan A. Slesinger, "Control, Performance and Satisfaction: An Analysis of Structural and Individual Effects," Journal of Personality and Social Psychology, 4 (Aug. 1966), 127-136.

on-the-job training of employees, and enforcement of home-office policies. Directly under each office manager were a number of salesmen whose functions included soliciting and opening new accounts, servicing existing accounts, and serving as the client's main source of information and expertise leading to sales.

The branch offices were divided into two groups for separate analyses. Group A consisted of eighteen offices all located in areas judged to have high business potential, who nevertheless varied widely in actual office performance. Group B consisted of eighteen offices located in areas of lower business potential, yet who noted high on actual performance in some instances. No office was included in either category which had been established within the five year period preceding the study or which had experienced a change of manager within the two years preceding the study. In this way the sample was limited to those offices with continuity of operations and leadership.

The data for this study consisted of sales performance measures and salesmen's questionnaire responses. In each of the thirty six offices virtually every salesman completed an extensive questionnaire related to many aspects of his work and his adjustment to it. The administrative variables included control and the bases of the office manager's power. Criterion variables consisted of salesmen's performance and their satisfaction with their office

manager. Two closely related measures of control were used both of which were treated separately since they involved somewhat different influence receivers. The measures of control over the office dealt with the general amount of influence over the way the office was run while the interpersonal control measures dealt strictly with influence patterns between the office manager and his salesmen. A single questionnaire item was used to assess five bases of the office manager's power or influence over salesmen respondent: referent, expert, reward, coercive, and legitimate power.

Correlational analyses were used to explore the effects of several administrative characteristics upon two criterion variables, performance and satisfaction. Two-tailed tests were used with the .05 level for the "F" test required significance. The assumption was made that the best available estimate of organizational structure in the data was a composite of perceptions within a given organizational unit; thus, the measure of each administrative characteristic consisted of the mean rating by all salesmen in a given office. These mean ratings were then correlated with performance and satisfaction at two distinct levels of analysis: office mean criterion scores and individual criterion scores. Office and interpersonal measures of control correlated positively with both criterion measures. These positive relationships appeared no matter who exercised the control -

the office manager, the salesmen, or both. There was a strong positive relationship between the amount of interpersonal control exercised by the office manager and that exercised by the salesmen which supported the view that the total amount of control or influence was variable. The most important basis of the office manager's control for the average salesman was legitimate base of power; however, in offices relatively high on this dimension respondents indicated significantly less satisfaction with their office manager and performance tended to be lower. Offices in which the office manager was rated relatively high on expert and referent bases of power were also high on performance and satisfaction with the office manager. Reward and coercive base of power were rated the least important reasons salesmen complied with the office manager's wishes and both were negatively related to the criterion variables. The five bases of power related to the overall amount of control in much the same way as they related to performance and satisfaction; however, some caution was exercised in interpreting correlations with the bases of power. The ranking method used in obtaining the data made it impossible for all five bases of power to be correlated in the same direction with any single criterion variable. The researcher proposed that positive correlations with expert and referent bases of power may have been responsible for negative correlations with the other bases of power or vice versa.

The findings in this study illustrate the importance of total control as a factor in organizational effectiveness. The overall amount of influence in the organization correlates substantially with performance and satisfaction. The comparison of the bases of power further illuminates the processes underlying a pattern of high total control. Total control, performance, and satisfaction with the office manager were all relatively high for the office manager whose leadership was perceived as resting largely upon his expert base of power and his referent base of power. The less effective office manager relied more heavily upon a legitimate base of power as a formal description of his role might indicate.

Bachman[2] studied the relationships between administrative influence, bases of influence for the dean and faculty, and levels of faculty satisfaction in twelve liberal arts colleges. The respondents selected for this study were full-time faculty members at each of the colleges. The faculty size of the twelve colleges at the time of the survey (April-May 1964) ranged from sixty-seven to 173. Questionnaires were sent to 1,210 faculty members of which 685 questionnaires were returned, a response rate of

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[2] Jerald G. Bachman, "Faculty Satisfaction and the Dean's Influence: An Organizational Study of Twelve Liberal Arts Colleges," Journal of Applied Psychology, 52 (1968), 55-61.

approximately sixty percent in each of the twelve schools. All of the data used in Bachman's study consisted of faculty responses to questionnaire items. The analytic approach used assumed that the best available measure of an organizational characteristic was a composite of perceptions by a number of respondents in the organization; thus, the measure of a college administrative characteristic consisted of the mean of all faculty perceptions. Each characteristic was correlated with faculty satisfaction measures at two distinct levels of analysis: college mean criterion scores and individual criterion scores. Colleges in which the total amount of influence was high and those in which the dean's influence was high showed greater mean satisfaction with the dean. These administrative characteristics were also related to individual faculty members' satisfaction with the dean; however, the correlations with the dean's influence almost disappeared when the effects of individual perceptions were removed through partial correlations.

The more general measures of faculty satisfaction showed little relationship to this study's influence measures at either level. When asked to rank reasons for complying with the dean's suggestions, faculty members gave the highest rank to the measure of expert base of influence. Legitimate and referent bases of influence were ranked next and reward and coercive bases of influence were ranked lowest. Correlations

with the criterion variables were positive for expert and referent bases of influence and negative for legitimate, reward, and coercive bases of influence. Satisfaction was positively related to the total amount of influence at all levels. It appeared also that satisfaction with a dean was higher when the dean enjoyed a relatively high degree of influence and when this influence was based upon expertise and personal attractiveness, rather than upon legitimate authority or the use of sanctions.

Based upon the findings, the researcher made tentative conclusions concerning faculty's perception of an effective dean. First, the effective dean appeared to enjoy substantial influence in framing the college's policies and practices. Second, the faculty seemed to view the dean as a colleague and not a hierarchical superior. Rather than basing his influence upon legitimate authority and the use of punishments or rewards, the effective dean influenced through personal qualities such as expertise and respect. The effective dean was viewed as one who appreciated his obligations to respond to faculty suggestions.

Bachman, Bowers, and Marcus[3] in the late 1960's conducted

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[3] Jerald G.Bachman, David G. Bowers, and Philip M. Marcus, "Bases of Supervisory Power: A Comparative Study in Five Organizational Settings," in Control in Organizations, ed. Arnold J. Tannenbaum (New York: McGraw-Hill, 1968), pp. 229-238.

a comparative study of the bases of supervisory power in business, industry, and colleges. They reported results of investigations in thirty-six branch offices of a national sales firm, twelve liberal arts colleges, forty life insurance agencies, forty electrical appliance manufacturing firms, and twenty-one work groups in a utility company. They sought to determine why subordinates (salespeople, faculty, agents, production workers, and semiskilled installation and repair personnel respectively) complied with the requests of their superiors. Questionnaires were sent to 2,840 respondents. The respondents were asked to rank the importance of the five reasons for compliance. The five reasons paralleled the five bases of social power identified by French and Raven:[4] legitimate power, reward power, coercive power, referent power and expert power. This study sought to determine the relative importance of each of these bases of power in terms of subordinate perceptions. Without exception, either legitimate or expert power bases were ranked as important reasons for complying with superiors' requests. Subordinates in four of the five organizations ranked the coercive power base as least important.

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[4] John R. P. French and Bertram Raven, "The Bases of Social Power," in Group Dynamics: Research and Theory, ed. by Dorwin Cartwright and Alvin F. Zander (New York: Harper and Row, 1968), pp. 259-269.

Respondents in liberal arts colleges preferred to comply with the requests of their superior when expert power was the base utilized. The preferred power bases in the sales firm branch offices and the insurance agencies were legitimate and expert respectively. Referent and reward bases of power provided the strongest and most consistent positive correlation with worker satisfaction. The coercive base of power drew the most negative correlation with satisfaction.

Horstein[5] and his associates in 1968 investigated elementary school teachers' perceptions of the bases of power of their principals and the relationship to the teachers' evaluation of the school system, their satisfaction with their principals, and student satisfaction with the way the teachers were performing. The data for this investigation were collected from 325 primary school teachers (155 from System A and 170 from System B) who worked in fourteen different schools in each of the two participating school systems. In any one school the teachers numbered between twelve and forty-one with a median of twenty-two. This represented an almost complete sampling (ninety-seven percent) of the full-time primary

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[5] Harvey A. Horstein, D. M. Callahan, E. Fisch and B. A. Benedict, "Influence and Satisfaction in Organizations: A Replication," Sociology of Education, 41 (Fall, 1968), pp. 380-389.

school teachers in the two school systems. The school systems participating in the study were located near large metropolitian areas in communities of approximately equal size. System A was somewhat wealthier and more homogeneous than System B. System A was located primarily in a residential area with some light industry while System B was in a large industrial area. All data were obtained from responses to a questionnaire modeled after the one used by Bachman, Smith and Slesinger[6] in their study of salesmen and office managers.

The questionnaire contained three areas of interest. The first two areas which related to perceived administrative characteristics were: 1) the perceived distribution of influence within the organization and 2) the bases of social power. The third area dealt with what was assumed to be the respondents' subjective response to these administrative characteristics. This area assessed the teachers' evaluation of the school system, their satisfaction with their principal, and their perception of student satisfaction with the way they were performing as teachers.

The correlation analyses conducted were predicated on the assumption that the criterion variables (i.e., the evaluation of the school system, satisfaction with the principal, and the perception of student satisfaction) were

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[6] Bachman, Smith, Slesinger, loc. cit.

influenced by both individual and group level effects. Teachers perceptions of their principal's behaviors, which were affected by their unique experiences within the organization were referred to as the individual level effort. The group level effects referred to the influences arising from the common experiences and shared perceptions of teachers within a school building. A primary objective of the analyses was to determine the extent to which each of the two effects accounted for the criterion variables. A reliance on the expert power base, as opposed to the reward, coercive or legitimate bases of power, was associated with 1) more favorable evaluations of the school system, 2) greater satisfaction with the principal, and 3) a tendency to perceive students to be more satisfied with their teachers. Regarding individual level effects, the more influence the individual teachers perceived for themselves or their principals, the more favorable was their evaluation of the system and the greater their satisfaction with the principal. Student satisfaction was associated with perceptions held in common by the personnel of a school building rather than by separate perceptions of individual teachers. From these data the researchers concluded that the effects of superior-subordinate relations in school systems was very much like those of various industrial, sales, and voluntary organizations. Teachers reported greatest satisfaction with their principal and school system

when they perceived that they and their principals were mutually influential especially when their principals' power to influence emanated from the teachers perception of them as experts. Additionally, this same principal-teacher relationship was associated with a perception of higher student satisfaction.

Ivancevich[7] investigated the relationship between control, bases of control, and three categories of satisfaction -- autonomy satisfaction, status satisfaction and growth satisfaction. The data used in this study were obtained from 228 insurance agents from thirty-four agencies of a leading life insurance company. Each agency was managed by a single manager who had the responsibility for selling and servicing insurance policies in a specific geographical region. The manager also had the responsibility adequately motivating the insurance agents working with him. It was assumed that in studying various control satisfaction relationships a distinction should be made between agency effects and individual effects. To obtain the separation of agency effects and individual effects, each agent's perception of control, bases of control, and satisfaction was compared to perceptual measures of other agents. Two

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[7] John M. Ivancevich, "An Analysis of Control, Bases of Control, and Satisfaction in an Organizational Setting," Academy of Management Journal, 13 (Dec. 1970), 427-436.

overlapping measures of control were employed. The first measure of control over the agency dealt with the amount of influence the respondents believed they had over the operations of the agency office. The second control measure focused upon the interaction control between the agency office manager and the agents. Both controls were measured by questionnaire items. The satisfaction of the agents was determined by responses to fifteen satisfaction questions.

Five specific questions were asked for each category of satisfaction -- status, autonomy, and growth. The measures of overall satisfaction with each of the three categories were derived by combining the responses to the five questions in each category. The findings of this study based on correlation analyses illustrated the importance of total control as a factor in attaining satisfaction. The overall utilization of the five bases of control correlated substantially with each of the three satisfaction categories. The legitimate base of power mean ranked first among the reasons for compliance with the agency manager's directives; however, the legitimate base of power was only related significantly to the autonomy satisfaction category. The intra-insurance agency data showed no statistically significant relationships between legitimate power base and the three satisfaction scores. The researcher felt that the fact that agents perceived legitimate base of power as the primary reason for compliance may have indicated that this

kind of power did not result in satisfaction even if it did produce motivation. Moreover, incremental influence was positively related to each of the three satisfaction measures. This finding indicated that if increased satisfaction is the objective it may rely more heavily upon the incremental factors -- referent power base and expert power base.

Based upon the above and acknowledging that the relationship between control, bases of control, and status, autonomy, and growth satisfaction was not conclusive, the researcher felt that this study allowed for five tentative conclusions. First, the development of programs to improve satisfaction must give consideration to the increased use of the referent and expert bases of power. Second, despite the fact that only one managerial level was used in this study, the satisfaction correlates of expert, referent, and reward bases of power were surprisingly large. Third, the exercise of control as a two-way flow was associated generally with more satisfaction in each of the three satisfaction categories. Fourth, the negative relationships, especially with regard to coercive base of power, must be considered when devising a program for satisfaction improvement. Finally, since perceptual measures were used, the data in this study must be treated with caution.

Cope[8] completed a study in which he compared existing and preferred bases of influence between college faculty members and chairmen in six social departments by using the French and Raven taxonomy of social power. The purpose of this study was to examine relationships among several dimensions. These were actual and preferred bases of interpersonal influence 1) by faculty members and chairmen, 2) in academic departments in two states (stress-nonstress), 3) by faculty members with two orientations. The data for this study were collected from responses to questionnaires sent out to 131 faculty members at a public university. A total of eighty-four usuable questionnaires were returned which represented a response rate of sixty-five percent. Questionnaire items were used to assess five bases of the perceived (as is) and preferred (should be) influence of the department chairmen over the respondent. A similar set of items was used to measure a faculty's perceptions of their influence over the chairman. Because of the ranking procedure, the five bases of influence were not independent; thus any single basis of influence could be given a higher ranking only at the expense of another basis. The researcher considered this ranking procedure as advantageous because it

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[8] Robert G. Cope, "Bases of Power Administrative Preferences and Job Satisfaction: A Situational Approach," Journal of Vocational Behavior, 2 (October, 1972), 457-65.

forced the respondent to discriminate among all the bases rather than emphasizing only one or two. Personal orientation was identified through the use of questionnaire items which discriminated between faculty members whose orientation and loyalties were more closely associated with the institution (locals, homeguard) and those who had an off-campus reference group orientation (cosmopolitans). The measure of stress was impressionistic. Three academic departments were typed by the researcher as "stress" departments based upon the knowledge of resignations in protest, challenged tenure decisions, turnover of chairmen, and so on. Data also were collected from faculty in three "nonstress" departments.

Based upon correlation analyses, the following findings were made concerning influence relationships. Faculty in nonstress departments indicated similarities in their perceptions of the bases of influence employed by their chairmen and themselves. Further, they placed greater emphasis upon the application of referent, expert, and legitimate bases of power than on the use of either the reward or coercive bases of power. Faculty from stress departments indicated a picture that was substantially different. They perceived that more emphasis was placed upon the use of expert, reward, and coercive base of power; however, there was a marked similarity of choice of powers to both the practice and the preferences as found in the

nonstress departments. The relationships between job satisfaction (assessed through a series of "how do you like your work" questions) and administrative characteristics were presented in zero-order correlations and partial correlations. The reduction of correlations with the partial correlations suggested that a portion of the zero-order relationship with satisfaction was attributable to individual level effects. These relationships suggested that greater levels of job satisfaction were associated with the use of expert base of power by the chairmen for cosmopolitans who had off-campus reference group loyalty but by legitimate and referent bases of power for locals who had a dominant career orientation toward the employing institution.

Isherwood[9] studied authority bases of the secondary principal and related the use of different power bases to teachers' loyalty to the principal, teachers' job satisfaction, and teachers' sense of powerlessness. The data for this investigation were collected from teachers in fifteen secondary schools in the State of Delaware, this represented about half of Delaware's public secondary schools. Schools were selected randomly and fifteen of the first seventeen schools contacted agreed to participate. A researcher assigned to each sample school met with eight

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[9] Geoffrey B. Isherwood, "The Principal and His Authority: An Empirical Study," The High School Journal, 56 (March 1973) 291-303.

teachers who were unassigned to teaching or other activities at the time of the visit. Each researcher gave a brief explanation of the study and guaranteed teacher and their schools complete anonymity. The teachers either completed the instruments or were provided with stamped envelopes to be mailed directly to the researcher. Ninety-one percent of the teachers contacted returned usuable forms.

The six variants of authority were measured by twenty-three Likert type items. Teachers were asked to respond to the items on a five point scale. Loyalty to the principal was measured by eight Likert type items scored from one to five. The behavorial dimension of loyalty was measured by two items, the affective dimension by two items, and the cognitive dimension by four items. Job satisfaction was measured by five Likert type items where, on a five point scale, teachers indicated how satisfied they were with student academic performance, student behavior, peer relationships, relationships with administrators, and the school operation. Powerlessness was measured by the Teacher Alienation Inventory, a five item Likert type measure.

The Pearson product moment correlation was used to determine the relationship between formal and informal authority and the selected organizational variables. Informal authority was defined as the charismatic, expertise, normative, and human relation skills bases of authority.

Formal authority was defined as traditional and legal authority which positively and significantly was related to teacher's sense of powerlessness and negatively and significantly was related to both the teacher's loyalty to the principal and his sense of job satisfaction. Informal authority was positively and significantly related to the teachers loyalty to the principal and job satisfaction and negatively and significantly related to the teachers sense of powerlessness. At the statistical level informal and formal authority appeared to be independent of one another. Based upon these data, the researcher concluded that if school principals want to increase their authority over their teachers they should increase informal rather than formal authority.

Miller[10] investigated the relationship between the bases of power which teachers ascribe to their principals and teacher job satisfaction. Using the theoretical framework of the French and Raven taxonomy of the bases of social power, the stated purpose of the study was to investigate the levels of importance which teachers assigned to the individual bases of power used by their principals and the teachers' level of job satisfaction. The population for this study consisted of

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[10] Don E. Miller, "A Study of Relationships Between Job Satisfaction of Teachers and Their Perceptions of Bases of Social Influence of Their Principals," Diss. Syracuse University, 1973.

elementary school teachers from seventeen elementary schools in Central New York State who agreed to participate. The random sampling technique was not used for the data collection of this study. In an effort to maximize the amount of teacher cooperation and participation, the researcher visited the individual elementary school and solicited voluntary teacher support and participation in completing the test packet of the study. Questionnaires were given to 487 elementary school teachers. 293 of which responded providing usuable returns which formed the data base for this study. The useable returns represented sixty percent of the potential returns.

Each teacher was given a test packet which included the Supervisor Influence Questionnaire and the Minnesota Satisfaction Questionnaire. The Supervisor Influence Questionnaire measures the bases of power elementary school teachers perceive as important for complying with requests of their principal. Its twelve items describe the perceived influence characteristics of the various organizational aspects of the school. These characteristics are coercive power base, expert power base, legitimate power base, referent power base, reward power base, hierarchical influence of the supervisor, perceived teacher influence, and perceived principal influence. The Minnesota Satisfaction Questionnaire measures job satisfaction with specific aspects of the work environment. The instrument consists of twenty

items each of which refer to a specific aspect of the work environment and is related to general job satisfaction. Pearson Product Moment correlation coefficients were computed and served as the primary basis of analysis for the Miller study. Miller's conclusions were similar to previous studies. He found that teachers place the highest significant value on their principals' use of expert base of power as a facilitator of all aspects of teacher job satisfaction. Furthermore, high job satisfaction occurs when teachers perceive that their principals use the referent base of power as a base of social influence. An adverse effect on job satisfaction results when teachers perceive that their principals use the coercive base of power as a mode of influence. Reward base of power functions as a moderative or facilitative variable in terms of its effect on job satisfaction.

Guditus and Zirkel[11] completed a study of public school teachers in 1979. The study had two purposes, one to determine if the pattern of influence which emerged in previous research indicating the effectiveness of legitimate and expert supervisory power bases on worker behavior and satisfaction would be manifested in the late 1970's among a sample of public school teachers and two, to determine if,

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[11] Charles W. Guditus and Perry A. Zirkel, "Bases of Supervisory Power Among Public School Principals," Administrator's Notebook, 4 (1979-80), 1-14.

within the overall pattern, discernible differences would emerge in relation to situational subcategories such as school size, level, and location. The participating sample for the Guditus and Zirkel study was comprised of 683 public school teachers employed in sixty-four schools in Pennsylvania and Connecticut. Approximately ten percent of the responses were rejected because of respondent error, such as failure to follow directions. The data-producing sample consisted of 619 teachers distributed in subcategories.[12]

Guditus and Zirkel used a questionnaire to collect data for this study which was modeled after the Bachman instrument and provided anonymity for the respondents. The respondents were presented with five items which reflected French and Raven's five bases of power without identifying them as such. Teachers were asked to rank the specific items for complying with the principal's requests according to their importance. Using a ranking procedure forced, the respondents to discriminate among all bases of power rather than giving prominence to only one or two. The questionnaire also included items dealing with satisfaction and control. As a measure of overall satisfaction, the respondents were asked to indicate agreement or disagreement on a five point scale. Control was measured in terms of the respondents' perceptions of their influence over the way the school is run and the

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[12] Ibid.

amount of influence between the principal and teachers. Each control item used response categories ranging from one, "little or no influence" to five, "a great deal of influence." A measure of total control was derived from summing the responses to these last four items on the questionnaire. The results of the Guditus and Zirkel study revealed that public school teachers chose legitimate and expert bases of power as the preferred bases for supervison, that for teachers, expert and referent bases of power were the highest correlates of satisfaction with supervisor's performance, and that the levels of institutional and interpersonal control perceived by teachers for themselves and for principals were also significant and directly related to satisfaction with the principal's performance.

The implications emerging from this study demonstrated that the principal's legitimate base of power had not been eroded since school teachers complied with the principal's requests primarily because of their recognition and acceptance of the legitimate power of office. This finding held up regardless of the school size, level, location or community type. Another implication revealed that the principals' influence depended largely on the teachers' perception that they possess special knowledge and skills which would enable principals to help teachers achieve their goals. This conclusion was reflected in the consistently high ranking of expert base of power and its significant

direct relationship to teacher satisfaction with principal's performance. It also indicated that principals' expertise base of supervisory power could be enhanced by modification of the preparation, selection, inservice training and evaluation of school principals. A third implication showed that in larger schools, principals were less likely to capitalize on expert base of power than those in smaller schools since teachers in larger schools gave expert base of power a third place ranking. Presumably principals in larger schools have less opportunity to engage in direct program and staff development activities with teachers. A fourth aspect revealed that the use of rewards and coercion as either bases of supervisory power or correlates of satisfaction with the principals performance were not viewed favorably. A referent base of power remained effective but the reliance on rewards or coercion had an apparently deleterious effect on staff satisfaction and responsiveness. The fifth implication emerged indicating that teachers' satisfaction was positively correlated with their own perceived levels of institutional and interpersonal control as well as their perception of the principal's level of institutional and interpersonal control. Principals who interacted with teachers and solicited their opinions obtained more responsiveness and better morale.

Fraser studied public school teachers in Montana during the 1978-1979 school year.[13] The purposes of the study were to determine the degree of teacher agreement between of actual and preferred supervisory behavior and to relate differences between actual and preferred supervisory behavior to the degree of teacher satisfaction with supervision. Three hundred and seventy Montana public school teachers participated and of this group, 305 completed the questionnaires which serve as the data base of the study.

To measure teacher perceptions of actual and preferred supervisory behavior Fraser used a number of supervisory practices that were recommended in the literature since 1970 as items for his questionnaire. Teachers were asked how often they actually experienced these supervisory practices, and how often they would prefer to experience them. To measure the degree of teacher satisfaction with supervision, the second part of the questionnaire contained items based on ten satisfaction indices taken from the literature on job satisfaction. On each of these ten indices, teachers were asked to indicate how satisfied they were with their current supervision. The statistical procedures used to analyze the data were chi square tests of independence, sign tests for

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[13] Ken P. Fraser, "Supervisory Behavior and Teacher Satisfaction," Journal of Educational Administration, 2 (October 1980), 225-231.

correlated samples, and multiple regression analyses.

The major findings of this study revealed that 1) responses to a few of the items were dependent either on sex, teaching level, or years of teaching experience; 2) many Montana public school teachers preferred to experience thirty-one supervisory practices recommended in the literature since 1970 on a more regular basis; 3) satisfaction with supervision is significantly related to the absolute values of the difference between actual score and preferred score for the same thirty-one supervisory practices taken collectively; and 4) the absolute values of discrepancy scores for seventeen of the thirty-one recommended supervisory practices were found to make a significant unique contribution to the prediction of one or more of the satisfaction indices. The findings emerging from this study included the following: 1) satisfaction with supervision may be viewed as one element of (but distinct from) job satisfaction; 2) the nature of supervisory techniques may be more important than specific supervisory techniques. Fraser found that the two most consistent predictors of the different satisfaction indices, including overall satisfaction involved a supervisory concern for the teacher as a person and a supervisor-teacher exchange with the element of equality surfacing as paramount. Fraser suggested that teachers expect a genuine emphatic relationship with their supervisor and that teachers have the professional

expectation that this relationship will be collegial rather than authoritarian. Finally, it was concluded by the researcher that superintendents, principals, and other supervisors could use the instrument developed for this study, Supervisory Behavior and Teacher Satisfaction, to determine teacher attitudes toward supervision in their particular school or school district. Through this administrators could improve their supervisory behavior and increase the degree of teacher satisfaction.

Cachur[14] studied the relationships between job satisfaction of secondary school subordinate administrators and their perceptions of the bases of power of their principals. A questionnaire gathered the perceptions of subordinate administrators regarding the bases of power of their principals and its relationship to their job satisfaction. Of the 351 subordinate administrators surveyed 324 responded representing a ninety-two percent response to the survey. Two questionnaire instruments were used in this study: 1) Bases of Power Scale and 2) School Survey. The Bases of Power Scale was used to measure what subordinate administrators perceived as the most important reasons for complying with principals requests. The School Survey

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[14] Thomas J.Cachur, "A Study of Relationships Between the Job Satisfaction of Secondary School Subordinate Administrators and Their Perceptions of the Bases of Power of Their Principals" Diss. Loyola University of Chicago, 1980.

was used to measure subordinate administrators' job satisfaction. Analyses of the questionnaire data were made through the use of Pearson Product Moment correlation coefficients. The means of the bases of power scores on the Bases of Power Scale were correlated with the job satisfaction scores on the School Survey. Similar to other studies, the expert base of power and referent base of power were found to be positively related to job satisfaction. The coercive base of power and reward base of power were found to be negatively related to job satisfaction; however, Cachur found that the data suggested that the use of legitimate base of power by principals had a positive effect on the job satisfaction of subordinate administrators.

From these findings the researcher concluded that subordinate administrators are less likely to question the position of the legitimate base of power of the principal if they perceive him to be performing activities in a competent expert manner. The legitimate base of power is more subject to question if competence is lacking. The legitimate base power's positive relationship to the subordinate administrators job satisfaction is significant in that it is the foundation upon which a principal can develop a leadership style which employs expert and referent bases of power.

In 1979 Sheha[15] investigated the relationship between faculty perceptions of the amount and bases of power exercised by academic deans and faculty members at Eqypt's Tanta University and the reported satisfaction and productivity of the faculty. A secondary aspect of the study focused upon the relationship between faculty perceptions of the total amount of power within Tanta University and the reported satisfaction and productivity of the faculty. Five bases of power were studied: expert, referent, legitimate, reward, and coercive bases of power. The sample consisted of 320 full-time faculty in the nine colleges of Tanta University.

The research instrument was a five section questionnaire. The first three sections contained items of both types described above. Section I of the questionnaire provided data on the perceived amount of power and perceived total amount of power. Section II elicited data reflecting the perceived power bases of deans and of faculty. Section III contained three independent measures of satisfaction concerning the dean, position on the faculty, and expressed desire to remain on the faculty. Section IV contained two separate but related indices of productivity...the perceived

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[15] Abdelmegeed Abdeltawab Sheha, "The Relationship of Faculty Perceptions of the Nature and Bases of Power to Faculty Satisfaction and Productivity in an Egyptian University," Diss. Pennsylvania State University, 1981.

professional productivity of the faculty, and the perceived institutional effectiveness in achieving certain goals of the university. Section V was designed to elicit demographic information on the respondents. Twelve major statistical null hypotheses were tested to answer the major problem of problem of the study which considered the relationship between faculty perceptions of the amount and bases of power and the reported satisfaction and productivity of the faculty.

The testing of the hypotheses was accomplished using correlations based on data from the 320 faculty respondents. Major findings showed the perceived amount of power to be positively and significantly related to all measures of faculty satisfaction but to only one measure of faculty productivity, the perceived institutional productivity. Regarding perceived power bases, the dean's expert and referent bases of power were positively and significantly related to two measures of faculty satisfaction, namely, satisfaction with the dean and satisfaction with the faculty member's position as a whole. All perceived the legitimate, reward, and coercive power bases of the dean as not important in their association with the reported satisfaction and productivity of the faculty. Based upon these findings, the researcher made a number of tenative conclusions. First, each of the three satisfaction measures of Tanta University faculty members

was directly and positively related to the amount of power ascribed to the faculty and to the deans of their colleges. Faculty satisfaction with the faculty member's position as a whole and their satisfaction with the dean were significantly and positively related to the perceived expert and referent power bases of the dean. Second, the reported institutional productivity of Tanta University faculty members varied directly and positively with their perceptions of the amount and total amount of power. Third, the reported professional productivity of faculty members was independent of faculty perceptions of all power characteristics studied.

Summary

The present study investigates the pattern of teacher and assistant principal compliance with directives of the principal and how it relates to their job satisfaction/dissatisfaction.

Two studies using the French and Raven framework bear directly on the question of why teachers and assistant principals comply with the requests of their principals. Bachman, Bowers and Marcus[16] reported the results of investigations in thirty-six branch offices of a sales firm, twelve liberal arts colleges, forty life insurance agencies, forty electrical appliance manufacturing firms and twenty-one

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16 Bachman, Bowers, and Marcus, loc. cit.

groups in a utility company. The researchers sought to determine why subordinates complied with the requests of supervisors. Without exception, either legitimate or expert power were the two most important reasons given for complying with superiors' requests. Subordinates in four of the five organizations ranked coercive power as least important, respondents in the utility company being the exception. Respondents in liberal arts colleges preferred to comply with the requests of their superiors when expert power was the base utilized. The preferred power bases in the sales firm branch offices and the insurance agencies were the legitimate and expert bases of power respectively.

Findings from a study by Horstein and others[17] are supportive of the Bachman results. Furthermore, the findings relate directly to this study since the research was conducted among public school teachers.

Ivancevich[18] investigated interrelationships between the amount of control exercised by managers, power bases utilized and employee satisfaction in thirty-four insurance agencies. Two findings are relevant to the present study. The first is that legitimate, expert, and referent bases of power were the power bases of managers that agents perceived to be used

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[17] Horstein, Callahan, Fisch, and Benedict, loc. cit.

[18] Ivancevich, loc. cit.

most -- mean ratings were computed for the five French and Raven bases of power. Second, and most important, the correlations between power bases used and three measures of satisfaction were significantly more positive for referent and expert bases of power than for the other bases of power.

Isherwood[19] studied authority bases of power of secondary school principals and related the use of different power bases to teachers' loyalty to the principal, teachers' job satisfaction, and teachers' sense of powerlessness. He found significant positive relationships between teachers' job satisfaction and the use of informal authority. Both Ivancevich and Isherwood conclude that in addition to the use of expert base of power, referent or informal base of power has the most positive implications for organizations and school administrators.

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[19] Isherwood, loc. cit.

CHAPTER 3

Methodology

Description of the School System

This study was conducted in the Community City Public School System. Community City is one of the twenty-five largest cities in the United States. The school system's pupil population is among the top twenty in the mid-Atlantic area and is characterized by a significant majority of non-white students. Currently, Community City's student population is 114,000. The racial population mix is 76 percent non-white and 24 percent white. The schools, in Community City are grouped as follows: Elementary Schools (Districts A, B, and C), Junior High/Middle Schools, and Senior High Schools. The instructional support divisions are organized into Elementary, Secondary/Vocational/Adult, Pupil Services, and Special Education. The school system's organizational structure consists of 131 elementary schools, thirty-two intermediate schools, twenty-one high schools, three vocational centers, and six special education centers. The approved fiscal year 1984-85 operating budget for the school system is $344,611,539 with an approximate per pupil expenditure of $2,686.

The Chief Executive Officer working directly with the Superintendent is responsible for the overall development, administration, and supervision of all educational resources and services of the school system. The Chief Financial Officer working directly with the Superintendent oversees all financial operations of the School System and administers expenditure of all funding whether local, state, or federal. Associate Superintendents are responsible for the design, improvement, implementation of the instructional and adjustment programs, and services for the students in the school system. Working under the supervision and direction of the Associate Superintendents are Executive Directors who are accountable for the improvement of instruction and all operational procedures in the schools for which they are responsible. The Community City Public School System employs 11,650 full-time equivalent employees, of which 7,100 are teachers. The beginning teacher salary in the 1984-85 school year is $14,672 the top salary is $25,571.

The trend in student achievement over the last five years has been one of continued improvement. In this time period, Students averaged 2.0 months in reading and 2.3 months in mathematics. This upward trend has resulted in the Community City Public School System having a more favorable position in national norms than it previously enjoyed.

Description of the Sample

Questionnaires were used in this study to gather the perceptions of assistant principals and teachers regarding the bases of power of their principals and the relationship to their job satisfaction. Three hundred assistant principals and teachers were surveyed, one hundred seventy-seven responded, representing a 59.0 percent response to the survey. The survey participants were spread through twenty-two schools, all but one of which have at least one assistant principal on the staff. The response from each school ranged from a low of 23.0 percent to a high of 93.0 percent.

A portion of the questionnaire was designed t o compile demographic information about the assistant principals and teachers responding to the survey as to their sex, age, educational training, experience, and teaching level. One hundred forty-eight teachers, 56.2 percent of those surveyed, responded. These teachers were spread across all twenty-two schools included in the survey. Twenty-nine assistant principals from twenty of the schools responded representing 78.3 percent of the total sampled.

Table 3.1

Number of Survey Participants Queried and Responding by Position and School

Bldg No.	Ass't. Principals			Teachers		
	Number Surveyed	Number Returns	%	Number Surveyed	Number Returns	%
1	2	2	100	12	7	58
2	2	1	50	12	6	50
3	2	2	100	12	7	58
4	2	1	50	12	4	33
5	2	2	100	12	7	58
6	2	1	50	12	8	67
7	2	2	100	12	8	67
8	2	1	50	12	8	67
9	1	0	0	12	3	25
10	1	1	100	12	3	25
11	2	2	100	12	9	75
12	2	2	100	12	10	83
13	1	1	100	12	7	58
14	1	1	100	12	6	50
15	1	1	100	12	10	83
16	2	1	50	12	7	58
17	2	2	100	12	3	25
18	2	2	100	12	11	92
19	2	1	50	12	5	42

Table 3.1 (continued)

Bldg No.	Ass't. Principals			Teachers		
	Number Surveyed	Number Returns	%	Number Surveyed	Number Returns	%
20	2	2	100	12	6	50
21	0	0	0	11	8	73
22	2	1	50	12	5	42
TOTAL	37	29	78	263	148	56

Drawing a composite of the average respondent, it was found that the typical assistant principal was male, 35 to 39 years old, while the typical classroom instructor in the Community City Public School system was a female in the same age group.

Table 3.2

Number and Percent of Respondents by Position and Age Grouping

Age in Years	Ass't. Principals		Teachers	
	Number	Percent	Number	Percent
Unknown	0	0.0	3	2.0
20-24	0	0.0	3	2.0

Table 3.2 (continued)

Age in Years	Ass't. Principals		Teachers	
	Number	Percent	Number	Percent
25-29	0	0.0	14	9.0
30-34	3	10.4	35	23.6
35-39	11	38.0	37	25.0
40-44	5	17.2	23	15.5
45-49	5	17.2	11	7.4
50-54	3	10.4	15	10.1
55-59	1	3.4	7	4.7
60+	1	3.4	0	0.0
Total	29	100.0	148	100.0

Table 3.2 displays the number of teachers by age groupings with the range in age being from 20 to 59 years, while the age of assistant principals ranged from 30 to over 60 years of age. The ten year age difference on the low end represents the "experience" prequisite for the assistant principal position. This "experience" factor is further substantiated when the years of experience in both the education field and Community City Public Schools are compiled.

Table 3.3

Number and Percent of Respondents by Position and Total Years of Experience

Years of Experience	Ass't. Principals		Teachers	
	Number	Percent	Number	Percent
Unknown	0	0.0	3	2.0
1-3	0	0.0	6	4.1
4-6	0	0.0	13	8.8
7-10	2	6.9	39	26.4
11-15	8	27.6	35	23.6
16-20	10	34.5	27	18.2
Over 20	9	31.0	25	16.9
Total	29	100.0	148	100.0

In Table 3.3 the "experience" prerequisite for assistant principal positions is further reflected in the comparison of average total years of experience between the two groups. Responding assistant principals averaged 16 to 20 years total experience in the field of education, while responding teachers averaged only 11 to 15 years of experience. The questionnaire feedback was also designed to look at another facit of the assistant principals and teachers participating. Specifically the question, "Total years experience in Community City Public Schools" was asked (See Table 3.4).

Table 3.4

Comparison by Position of Total Years of Experience and Years of Experience in CCPS

Years of Experience	Ass't. Principals		Teachers	
	Total	CCPS Total	Total	CCPS Total
Unknown	0	0	3	3
1-3	0	0	6	8
4-6	0	0	13	17
7-10	2	2	39	42
11-15	8	8	35	35
16-20	10	10	27	24
Over 20	9	9	25	19
Total	29	29	148	148

The average years of total experience of the respondents did not differ greatly from the average years of experience in CCPS. These factors indicates that all of the assistant principal and most of the teacher population have spent all of their careers in CCPS. The remaining demographic variable for the population being surveyed focused on education level. The findings are displayed in Table 3.5.

Table 3.5

Number and Percent of Respondents by Position and Educational Level

Educational Level	Ass't. Principals		Teachers	
	Number	Percent	Number	Percent
Unknown	0	0.0	3	2.0
Less than BA	1	3.4	0	0.0
BA + 30	1	3.4	33	22.3
MA/MS/MEd	8	27.6	53	35.8
MA + 30	18	62.1	30	20.3
EdD/PHD	1	3.4	29	19.6
Total	29	100.0	148	100.0

Table 3.5 shows that the average level of education for the twenty-nine assistant principal respondents was a Master's Degree plus thirty graduate credits and that for teachers, a Master's Degree was the mode.

Instrumentation

The Power Scale Index

Miller[1] and Hornstein[2] used a measure designed by Bachman.[3] Each used questionnaires which listed five reasons for complying with the request of a superior. The five reasons paralleled the five bases of power as defined by French and Raven.[4] Neither study contained data relevant to reliability. The Power Scale Index to be used in this study is viewed as an improvement over the Bachman measure.

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1 Don E. Miller, "A Study of Relationships Between Job Satisfaction of Teachers and Their Perceptions of the Bases of Social Influence of Their Principals," Diss. Syracuse University 1973.

2 Harvey A. Horstein, D. M. Callahan, E. Fisch and B. A. Benedict, "Influence and Satisfaction in Organizations: A Replication, "Sociology of Education, 41 (Fall, 1968), 380-389.

3 Jerald G. Bachman, Clagett G. Smith, and Jonathan A. Slesinger, "Control, Performance and Satisfaction: An Analysis of Structural and Individual Effects," Journal of Personality and Social Psychology, 4 (Aug., 1966), 127-136.

4 John R. P. French and Bertram Raven, "The Bases of Social Power," in Group Dynamics: Research and Theory, ed. by Dorwin Cartwright and Alvin F. Zander (New York: Harper and Row, 1968), pp. 259-269.

The Power Scale Index was adapted by Cachur[5] from a study by Butler.[6]

Cachur[7] grouped the items in the Power Scale Index under the bases of power as follows:

> Reward Power is viewed as the ability to provide financial benefits (Questionnaire items 8 and 35), fringe benefits (item 10), professional support or recognition (items 21, 25, 28, and 34), or promotion (item 18).
>
> Coercive Power is viewed as the ability to remove rewards namely, to remove financial rewards (items 26 and 38), fringe benefits (item 33), or professional rewards (items 2 and 5). Coercive power may also be viewed as the ability to apply special sanctions or punishments (items 12, 14, and 37).
>
> Legitimate Power is the ability to use formal position or rules to influence (items 11, 13, 15, 16, 20, 23, and 31).
>
> Referent Power is based on B's identification with A and may cover friendship (items 3, 6, 9, 29, 32, and 40), the

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[5] Thomas J. Cachur, "A Study of Relationships between the Job Satisfaction of Secondary School Subordinate Administrators and Their Perceptions of the Bases of Power of Their Principals," Diss. Loyola University of Chicago, 1980.

[6] R. Butler, "Power Technology, Inter Role Relation and Role Characteristics: A Study of User Support Function Relations in NASA," Diss. Northwestern University 1973, p. 187

[7] Cachur, loc. cit., pp. 46-47.

identification with a successful model (item 1), or a feeling of a shared identity (item 17).

Expert Power is based upon the possession of important information (items 24), or upon identification as a special expert (items 7, 9, 22, 36, and 39) or the use of logical argument and sound judgement (items 4 and 30).

Cachur, in developing the Power Scale Index, recognized a problem with the French and Raven theory. It may be possible to view the items as belonging to more than one type of power. This difficulty was also pointed out by French and Raven. It is rare that a given base of power is uncontaminated by another source. Cachur did not dismiss this problem and chose rather to implement a technique known as "Q-sort" which is a measure of criteria related validity as rated by expert judgements. The panel of experts consisted of principals, subordinate administrators, and university professors. Each question from the Power Scale was typed on a 3 X 5 card. Each expert, after reading each question, was asked to classify it into one of the bases of power. A written definition of each of the bases of power had been provided previously. Items were considered to be measuring what they purported to measure if the items were rated into a category by 80 percent or more of the experts. Items which were rated into a category by less than 80 percent of the experts were discarded as not being valid. Five items which were discarded purported to measure referent power. These items were re-written and re-submitted to the

panel of experts through the Q-sort method. These items met the stated 80 percent criteria level after being re-written.

The Educational Work Components Study

This study utilized the Educational Work Components Study (EWCS) developed by Cecil Miskel and Leonard Heller[8] in 1972. The EWCS actually has two discrete parts whose items were written to elicit from respondents information about the actual availability within the system of things which might be perceived as being important to the individual. The first part emphasized the "ideal" (a measure of need strength) or the things a person wants from a job. This part supplied information referred to as "need strength" in the data analyses.

The second part of the EWCS focused on the "real" incentives of conditions of the actual job. This part supplied the information referred to as "perception" in the data analyses. Both parts of the Miskel and Heller questionnaire contained six independent factors, four of which measured motivator factors and two of which measured hygiene factors operating in the school organization. These factors were:

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[8] Cecil Miskell and Leonard Heller, "The Education Work Components Study: An Adapted Set of Measures for Work Motivation," The Journal of Experimental Education, 42, No. 1 (Fall 1973), 45-50.

[9]

Motivator Factors

1. Potential for personal challenge and development (8 items). This factor contains items which purport to measure the desire in job situations when there is an opportunity for as much responsibility as one wants, and an emphasis on individual ability.

2. Competitiveness desirability (and reward of success) (9 items). The factor contains items which measure whether an individual seeks job situations where the salary is determined by merit, the competition is keen, and the emphasis is on accomplishment.

3. Tolerance for work pressure (7 items). This factor contains items which measure attitudes toward situations where the work load might be excessive or where a person might have to take work home.

5. Willingness to seek reward in spite of uncertainty versus avoidance of uncertainty (12 items). The factor contains items to measure whether the individual is willing to do interesting work even though he might get fired easily or might be assigned to a short-run job.

Hygiene Factors

4. Conservative security (12 items). The factor contains items to measure whether the individual wants to play it safe and have security with well-defined promotion guidelines and job routines.

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[9] Cecil Miskell, JoAnne DeFrain, and Kay Wilcox, " A Test of Expectancy Work motivation Theory in Educational Organizations," Educational Administration Quarterly, 16 (1980), 16-19.

6. Surround concern (9 items). This factor contains items to measure the individual's concern with the hygienic aspects of the job.

Questionnaire items were grouped under the six factors as follows:

Motivator Factors

Factor 1. Potential for Personal Challenge and Development (Motivator)

EWCS Item	INC Item	Description
49	1	Emphasis on originality
38	16	Chance to learn something new
30	17	School district encourages further specialized work
27	7	Emphasis on individual's ability
35	24	Chance to further formal study
10	6	Opportunity for creative work
20	4	Opportunity to accomplish something

Factor 2. Competitiveness Desirability (& Reward of Success) (Motivator)

EWCS Item	INC Item	Description
12	32	Salary based upon effort
45	43	Salary based upon effort
2	41	Salary based upon accomplishments
43	8	Emphasis on production record
33	30	Competition encouraged
8	46	School district involved in competition
31	14	Opportunity to earn bonuses
17	13	Persons fired if don't produce

Factor 3. Tolerance for Work Pressure (Motivator)

EWCS Item	INC Item	Description
9	15	Work is sometimes excessive
42	9	Work is sometimes in big pushes
18	38	Have to take work home sometimes
5	37	Have to take care of problems after hours
44	18	Might have to be on call

23	33	Work might build pressure on me
24	40	Amount of work varies
15	39	Hours would have to be flexible

Factor 5. Willingness to Seek Rewards in Spite of Uncertainty vs Avoidance (Motivator)

EWCS Item	INC Item	Description
36	20	I could get fired easily, but rewards high
21	2	I could get fired easily
1	27	I could get fired easily, but work interesting
40	48	Job is insecure
46	36	Reward is high, but difficult to get job
28	34	Little permanency
16	44	Work should run out, but interesting

Hygiene Factors

Factor 4. Conservative Security (Hygiene)

EWCS Item	INC Item	Description
37	22	Work routine, but respected
22	28	Work routine, but salary high
11	21	Work routine, but not hard
32	3	Promotions automatic
41	45	Salary increases regular
7	19	I would manage others
29	29	Be under tenure system
47	5	Emphasis on satisfying superiors

Factor 6. Surround Concern (Hygiene)

EWCS Item	INC Item	Description
26	31	Ventilation modern
19	23	Attractive physical condition
13	49	Pleasant climate
4	12	Good lighting
14	26	Community lovely place
6	11	Good recreation in community
25	42	Good fringe benefits
34	25	Good social-cultural life
48	47	Nice people for co-workers
39	35	Supervisors nice people

Process

A packet of materials was sent to each of the three hundred individuals who were identified by the Community Public School System as assistant principals and teachers. The packet contained the following: 1.) a letter from the school system authorizing and encouraging participation in the study, 2.) a letter from the researcher stating the purpose of the study, 3.) a personal data sheet, 4.) the Educational Work Components Study with two discrete parts and 5.) the Power Scale Index.

The packets were distributed through the inter-office mail system of the school system. Each assistant principal and teacher was asked to complete the surveys and return them in the stamped, self-addressed envelope that was provided. The materials were coded to assist in a follow-up to the first mailing in November, 1983. After a second mailing, one hundred and seventy-seven individuals responded (59%).

The Educational Work Component Study and the Power Scale Index were relatively simple. The instruments required no more than thirty minutes to complete. The Educational Work Components Study utilized a five point Likert scale to indicate strength of need and perceptions regarding the extent to which needs were being met. The responses were weighted so that a value of 5.0 represented the highest possible rating, and 1.0 represented the lowest possible rating.

With respect to the Power Index Scale, each respondent

was asked to indicate the degree of their cognitive perception to their answer to each statment on a five point Likert scale. Assistant principals and teachers were instructed to indicate on the scale the importance they attributed to that particular item for complying with the requests of principals by circling the number after each statement. The value of 5.0 represented the highest possible rating, and a 1.0 represented the lowest possible rating.

Data Analyses

Hypothesis 1: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of assistant principals.

Regression analysis was used to test Hypothesis 1. The dependent variable was job satisfaction of assistant principals and the independent variables were the bases of power of principals as perceived by assistant principals.

Hypothesis 2: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of assistant principals.

Regression analysis was used to test Hypothesis 2. The dependent variable was job satisfaction of teachers and the independent variables were the bases of power of principals as perceived by teachers.

Hypothesis 3: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of teachers.

Regression analysis was used to test Hypothesis 3. The dependent variable was job dissatisfaction of assistant principals and the independent variables were the bases of power of principals as perceived by assistant principals.

Hypothesis 4: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of teachers.

Regression analysis was used to test Hypothesis 4. The dependent variable was job dissatisfaction of teachers and the independent variables were the bases of power of principals as perceived by teachers.

Regression analysis was chosen as the primary technique for analysis since it was the method which would:

1.) indicate how much each base of power contributed to job satisfaction and,

2.) indicate how much the collective bases of power contributed to job satisfaction.

Summary

This chapter contained a description of the sample selected for this study. The one hundred and forty-eight teachers and twenty-nine assistant principals responding to the survey represented 56.2 percent and 78.3 percent respectively of the two populations sampled. Participants were selected randomly from twenty-two schools included in the survey. A composite of the typical teacher participating in the study would be a female, age 35 to 39, with a Master's

Degree and 11 to 15 years of teaching experience mostly spent in CCPS. The composite assistant principal respondent would be a male, age 35 to 39, with a Master's Degree plus thirty graduate credits and 16 to 20 years of experience - all spent in CCPS.

It also contained a description of the instrumentation, data collection procedures, statistical hypotheses and the methods used in analyzing the data.

CHAPTER 4

Results

This Chapter contains data resulting from the use of the Educational Work Components Study Questionnaire (EWCS) and the Power Scale Index. The findings are presented after a restatement of each hypothesis. In all analyses, the 0.05 level of significance using a two tailed test was required for rejection of the null hypothesis.

Review of the Questionnaires

The Educational Work Components Study (EWCS) actually has two discrete parts whose items were designed to elicit perceptions from respondents regarding the extent to which motivator-hygiene needs were being met in their job situation. The first part of the EWCS was designed to measure the strength of the needs. Each of the 49 statements is preceded by the clause, "Ideally, I prefer a job in which...". Response categories in this part include:

1. Extremely undesirable, would never take job
2. Undesirable, would avoid job
3. Neither desirable nor undesirable
4. Desirable, would favor job greatly
5. Extremely desirable, would favor job greatly

The second part of the EWCS (INC) focuses on the "real"

incentives operating in the actual job. Each of the 49 statements is preceded by the clause, "In my present job...". Response categories in this part include:

1. Strongly agree
2. Disagree
3. Neutral
4. Agree
5. Strongly disagree

Herzberg's Motivation-Hygiene Theory provides the model for the basic relationship between satisfaction/dissatisfaction and motivator/hygiene variables. According to Herzberg,[1] peoples' attitudes toward their work are a function of multiple aspects of their work environment and the nature of their work. The factors associated with positive job attitudes (motivators) are not necessarily those associated with negative job attitudes (hygiene). Herzberg defines the motivator factors as being directly related to intrinsic matters derived from the work itself. Included among these factors are opportunities for recognition, achievement, personal growth, status and advancement. The hygiene factors of Herzberg's theory include the adequacy of interpersonal relationships, salary, supervision, company policy, working conditions and job security. Herzberg proposes that, while adequacy of hygiene factors is necessary as a precondition to satisfaction, it is the motivator

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[1] Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review, 46 (Jan.-Feb. 1968), 53-62.

factors which are the real determinants of job satisfaction. This two-factor theory developed by Herzberg is the conceptual basis for Miskell's instrument, The Educational Work Components Study. Miskell provides the instrument for the measurement of incentives that actually exist within the work environment.

The Power Scale Index

According to the work of French and Raven,[2] basis of power is defined as "The relationship between O (A) and P (B) which is the source of power." Although many power bases exist, French and Raven distinguished the following five as important and common to many types of interpersonal relationships: reward, coercive, legitimate, referent, and expert. French and Raven's five bases of power represent a framework for studying supervisory power over subordinates. This framework is the conceptual basis for Cachur's instrument, the Power Scale Index. Whereas French and Raven's work is a theory of the basis of power, Cachur provides a model for the measurement of power bases as they exist within the organization.

The Power Scale Index has 40 questionnaire items, each

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[2] John R. P. French and Bertram Raven, "The Bases of Social Power," in Group Dynamics: Research and Theory, ed. by Dorwin Cartwright and Alvin F. Zander (New York: Harper and Row, 1968), pp. 259-269.

of which lists five reasons for complying with the request of a superior. The following are the definitions for the five bases of power as defined by French and Raven:[3] reward, coercive, legitimate, referent, and expert.

> Reward Power is viewed as the ability to provide financial benefits, fringe benefits, professional support, recognition or promotion.
>
> Coercive Power is the ability to remove rewards, namely to remove financial rewards, fringe benefits, or professional rewards. Coercive power may also be viewed as the ability to apply special sanctions or punishments.
>
> Legitimate Power is the ability to use formal position or rules to influence.
>
> Referent Power is based on B's identification with A and may cover friendship, the identification with a successful model, or a feeling of a shared identity.
>
> Expert Power is based upon the possession of important information or upon identification as a special expert or the use of logical argument and sound judgement.

The Power Scale Index measures the bases of power teachers and assistant principals perceive as important reasons for complying with the requests of their principals.

Findings

Table 4.1 includes the Real and Ideal means on motivator Factors 1, 2, 3, and 5 as well as the Real and Ideal means on

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[3] French and Raven, Ibid.

hygiene Factors 4 and 6 for assistant principals. Also presented are the Factor t values and an indication of whether the Real and Ideal means are significantly different from each other.

An analysis of the individual factors indicates that Factors 2, 3, 4, 5, and 6 have a mean difference that is significant at the .05 level. Factor 1 has a mean difference that is not significant at the .05 level. For Factors 2, 3, 4, 5, and 6, assistant principals' means for the Ideal are significantly greater than those for the Real, indicating dissatisfaction with those aspects of the job.

When the motivator and hygiene factors are further analyzed, assistant principals give the highest Ideal score Factor 3 (mean = 3.94), Tolerance for Work Pressure. The lowest score (mean = 2.75) was given to Real Factor 5 which relates to the perception of the extent to which individuals are willing to do interesting work even though they might get fired easily. No negative discrepancy (Ideal greater than Real) exists for any of the Factors 1 through 6. Ideal mean scores of greater than 3.30 exist for Factors 1, 2, 3, 5, and 6, indicating a need for the motivator and hygiene variables by assistant principals.

Table 4.1

Real and Ideal Factor Means for Motivator and Hygiene Variables Assistant Principals (n = 28)

Factor Number	Factor	Factor Mean (Real)	Factor Mean (Ideal)	t Value*
1	Potential for Personal Challenge	3.26	3.47	-1.95
2	Competitiveness Desirability (and Reward of Success)	2.83	3.84	-7.78**
3	Tolerance for Work Pressure	3.55	3.94	-3.83**
4	Conservative Security	2.98	3.30	-4.08**
5	Willingness to Seek Reward in Spite of Uncertainty Versus Avoidance of Uncertainty	2.75	3.62	-7.91**
6	Surround Concern	2.91	3.69	-8.24**

* = critical value for two tail test = 2.85 or -2.85
** = significant at .05 level

Table 4.2 includes the Real and Ideal means on motivator Factors 1, 2, 3, and 5 and the Real and Ideal means on hygiene Factors 4 and 6 for teachers. Also presented are the Factor t values and an indication of whether the Real and Ideal means are significantly different from each other. An analysis of the individual factors indicates that Factors

2, 3, 5, and 6 have a mean difference that is significant at the .05 level. For Factors 2, 3, 5, and 6, teachers' means for the Ideal are significantly greater than those for the Real, indicating dissatisfaction with those aspects of the job.

Table 4.2

Real and Ideal Factor Means for Motivator and Hygiene Variables
Teachers
(N = 141)

Factor Number	Factor	Factor Mean (Real)	Factor Mean (Ideal)	t Value*
1	Potential for Personal Challenge	3.18	3.31	-1.36
2	Competitiveness Desirability (and Reward of Success)	2.85	3.63	-8.08**
3	Tolerance for Work Pressure	3.33	3.66	-3.37**
4	Conservative Security	2.92	3.13	-2.61
5	Willingness to See Reward in Spite of Uncertainty Versus Avoidance of Uncertainty	2.73	3.36	-6.46**
6	Surround Concern	2.74	3.46	-7.34**

* = critical value for two tail test = 2.64 or -2.64
** = significant at .05 level

Further interpretation of the motivator and hygiene factors with regard to means indicates that teachers give the highest Ideal score (mean = 3.66) to Factor 3, Tolerance for Work Pressure. This result is the same as that for assistant principals. The lowest score (mean = 2.73) was given to Real Factor 5 which relates to the perception of the extent to which individuals are willing to do interesting work even though they might get fired easily. This result is also the same for assistant principals. No negative discrepancy (Ideal greater than Real) exists for any of the Factors 1, through 6. Ideal mean scores of greater than 3.30 exist for five of the six factors, indicating a need for the motivator and hygiene variables by teachers.

Table 4.3 lists the mean ratings on the Bases of Power Scale for assistant principals. Table 4.4 lists the mean ratings on the Bases of Power Scale for teachers. In both cases, the order of the ranking for the bases of power is identical. Assistant principals and teachers perceived a legitimate base of power as the most important reason for complying with their principal's requests. The expert base of power was second. The referent and reward bases of power were of lesser importance. The coercive base of power was the least likely reason for compliance.

The mean ratings on the Bases of Power Scale obtained in this study are consistent with those reported in the industrial and business studies discussed in Chapter II.

Table 4.3

Mean Ranking and Standard Deviation of Power Bases Derived From Base of Power Scale Assistant Principals (N = 28)

Bases of Power	Base of Power Scale	
	Means *	Standard Deviation
Legitimate Power	3.71	1.219
Expert Power	3.51	1.225
Referent Power	3.14	1.032
Reward Power	2.63	1.108
Coercive Power	2.22	.935

* = A value of 5.0 represents the highest possible rating, 1.0 represents the lowest possible rating.

Ivancevich[4] reported identical rankings in his study of life insurance agents. Bachman, Bowers, and Marcus[5] reported similar findings in their summary of data obtained in five organizational settings. The legitimate base of

[4] John M. Ivancevich, "An Analysis of Control, Bases of Control, and Satisfaction in an Organizational Setting," Academy of Management, 13 (Dec. 1970), 427-436

[5] Jerald G.Bachman, David G. Bowers, and Philip M. Marcus, "Bases of Supervisory Power: A Comparative Study in Five Organizational Settings," in Control in Organizations, ed. Arnold J. Tannenbaum (New York: McGraw-Hill, 1968), pp. 229-238.

Table 4.4

Mean Ranking and Standard Deviation of Power Bases Derived From Base of Power Scale Teachers (N = 141)

Bases of Power	Base of Power Scale	
	Means *	Standard Deviation
Legitimate Power	3.43	.868
Expert Power	3.11	1.111
Referent Power	2.83	.874
Reward Power	2.62	.905
Coercive Power	2.56	.927

* = A value of 5.0 represents the highest possible rating
1.0 represents the lowest possible rating

power was rated as the most important reason for complying with the supervisor's request. The expert base of power was the second most prominent reason for compliance while, the referent base of power was of intermediate importance as was the reward base of power. The coercive base of power was the least likely reason for compliance with a supervisor's wishes in each of the cited studies.

Table 4.5 presents the results of the analysis of variance which was done to test the independence of the five bases of power variables. It can be seen that the alpha coefficient is .90332 and the F ratio is 72.53167 with a probability of .00000.

Table 4.5

Analysis of Variance of Power Indices

Source of Variance	SS	DF	Mean Square	F	Probability
Between People	645.78349	172	3.75456		
Within People	355.06250	692	.51310		
Total	1000.84599	864	1.15839		

Analysis of Variance of Power Indices Within People

Between Measures	105.31673	4	26.32918	72.5316	.00000
Residual	249.74577	688	.36300		

Grand Mean = 2.89899
Relability Coefficients -- N of cases = 173.0
N of item = 5
Alpha = .90332

The following research hypotheses relating the bases of power variables and job satisfaction/dissatisfaction were tested.

Hypothesis 1: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of assistant principals.

Hypothesis 2: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of assistant principals.

Hypothesis 3: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of teachers.

Hypothesis 4: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of teachers.

For the purposes of statistically analyzing the results, the research hypotheses have been operationalized into null hypotheses. These hypotheses were tested by using multiple regression analysis. Regression analysis allowed the analysis of both the separate and combined effects of several variables (bases of power) simultaneously on job satisfaction/dissatisfaction. Tables 4.6 through 4.29 are summaries of the data from the regression analysis. In addition, supplemental data will be reported using hierarchical regression. Tables 4.30 through 4.37 present summaries of the data from these calculations.

Hypothesis 1: The perceived bases of principals' power will not contribute differentially to the perceived job satisfaction of assistant principals.

Hypothesis 1 was concerned with the relationships between the bases of power variables and assistant principals' Real and Ideal scores for motivator factors.

In Tables 4.6 through 4.13, the results of the regression analyses conducted on the relationship between the bases of power variables and the Real and Ideal mean scores for each of the four motivator factors are presented. The data in the tables reflect the amount of variability in the

relationship accounted for by each of the independent variables. One way to assess the meaning of the proportion of the variance being accounted for is to ask whether the correlation coefficient for the item is different from 0.0. It was decided for this study that Simple r = 0.1 and RSQ Change = 0.01 indicates a relationship worth examining. Simple r is the slope of the regression line and indicates the number of units one variable changes when an independent variable is entered into the regression equation. Whereas the simple correlation coefficient is an indicator of the degree of association between only two variables, the multiple R is an indicator of the strength of the relationship between the dependent variable and the independent variables taken as a group. Since the multiple R is an indicator of the strength of all of the predictors simultaneously, its square is an indicator of the strength of the regression line. Thus R-Square is a measure of explained variance about the regression line. The R-Square Change indicates the additional explained variance when more independent variables are added into the regression equation. The standardized regression coefficients and f values are listed in Appendix B.

In Table 4.6, it can be seen that for Factor 1 Real, Potential for Personal Challenge and Development, 9.3 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 90.7

percent of the variance unexplained. For this factor which is a measure of assistant principals' perceptions of the existence of opportunities for responsibility, creativity, and originality in job satisfaction, the referent base of power is 4.8 percent of the explained variance as indicated by the RSQ Change. Expert base of power and coercive base of power together account for 3.6 percent of the total variance as indicated by the sum of their RSQ CHANGE scores. Reward base of power and legitimate base of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance. For referent base of power, the relationship is positive, indicating that the greater the perceived referent base of power, the more likely assistant principals are to perceive the existence of opportunities for personal challenge.

Table 4.6

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Potential for Personal Challenge (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.220	0.048	0.048	0.22
Expert Power	0.270	0.073	0.024	0.10
Reward Power	0.278	0.077	0.004	0.20

Table 4.6 (continued)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Coercive Power	0.299	0.089	0.012	0.10
Legitimate Power	0.305	0.093	0.003	0.18

For Factor 1 Ideal (Table 4.7), Potential for Personal Challenge and Development, 28.0 percent of the variance is explained by the bases of power variables, leaving 72.0 percent of the variance unexplained. Referent base of power and coercive base of power account for 22.4 percent of the variance. Coercive base of power is the single biggest contributor to the variance, accounting for 18.6 percent, as indicated by the RSQ Change. The relationship is inverse, as shown by the negative correlation coefficient, indicating that the greater the perceived coercive base of power, the less likely assistant principals are to express a high need strength for personal challenge and development. Reward base of power and expert base of power together account for 5.5 percent of the total variance, as indicated by the sum of their RSQ CHANGE scores. The values generated by legitimate base of power are too small to contribute to the regression equation.

Table 4.7

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Potential for Personal Challenge (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.194	0.037	0.037	0.19
Coercive Power	0.473	0.224	0.186	-0.13
Reward Power	0.518	0.269	0.044	0.14
Expert Power	0.529	0.280	0.011	0.95
Legitimate Power	*	*	*	*

* = Values are too small to contribute to equation.

For Factor 2 Real (Table 4.8) Competitiveness Desirability, 17.0 percent of the variance was explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 83.0 percent of the variance unexplained. Reward base of power and coercive base of power together account for 12.3 percent of the total variance, as indicated by the sum their RSQ Change scores. For this factor, which measures assistant principals' perceptions of the existence of the opportunities for competition and recognition of accomplishment within the school system, most of the 17.0 percent of variance is explained by reward base of power. For reward base of power, the relationship is positive. The greater the

perceived reward base of power, the more likely assistant principals are to perceive the existence within the system of opportunities for competitive desirability. Coercive base of power explains 4.6 percent of the variance. Legitimate base of power and reward base of power together account for 4.0 percent of the total variance, as indicated by the sum of the RSQ CHANGE scores. Expert base of power fails to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.8

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Competitiveness Desirability (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Reward Power	0.278	0.077	0.077	0.27
Coercive Power	0.352	0.123	0.046	0.10
Legitimate Power	0.374	0.140	0.016	0.12
Referent Power	0.405	0.164	0.024	0.26
Expert Power	0.412	0.170	0.005	0.24

For Factor 2 Ideal (Table 4.9), Competitiveness Desirability, 8.1 percent of the variance is explained by the bases of power variables, leaving 91.9 percent of the variance unexplained. Referent base of power and legitimate

base of power together account for 2.9 percent of the total variance, as indicated by the sum of their RSQ Change scores. For this factor, which measures teachers' need strengths for the existence of competitiveness within the school system, most of the 8.1 percent of variance is explained by referent base of power (1.9 percent) and legitimate base of power (1.0 percent). For referent base of power, the relationship is positive. This relationship indicates that the greater the perceived referent base of power, the more likely assistant principals are to express a high need strength for competition. For legitimate base of power, the relationship is positive. This relationship indicates that the greater the perceived legitimate base of power, the more likely assistant principals are to express a high need strength for competitiveness within the school system. Coercive base of power and expert base of power fail to meet the SIMPLE r and RSQ CHANGE test of significance. The values generated by legitimate base of power are too small to contribute to the regression equation.

For Factor 3 Real (Table 4.10), Tolerance for Work Pressure, 7.5 percent of the variance is explained by the demographic variables, as indicated by the cumulative RSQ, leaving 92.5 percent of the variance unexplained. Legitimate base of power and referent power together account for 2.8 percent of the total variance, as indicated by the sum of their RSQ CHANGE scores. For this factor, which measures

Table 4.9

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Competitiveness Desirability (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.139	0.019	0.019	0.13
Coercive Power	0.240	0.058	0.038	-0.02
Expert Power	0.266	0.070	0.012	0.04
Legitimate Power	0.284	0.081	0.010	0.12
Reward Power	*	*	*	*

* = Values are too small to contribute to equation.

assistant principals' perceptions of the existence of excessive work and work pressure within the school system, most of the 7.5 percent of variance is explained by legitimate base of power. For legitimate base of power, the relationship is positive, which means that the greater the perceived legitimate base of power, the more likely assistant principals are to perceive the existence of excessive work and pressure in their jobs. Coercive base of power fails to meet the SIMPLE r and RSQ CHANGE test of significance. The values generated by reward base of power and expert base of power are too small to contribute to the regression equation.

Table 4.10

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Tolerance for Work Pressure (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.123	0.015	0.015	0.12
Coercive Power	0.248	0.061	0.046	-0.05
Referent Power	0.274	0.075	0.013	0.12
Reward Power	*	*	*	*
Expert Power	*	*	*	*

* = Values are too small to contribute to equation.

For Factor 3 Ideal (Table 4.11), Tolerance for Work Pressure, 25.1 percent of the variance is explained by the bases of power variables, leaving 74.9 percent unexplained. For this factor, which measures assistant principals' acceptance of excessive work and work pressure, legitimate base of power accounts for 19.7 percent of the total explained variance of 25.1 percent and has a positive relationship. This relationship indicates the greater perceived legitimate base of power, the more likely assistant principals are to accept excessive work and work pressures in their jobs. Expert, referent, and coercive bases of power together account for 4.4 percent of the total

variance as indicated by the sum of their RSQ CHANGE scores. Reward base of power fails to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.11

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Tolerance for Work Pressure (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.444	0.197	0.197	0.44
Expert Power	0.462	0.213	0.016	0.28
Referent Power	0.476	0.226	0.012	0.38
Coercive Power	0.493	0.243	0.016	0.24
Reward Power	0.501	0.251	0.007	0.36

For Factor 5 Real (Table 4.12), which measures the extent of assistant principals' willingness to seek rewards and interesting work in exchange for job security, 31.5 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 68.5 percent of the variance unexplained. Referent, coercive, and reward bases of power together account for 27.0 percent of the total variance, as indicated by the sum of their RSQ CHANGE scores. Referent base of power alone accounts for

17.3 percent of the variance and has a direct relationship. This relationship indicates that the greater the perceived referent base of power, the more likely assistant principals are willing to seek rewards in spite of uncertainty. All of the bases of power variables meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.12

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Willingness to Seek Rewards in Spite of Uncertainty (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.416	0.173	0.173	0.41
Coercive Power	0.491	0.241	0.067	0.14
Reward Power	0.520	0.270	0.029	0.36
Legitimate Power	0.540	0.291	0.020	0.39
Expert Power	0.561	0.315	0.023	0.29

For Factor 5 Ideal (Table 4.13), which measures assistant principals' willingness to seek rewards and interesting work at the risk of job security, 13.6 percent of the variance is explained by the bases of power variables. The reward base of power accounts for 2.5 percent of the total variance. For reward base of power, the relationship

is positive. This relationship indicates that the greater the perceived reward base of power, the more likely assistant principals will have a high need strength to seek rewards in spite of uncertainty. Coercive, reward and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance. The values generated by expert base of power are too small to contribute to the equation.

Table 4.13

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Willingness to Seek Rewards in Spite of Uncertainty (Motivator) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Reward Power	0.160	0.025	0.025	0.16
Coercive Power	0.347	0.120	0.095	-0.04
Referent Power	0.366	0.134	0.013	0.03
Legitimate Power	0.369	0.136	0.002	0.08
Expert Power	*	*	*	*

* = Values are too small to contribute to equation

Summary

Considering the motivation variables measured in Real and Ideal Factors 1, 2, 3, and 5 as a group, the bases of power variables account for a small percent of the

regression variance leaving most of the variance unexplained. The referent base of power accounted for the largest proportion of variance in Real Factors 1 and 5, 4.8 and 17.3 percent respectively, with a positive relationship. This relationship suggests that the greater the perceived referent base of power, the more likely assistant principals are to perceive these motivator needs as being met. This finding is consistent with Cachur,[6] who also found the referent base of power to be positively associated with subordinate administrators' job satisfaction. For Real Factors 2 and 3, the reward base of power (7.7 percent) and the legitimate base of power (1.5 percent) accounted for the largest proportion of variance. These positive relationships suggested that the greater the perceived reward base of power, the more likely assistant principals are to perceive the existence in the school system of the motivation variables measured by Real Factors 2 and 3.

For Ideal, Factors 1 and 3, the reward base of power (2.5 percent) and the legitimate base of power (19.7 percent) accounted for the largest proportions of explained variance in the regression analysis. These positive relationships suggest the greater the perceived reward base of power, the

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[6] Thomas J. Cachur, "A Study of Relationships between the Job Satisfaction of Secondary School Subordinate Administrators and Their Perceptions of the Bases of Power of Their Principals," Diss. Loyola University of Chicago, 1980.

more likely assistant principals are to have a high need strength for the motivation variables measured by Factor 1 and the greater the perceived legitimate base of power, the more likely assistant principals are to have a high need strength for the motivation variables measured by Factor 3. For Ideal Factors 2 and 5, the referent base of power accounts for the largest proportion of variance, 3.7 percent and 1.9 percent respectively, with a positive relationship. This positive relationship suggests that the greater the perceived referent base of power, the more likely assistant principals are to have a high need strength for the motivator variables measured by Factors 2 and 5.

> Hypothesis 2: The perceived bases of principals' power will not contribute differentially to the perceived job dissatisfaction of assistant principals.

Hypothesis 2 was concerned with the relationships between the bases of power variables and assistant principals' Real and Ideal scores for hygiene factors. The data in tables 4.13 through 4.16 reflect the amount of variability accounted for by each of the independent variables.

For the Factor 4 Real (Table 4.14), Conservative Security, 28.6 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 71.4 percent of the variance unexplained. Real items in Conservative Security relate to assistant principals' perceptions of the existence of job security, well-defined promotion guidelines, and job routines within

their job situation. The largest contributor to the variance is the expert base of power which accounts for 20 percent. Expert base of power has a positive relationship. This relationship suggests that with perceived expert base of power, the more likely assistant principals are to perceive the existence of job security with well-defined promotion guidelines and job routines. The coercive base of power and the referent base of power together account for 8.1 percent of the variance as indicated by the sum of their total in RSQ CHANGE. The reward base of power and the legitimate base of power fail to meet the SIMPLE r and RSQ CHANGE test of significance.

Table 4.14

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Conservative Security (Hygiene) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.447	0.200	0.200	0.44
Coercive Power	0.502	0.252	0.052	0.15
Referent Power	0.531	0.282	0.029	0.41
Reward Power	0.534	0.285	0.003	0.28
Legitimate Power	0.534	0.286	0.001	0.34

For Factor 4 Ideal (Table 4.15), Conservative Security,

22.3 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 77.7 percent of the variance unexplained. The coercive base of power alone accounts for 7.9 percent of the total explained variance. For coercive base of power the relationship is inverse. This suggests that the greater the perceived coercive base of power, the less likely assistant principals' are to desire a job with security, well defined promotion guidelines, and job routines. The referent, reward, legitimate and expert bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.15

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Conservative Security (Hygiene) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Coercive Power	0.281	0.079	0.079	-0.28
Referent Power	0.452	0.204	0.125	0.01
Reward Power	0.462	0.214	0.009	-0.14
Legitimate Power	0.469	0.220	0.006	-0.02
Expert Power	0.472	0.223	0.003	-0.04

Real items in the Surround Concern Factor 6 (Table 4.16) measure the assistant principals' perceptions of the

existence of acceptable physical conditions, fringe benefits, and interpersonal relations within the job situation. For Factor 6 Real, Surround Concern, 38.2 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 61.8 percent of the variance unexplained. The legitimate base of power alone accounts for 24.0 percent of the total variance. For legitimate base of power, the relationship is positive. This relationship suggests that the greater the perceived legitimate base of power, the more likely assistant principals are to perceive the existence of these hygiene variables in the work environment. The coercive base of power accounts for 12.8 percent of the total variance as indicated by the RSQ CHANGE. The referent, expert, and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.16

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Surround Concern (Hygiene) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.496	0.246	0.246	0.49
Coercive Power	0.612	0.374	0.128	0.13
Referent Power	0.615	0.379	0.004	0.32

Table 4.16 (continued)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.617	0.381	0.002	0.34
Reward Power	0.618	0.382	0.001	0.27

For Factor 6 Ideal (Table 4.17), Surround Concern, 25.2 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 74.8 percent of the variance unexplained. The referent base of power accounts for 11.1 percent and expert base of power, 9.4 percent of the variance. For this factor, which measures assistant principals' need strengths for good fringe benefits, interpersonal relations, and physical surroundings, Referent base of power and expert base of power account for 20.5 percent of the explained variance as indicated by their combined RSQ. For referent base of power the relationship is positive. This relationship suggests that the greater the perceived referent base of power the more likely assistant principals' are to have a high need strength for good working conditions and physical surroundings.

Table 4.17

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Surround Concern (Hygiene) Assistant Principals (N = 28)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.333	0.111	0.111	0.33
Expert Power	0.453	0.205	0.094	0.11
Legitimate Power	0.472	0.223	0.017	0.30
Coercive Power	0.483	0.234	0.011	0.17
Reward Power	0.502	0.252	0.018	0.30

Summary

Considering the hygiene variables measured in Real Factors 4 and 6, 28.6 percent and 38.2 percent of the variance, respectively, was explained by the bases of power variables. The coercive base of power was the only variable that contributed to the variance in both factors, and in both cases, the relationship is positive. However, it should be noted that in each case, the coercive base of power was not the largest contributor to the total variance. For Real Factors 4 and 6, expert bases of power, 20.0 percent, and legitimate base of power, 24.6 percent, were the largest contributors to the total variance. For Real Factor 4, the relationship with the expert base of power is positive. This

positive relationship suggests that the greater the perceived expert base of power, the more likely assistant principals are to perceive the existence of job security in the work environment. For Real Factor 6, the relationship with the legitimate base of power is positive. This positive relationship suggests that the greater the perceived legitimate base of power, the more likely assistant principals are to perceive the existence of acceptable physical conditions.

Considering the hygiene variables measured in Ideal Factors 4 and 6, 22.3 percent and 25.2 percent respectively was explained by the bases of power variables. For Ideal Factors 4 and 6, the coercive base of power, 7.9 percent, and the referent base of power, 11.1 percent were the largest contributors to the total variance. For Factor 4, the relationship with the coercive base of power is inverse. This suggests that the greater the perceived coercive base of power, the less likely assistant principals are to desire a job with security and routine. For Factor 6, the relationship with referent base of power is positive. This relationship suggests that the greater the perceived referent base of power, the more likely assistant principals are to have a high need strength for good working conditions and physical surroundings.

> Hypothesis 3: The perceived bases of principals' power will not contribute differentially to the perceived job satisfaction of teachers.

Hypothesis 3 was concerned with the relationships between the bases of power variables and teachers' Real and Ideal scores for motivator factors. The data in Tables 4.17 through 4.24 reflect the amount of variability accounted for by each of the independent variables.

Real items in Potential for Personal Challenge, Factor 1 (Table 4.18), relate to teachers' perceptions of the existence of opportunities for responsibility, creativity, and originality in the job situation. For this motivator factor, 16.3 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 83.7 percent of the variance unexplained. The referent base of power and the legitimate base of power together account for 12.9 percent of the variance, as indicated by the sum of their RSQ CHANGE scores. The referent base of power is the largest contributor to the variance, accounting for 10.6 percent of the variance. The relationship is positive, indicating that the greater the perceived referent base of power, the more likely teachers perceive the job as providing the opportunities for personal challenge and development. The coercive, expert and reward bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.18

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Potential for Personal Challenge (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.325	0.106	0.106	0.32
Coercive Power	0.374	0.140	0.033	-0.02
Legitimate Power	0.404	0.163	0.023	0.28
Expert Power	0.404	0.163	0.000	0.25
Reward Power	*	*	*	*

* = Value too small to contribute to equation.

For Factor 1 Ideal (Table 4.19), the Potential for Personal Challenge and Development, 4.0 percent of the variance is explained by the bases of power variables, leaving 96.0 percent of the variance unexplained. The referent base of power, which accounts for 3.4 percent of the variance, is the largest contributor to the total variance. For the referent base of power, the relationship is inverse, as shown by the negative correlation coefficient. This relationship suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for personal challenge and development. The legitimate, reward, coercive, and expert bases of power

fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.19

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Potential for Personal Challenge (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.185	0.034	0.034	-0.18
Legitimate Power	0.197	0.039	0.004	-0.07
Reward Power	0.198	0.039	0.000	-0.09
Coercive Power	0.199	0.039	0.001	-0.06
Expert Power	0.200	0.040	0.000	-0.14

For Factor 2 Real (Table 4.20), Competitiveness Desirability, 5.0 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 95.0 percent of the variance unexplained. Expert base of power and legitimate base of power together account for 3.3 percent of the variance as indicated by the sum of their RSQ CHANGE scores. For this factor, which measures teachers' perceptions of the existence of the opportunties for competition, and recognition of accomplishment within the school system, the largest contributor to the variance is

expert base of power, explaining 1.9 percent of the variance. For the expert base of power, the relationship is positive indicating that the greater the perceived expert base of power, the more likely teachers are to perceive the existence within the system of opportunities for competition. The reward, coercive, and referent bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.20

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Competitiveness Desirability (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.140	0.019	0.019	0.14
Reward Power	0.181	0.033	0.013	-0.01
Legitimate Power	0.217	0.047	0.014	0.13
Coercive Power	0.221	0.049	0.002	-0.04
Referent Power	0.224	0.050	0.001	0.10

For Factor 2 Ideal (Table 4.21), Competitiveness Desirability, 3.5 percent of the variance is explained by the bases of power variables, leaving 96.5 percent of the variance unexplained. The referent base of power accounts for 2.2 percent of the total variance. For this factor,

which measures teachers' need strength for the existence of competitiveness within the school system, most of the 3.5 percent of variance is explained by the referent base of power. For the referent base of power, the relationship is inverse as shown by the negative correlation coefficient. This relationship suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for opportunities for competition. The expert, legitimate, reward, and coercive bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.21

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Competitveness Desirability (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.149	0.022	0.022	-0.14
Expert Power	0.169	0.028	0.006	-0.07
Legitimate Power	0.186	0.034	0.006	-0.04
Reward Power	0.187	0.035	0.000	-0.06
Coercive Power	0.187	0.035	0.000	-0.04

For Factor 3 Real (Table 4.22), Tolerance for Work

Pressure, 5.1 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 95.9 percent of the variance unexplained. For this factor, which measures teachers' perceptions of the existence of excessive work and work pressure within the school system, the legitimate base of power is the largest contributor to the variance, explaining 3.5 percent. For legitimate base of power, the relationship is positive, which suggests that the greater the perceived legitimate base of power, the more likely teachers are to perceive the existence of excessive work and pressure in their job. The reward, referent, coercive, and expert bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.22

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Tolerance for Work Pressure (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.188	0.035	0.035	0.18
Reward Power	0.224	0.050	0.014	0.01
Referent Power	0.225	0.050	0.001	0.07
Coercive Power	0.226	0.051	0.001	0.02
Expert Power	0.227	0.051	0.000	0.06

For Factor 3 Ideal, (Table 4.23) Tolerance for Work Pressure, 3.4 percent of the variance is explained by the bases of power variables, leaving 96.6 percent unexplained. For this factor, which measures teachers' acceptance of excessive work and work pressure, the largest contributor to the unexplained variance is the referent base of power, which account for 2.1 percent. This base of power's inverse relationship suggests that the greater the perceived referent base of power, the less likely teachers are to accept excessive work and pressures in their jobs. The expert, reward, legitimate, and coercive bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.23

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Tolerance of Work (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.145	0.021	0.021	-0.14
Expert Power	0.174	0.030	0.009	-0.06
Reward Power	0.178	0.031	0.001	-0.11
Legitimate Power	0.184	0.034	0.002	-0.07
Coercive Power	0.185	0.034	0.000	-0.09

For Factor 5 Real (Table 4.24), Willingness to Seek Rewards In Spite of Uncertainty, 10.8 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 89.2 percent of the variance unexplained. Expert power and referent power together account for 9.2 percent of the total variance, as indicated by the sum of their RSQ CHANGE scores. For this factor, which measures the extent of teachers' willingness to seek rewards and interesting work in exchange for job security, the largest contributor to the variance is the expert base of power, which accounts for 7.8 percent. The relationship is positive, suggesting that the greater the perceived expert base of power, the more likely teachers are willing to seek rewards in spite of uncertainty. The reward, coercive, and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.24

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Willingness to Seek Rewards In Spite of Uncertainty (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.280	0.078	0.078	0.28
Reward Power	0.303	0.092	0.013	0.07

Table 4.24 (continued)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.327	0.107	0.014	0.26
Coercive Power	0.327	0.107	0.000	0.01
Legitimate Power	0.328	0.108	0.000	0.17

For Factor 5 Ideal (Table 4.24), 2.0 percent of the variance is explained by the bases of power variables, leaving 98.0 percent of the variance unexplained. For this factor, which measures teachers' willingness to seek rewards

Table 4.25

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Willingness to Seek Rewards In Spite of Uncertainty (Motivator) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.136	0.018	0.018	-0.13
Expert Power	0.138	0.019	0.000	-0.12
Reward Power	0.139	0.019	0.000	-0.10
Coercive Power	0.142	0.020	0.001	-0.05
Legitimate Power	0.143	0.200	0.000	-0.09

and interesting work at the risk of job security, the largest contributor to the variance is the referent base of power, accounting for 1.8 percent. This relationship is inverse, which suggest that the greater the perceived referent base of power, the less likely teachers are to have a high need strength to seek rewards in spite of uncertainty. The expert, reward, coercive, and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Summary

When the motivator variables in Real Factors 1,2,3, and 5 as a group, a pattern forms which suggests a positive relationship between the referent and expert bases of power and teachers' perceptions that their motivator needs are being met. The largest contributor to the variance for Real Factor 1 was the referent base of power (10.6 percent) and for Real Factors 2 and 5, the expert base of power accounted for 1.9 percent and 7.8 percent of the respective variances. The legitimate base of power accounted for 3.5 percent of the variance for Real Factor 3. These findings are consistent with Horstein and Miller who found that the referent and expert base of power correlated positively with the job satisfaction of teachers.

Considering the motivator variables in Ideal Factors 1, 2, 3, and 5, less than 5.0 percent of the variance is explained by the bases of power variables for any one of the Ideal Factors. Furthermore, for Ideal Factors 1, 2, 3,

4, and 5, the referent base of power is the largest contributor to the variance, with an inverse relationship. This finding of an inverse relationship is inconsistent with the the literature (Horstein,[7] Bachman, Smith and Slesinger,[8] and Miller)[9] in which referent power was positively related to job satisfaction.

> Hypothesis 4: The perceived bases of principals' power will not contribute differentially to the perceived job satisfaction of teachers.

Hypothesis 4 concerned the relationships between the bases of power variables and teachers' Real and Ideal scores for hygiene factors. The data in Tables 4.24 through 4.27 reflect the amount of variability accounted for by each of the independent variables.

For Factor 4 Real (Table 4.26), Conservative Security, 10.3 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving

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7 Harvey A. Horstein, D. M. Callahan, E. Fisch and B. A. Benedict, "Influence and Satisfaction in Organizations: A Replication, "Sociology of Education, 41 (Fall, 1968), 380-389.

8 Jerald G. Bachman, Clagett G. Smith, and Jonathan A. Slesinger, "Control, Performance and Satisfaction: An Analysis of Structural and Individual Effects," Journal of Personality and Social Psychology, 4 (Aug., 1966), 127-136.

9 Don E. Miller, "A Study of Relationships Between Job Satisfaction of Teachers and Their Perceptions of Bases of Social Influence of Their Principals," Diss. Syracuse University, 1973, p.3.

90.0 percent of the variance unexplained. The expert base of power is the largest contributor to the variance, accounting for 7.8 percent. For the expert base of power, the relationship is positive suggesting that the greater the perceived expert base of power, the more likely teachers are to perceive the existence of job security, promotion guidelines and job routines. The coercive, legitimate, reward, and referent bases of power fail to meet the SIMPLE R and RSQ CHANGE tests of significance.

Table 4.26

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Conservative Security (Hygiene) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple R
Expert Power	0.279	0.078	0.078	0.27
Coercive Power	0.295	0.087	0.009	0.00
Legitimate Power	0.318	0.101	0.013	0.20
Reward Power	0.319	0.102	0.001	0.09
Referent Power	0.321	0.103	0.001	0.25

For Factor 4 Ideal (Table 4.27), Conservative Security, 2.3 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ,

leaving 97.7 percent of the variance unexplained. The referent base of power is the largest contributor to the variance account for 2.1 percent. For the referent base of power, the relationship is inverse. This suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for job security, promotion guidelines, and job routines. The legitimate, reward, expert, and coercive bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.27

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Conservative Security (Hygiene) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple R
Referent Power	0.146	0.021	0.021	-0.14
Legitimate Power	0.152	0.023	0.001	-0.07
Reward Power	0.153	0.023	0.000	-0.10
Expert Power	0.153	0.023	0.000	-0.11
Coercive Power	*	*	*	*

* = values are too small to contribute to equation

Real items in the Surround Concern factors measure the teachers' perceptions of the existence of acceptable

physical conditions, fringe benefits and interpersonal relations within the teaching situation. For Factor 6 Real, Surround Concern, 17.4 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 83 percent of the variance unexplained. The referent base of power accounts for 10.1 percent of the total variance, and the legitimate base of power accounts for 1.1 percent of the variance. The referent base of power is the largest contributor to the total variance and has a positive relationship. This relationship suggests that the greater the perceived referent base of power, the more likely teachers are to perceive the existence of acceptable physical conditions and the other hygiene variables in the work environment. The coercive, reward, and expert bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.28

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Surround Concern (Hygiene) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.318	0.101	0.101	0.31
Coercive Power	0.391	0.152	0.051	-0.06

Table 4.28 (continued)

Variable	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.405	0.164	0.011	0.23
Reward Power	0.414	0.172	0.007	0.14
Expert Power	0.418	0.174	0.002	0.30

For Factor 6 Ideal (Table 4.29), Surround Concern, 3.2 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ, leaving 96.8

Table 4.29

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Surround Concern (Hygiene) Teachers (N = 141)

Variable	Multiple R	RSQ	RSQ Change	Simple R
Referent Power	0.167	0.028	0.028	-0.16
Expert Power	0.176	0.031	0.002	-0.10
Coercive Power	0.178	0.031	0.001	-0.09
Legitimate Power	0.180	0.032	0.001	-0.10
Reward Power	*	*	*	*

* = Values are too small to contribute to equation.

percent of the variance unexplained. The largest contri-

butor to the variance is the referent base of power, which accounts for 2.8 percent. For the referent base of power, the relationship is inverse. This suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for good working conditions and physical surroundings.

Summary

When the hygiene variables for Real Factors 4 and 6 are considered together, the expert base of power and the referent base of power, respectively were the largest contributors to the variance. For Factor 4, the expert base of power accounted for 7.8 percent of the variance. While for Factor 6, the referent base of power accounted for 10.1 percent of the variance. For both of these bases of power, the relationship is positive suggesting that the greater the perceived expert and referent bases of power, the more likely teachers are to perceive the existence of the motivator factors measured by Real Factors 4 and 6.

Considering the hygiene variables for Ideal Factors 4 and 6 together, the referent base of power is the largest contributor to the variance, accounting for 2.1 percent and 2.8 percent respectively. The relationship for the referent base of power with regard to each factor is inverse as indicated by the negative correlation coefficients. This relationship would seem to suggest that the greater the perceived referent base of power, the less likely teachers

are to have a high strength for conservative security and surround concern variables.

In summary, for Hypothesis 1, the maximum amount of variance explained by the bases of power variables is 31.5 percent. The minimum amount of variance explained by the bases of power variables is 7.5 percent. For Hypothesis 2, the maximum amount of variance explained by the bases of power variables is 38.2 percent. The minimum amount of variance explained is 22.3 percent. For Hypothesis 3, the maximum amount of variance explained by the bases of power variables is 20.0 percent. The minimum amount of variance explained is 3.4 percent. For Hypothesis 4, the maximum amount of variance explained by the bases of power variables is 17.4 percent and the minimum amount of variance explained is 2.3 percent. The bases of power variables included in Hypotheses 1, 2, 3, and 4 do explain a small percent of the variance with regard to perceptions of and need for motivator and hygiene variables by assistant principals and teachers. However, most of the variance remains unexplained.

Additional Analyses

In the original analyses, a step-wise regression was used as a type of catch-all statistic wherein all the possible regression equations were run, without consideration being given to what correlations were statistically significant. This method allowed an examination of every possible permutation to see whether or not patterns were

forming. Whereas, the step-wise regression indicated that the bases of power variables did explain a small percent of the variance with regard to perceptions of and need for hygiene and motivator variables, most of the variance remains unexplained. Therefore, a hierarchical regression has been used wherein only statistically significant correlations were introduced into the regression equations. This technique, because it utilizes only those coefficients which are significant, magnifies the importance of previously found significant relationships. Tables 4.30 through 4.37 are a presentation of the results. From Table 4.30, it can be seen that for Factor 5 Real, 20.0 percent of the variance is explained by the bases of power variables with significant correlations, as indicated by the cumulative RSQ, leaving 80.0 percent of the variance unexplained. For this factor, which measures the extent of assistant principals' willingness to seek rewards and interesting work in exchange for job security, the referent base of power accounts for 17.3 percent of the total variance with the expert base of power and the legitimate base of power accounting for 16.0 percent and 13.0 percent respectively as indicated by their RSQ CHANGE scores. The referent base of power has a positive relationship, suggesting that the greater the perceived referent base of power, the more likely assistant principals are willing to seek rewards in spite of uncertainty.

Table 4.30

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Willingness to Seek Rewards In Spite of Uncertainty (Motivator) Assistant Principals (N = 28)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.416	0.173	0.173	0.41
Expert Power	0.435	0.189	0.016	0.29
Legitimate Power	0.451	0.200	0.013	0.39

For Factor 4 Real (Table 4.31), Conservative Security, 20.7 percent of the variance is explained by the bases of power variables with significant correlations, as indicated by the cumulative RSQ, leaving 79.3 percent of the variance unexplained. The expert base of power accounts for 20.0 percent of the total variance and has a positive relationship. This relationship suggests that the greater the perceived expert base of power, the more likely assistant principals are to perceive the existence of job security with well-defined promotion guidelines, and job routines. The referent and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.31

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Conservative Security (Hygiene) Assistant Principals (N = 28)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.447	0.200	0.200	0.44
Referent Power	0.451	0.203	0.003	0.41
Legitimate Power	0.455	0.207	0.003	0.34

For Factor 1 Ideal (Table 4.32), the Potential for Personal Challenge and Development, 11.2 percent of the variance is explained by the bases of power variables with significant correlations leaving 88.8 percent of the variance unexplained. For this factor, which measures teachers' need strength for the opportunities for responsibility, creativity, and emphasis on individual ability, 10.6 percent of the variance is explained by the referent base of power.

The relationship for the referent base of power is positive, indicating that the greater the perceived referent base of power, the more likely teachers are to express a high need strength for personal challenge and development. The legitimate and expert bases of power fail to meet the

SIMPLE r and RSQ CHANGE tests of significance.

Table 4.32

Multiple Regression Summary Table : Contributions of Five Bases of Power to Ideal Means for Potential for Personal Challenge (Motivator) Teachers (N = 141)

Bases of Power with Signficant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.325	0.106	0.106	0.32
Legitimate Power	0.335	0.112	0.006	0.28
Expert Power	0.335	0.112	0.000	0.25

Factor 2 Real (Table 4.33), Competitiveness Desirability, indicates 2.4 percent of the variance is explained by the bases of power variables, as reflected in the cumulative RSQ, leaving 97.6 percent of the variance unexplained. For this factor, which measures teachers' perceptions of the existence of the opportunities for competition, and recognition of accomplishment within the school system, 1.9 percent of the variance is explained by the expert base of power. The relationship for the expert base of power is positive, suggesting that the greater the perceived expert base of power, the more likely teachers are to perceive the existence within the system of opportunities for competitive desirability. The legitimate

base of power fails to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.33

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Competitiveness Desirability (Motivator) Teachers (N = 141)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.140	0.019	0.019	0.14
Legitimate Power	0.155	0.024	0.004	0.13

For Factor 3 Real (Table 4.34), Tolerance for Work Pressure, 3.5 percent of the variance is explained by legitimate power, leaving 96.5 percent of the variance unexplained. For this factor, which measures teachers' perceptions of the existence of excessive work and work pressure within the school system, the 3.5 percent of variance is explained by legitimate power. For legitimate base of power, the relationship is positive, which suggests that the greater the perceived legitimate base of power, the more likely teachers are to perceive the existence of excessive work and pressure in their jobs.

Table 4.34

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Tolerance for Work Pressure (Motivator) Teachers (N = 141)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Legitimate Power	0.188	0.035	0.035	0.18

For Factor 5 Real (Table 4.35), 8.4 percent of the variance is explained by the bases of power variables with significant correlations, as indicated by the cumulative RSQ, leaving 91.6 percent of the variance unexplained. For this factor, which measures the extent of teachers' willingness to seek rewards and interesting work in exchange for job security, 7.8 percent of the variance is explained by the expert base of power which is positively related. This relationship suggests that the greater the perceived expert base of power, the more likely teachers are willing to seek rewards in spite of uncertainty. The referent and legitimate bases of power fail to meet the SIMPLE r and RSQ CHANGE test of significance.

Table 4.35

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Willingness to Seek Rewards In Spite of Uncertainty (Motivator) Teachers (N = 141)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.280	0.078	0.078	0.28
Referent Power	0.289	0.083	0.005	0.26
Legitimate Power	0.290	0.084	0.001	0.16

For Factor 4 Real (Table 4.36), Conservative Security, 8.2 percent of the variance is explained by the bases of power variables, as indicated by the cumulative RSQ. Real items in Conservative Security relate to teachers' perceptions of the existence of job security within their teaching situation. For this factor, 7.8 percent of the variance is explained by the expert base of power which has a positive relationship, suggesting that the greater the perceived expert base of power, the more likely it is that teachers will perceive that there exists the opportunity to have job security with well-defined promotion guidelines and job routines. The legitimate and referent bases of power fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.36

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Conservative Security (Hygiene) Teachers (N = 141)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Expert Power	0.279	0.078	0.078	0.27
Legitimate Power	0.285	0.081	0.003	0.20
Referent Power	0.286	0.082	0.000	0.25

For Factor 6 Real (Table 4.37), Surround Concern, 12.0 percent of the variance is explained by the bases of power variables with significant correlations, as indicated by the cumulative RSQ, leaving 88.0 percent of the variance unexplained. For this factor, which measures teachers' perceptions of the existence of acceptable physical conditions, fringe benefits, and interpersonal relations within the teaching situation, 10.1 percent of the total variance is explained by the referent base of power. For the referent base of power, the relationship is positive, suggesting that the greater the perceived referent base of power, the more likely teachers are to perceive the existence of these hygiene variables in the work environment. The reward, expert, and legitimate bases of power

fail to meet the SIMPLE r and RSQ CHANGE tests of significance.

Table 4.37

Multiple Regression Summary Table : Contributions of Five Bases of Power to Real Means for Surround Concern (Hygiene) Teachers (N = 141)

Bases of Power with Significant Correlations	Multiple R	RSQ	RSQ Change	Simple r
Referent Power	0.318	0.101	0.101	0.31
Reward Power	0.331	0.109	0.007	0.14
Expert Power	0.345	0.119	0.009	0.30
Legitimate Power	0.340	0.120	0.002	0.23

Summary

Considering the motivator variables in Factors 1, 2, 3, and 5 for teachers as a group, the expert base of power has the greatest contribution to the variance and has a positive relationship. This suggests that the greater the perceived expert base of power, the more likely teachers are to perceive that their motivator needs are being met. Considering the hygiene variables in Factors 4 and 6 Real for teachers, 8.2 percent and 12.0 percent are respectively explained by the bases of power variables. The expert base of power was the variable that contributed most to

the variance in Factor 4, while the referent base of power was the variable that contributed most in Factor 6.

In conclusion, the additional analyses reveal that the maximum variance explained by the bases of power variables is 20.7 percent. The minimum variance explained is 2.4 percent. The bases of power variables explain a small percent of the variance with regard to perceptions of and need for hygiene and motivator variables, but most of the variance remains unexplained.

CHAPTER 5

Summary, Conclusions and Recommendations

Review of the Study

The foci of this study were to: 1) identify the relationship between the job satisfaction/dissatisfaction of assistant principals and teachers and the bases of power they ascribe to their principals; and 2) investigate the degree to which the job satisfaction/dissatisfaction of assistant principals and teachers can be explained by the bases of power they ascribe to their principals.

The sample used in this study was randomly selected from the assistant principal and teacher populations in twenty-two secondary schools. Packets containing a letter of general explanation of the study, the instruments to be completed, and a stamped, self-addressed envelope in which to return the completed instruments were sent to thirty-seven randomly selected assistant principals and two hundred and sixty-three randomly selected teachers.

Two instruments were used in this study. The first instrument was the Educational Work Component Study and had two parts. Part one was a forty-nine item questionnaire designed to measure the respondents' perceptions regarding

the extent to which motivator and hygiene needs were being met within the work situation. Part two was a forty-nine item questionnaire designed to measure the respondents' perceptions regarding the need strength of their motivator and hygiene needs. The second instrument was the Power Scale Index and had forty questionnaire items, each designed to measure the bases of power principals used to obtain compliance from assistant principals and teachers. Also, in the packets was a brief demographic questionnaire.

Assistant principals and teachers were requested to return the completed questionnaires in the stamped, self-addressed envelope. Respondents were assured that their responses would be treated confidentially. Questionnaires were received from twenty-nine assistant principals, (78.3 percent) and from 148 teachers, (56.2 percent).

Stepwise multiple regression analyses were carried out to determine the relationship between the job satisfaction/dissatisfaction of assistant principals and teachers and the bases of power they ascribed to their principals. Hierarchical regression analyses were then carried out to magnify the importance of previously found significant relationships.

Summary of Findings

HYPOTHESIS 1: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of assistant principals.

Multiple regression analysis was used to analyze the strength of the relationships between the bases of power variables and assistant principals' Real and Ideal scores for motivator factors. For Factor 1 Real (Potential for Personal Challenge and Development) 4.3 percent of the variance is explained by the referent base of power. The greater the perceived referent base of power, the more likely assistant principals are to perceive the existence of opportunities for personal challenge. For Factor 1 Ideal, the coercive base of power is the single biggest contributor to the variance, accounting for 18.6 percent. The relationship is inverse, indicating that the greater the perceived coercive base of power, the less likely assistant principals are to express a high need strength for personal challenge and development. For Factor 2 Real (Competitiveness Desirability) 7.7 percent of the variance is explained by the reward base of power. The greater the perceived reward base of power, the more likely assistant principals are to perceive the existence within the system of opportunities for competitive desirability.

For Factor 2 Ideal, the referent base of power is the single biggest contributor to the variance, accounting for 1.9 percent. The relationship is positive, indicating that the greater the perceived referent base of power, the more likely assistant principals are to have a high need strength for competition. For Factor 3 Real (Tolerance for Work

Pressure) 1.5 percent of the variance is explained by the legitimate base of power. The relationship for the legitimate base of power is positive, indicating that the greater the perceived legitimate base of power, the more likely assistant principals are to perceive the existence of excessive work and pressure in their jobs. For Factor 3 Ideal, 19.5 percent of the variance is explained by the legitimate base of power. This positive relationship indicates that the greater the perceived legitimate base of power, the more likely assistant principals are to accept excessive work and pressures in their jobs. For Factor 5 Real (Willingness to Seek Reward in Spite of Uncertainty) 17.3 percent of the variance is explained by the referent base of power. This relationship indicates that the greater the perceived referent base of power, the more likely assistant principals are willing to seek rewards in spite of uncertainty. For Factor 5 Ideal, the reward base of power is the single biggest contributor to the variance, accounting for 2.5 percent. For the reward base of power, the relationship is positive, indicating that the greater the perceived reward base of power, the more likely assistant principals are to have a high need strength to seek rewards in spite of uncertainty.

HYPOTHESIS 2: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of assistant principals.

Multiple regression analysis was used to analyze the strength of the relationships between the bases of power variables and assistant principals' Real and Ideal Scores for hygiene factors. For Factor 4 Real (Conservative Security) 20.0 percent of the variance is explained by the expert base of power. This relationship suggests that the greater the perceived expert base of power, the more likely assistant principals are to perceive the existence of job security. For Factor 4 Ideal, 7.9 percent of the variance is explained by the coercive base of power. The relationship is inverse, suggesting that the greater the perceived coercive base of power, the less likely assistant principals are to desire a job with security, well defined promotion guidelines, and job routines. For Factor 6 Real, (Surround Concern) 24.6 percent of the variance is explained by the legitimate base of power and the relationship is positive. This relationship suggests that the greater the perceived legitimate base of power, the more likely assistant principals are to perceive the existence of acceptable physical conditions, fringe benefits, and interpersonal relations within the job situation. For Factor 6 Ideal, 11.1 percent of the variance is explained by the referent base of power. The relationship, which is positive, suggests that the greater the perceived referent base of power, the more likely assistant principals are to have a high need strength for both good working conditions and good physical

surroundings.

HYPOTHESIS 3: The perceived bases of principals' power will contribute differentially to the perceived job satisfaction of teachers.

Multiple regression analysis was used to analyze the strength of the relationships between the bases of power variables and teachers' Real and Ideal scores for motivator factors. For Factor 1 Real (Potential for Personal Challenge and Development) 10.6 percent of the variance is explained by the referent base of power. The relationship is positive, suggesting that the greater the perceived referent base of power, the more likely teachers are to perceive the job as providing the opportunities for personal challenge and development. For Factor 1 Ideal, the referent base of power is the single biggest contributor to the variance accounting for 3.4 percent. The relationship is inverse, indicating that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for personal challenge and development. For Factor 2 Real (Competitiveness Desirability) the referent base of power accounts for 2.2 percent of the total variance. For the referent base of power, the relationship is inverse, which suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for opportunities for competition.

For Factor 3 Real (Tolerance for Work Pressure) the

legitimate base of power is the largest contributor explaining 3.5 percent of the variance. For legitimate base of power, the relationship is positive, which suggests that the greater the perceived legitimate base of power, the more likely teachers are to perceive the existence of excessive work and pressure in their job. For Factor 3 Ideal, 2.1 percent of the variance is explained by the referent base of power. This base of power's inverse relationship with job satisfaction suggests that the greater the perceived referent base of power, the less likely teachers are to accept excessive work and pressures in their jobs. For Factor 5 Real (Willingness to Seek Rewards in Spite of Uncertainty) 7.8 percent of the variance is explained by the expert base of power. The relationship is positive, suggesting that the greater the perceived expert base of power, the more likely teachers are willing to seek rewards in spite of uncertainty. For Factor 5 Ideal, 1.8 percent of the variance is explained by the referent base of power. This relationship is inverse, which suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength to seek rewards in spite of uncertainty.

> Hypothesis 4: The perceived bases of principals' power will contribute differentially to the perceived job dissatisfaction of teachers.

Multiple regression analysis was used to analyze the

strength of the relationships between the bases of power variables and teachers' Real and Ideal scores for hygiene factors. For Factor 4 Real (Conservative Security) the expert base of power is the largest contributor to the variance, accounting for 7.8 percent. For the expert base of power, the relationship is positive, suggesting that the greater the perceived expert base of power, the more likely teachers are to perceive the existence of job security, promotion guidelines and job routines. For Factor 4 Ideal, 2.1 percent of the variance is explained by the referent base of power. The relationship is inverse which suggests that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for job security, promotion guidelines and job routines. For Factor 6 Ideal (Surround Concern) the largest contributor to the variance is the referent base of power, which accounts for 2.8 percent. For the referent base of power, the relationship is inverse, suggesting that the greater the perceived referent base of power, the less likely teachers are to have a high need strength for good working conditions and physical surroundings.

Additional Analyses

Testing of hypotheses 1 through 4 represents the initial focus of this study. However, in the course of conducting those analyses it became apparent that a number of significant questions were raised by the findings which

required further investigation as a part of this study. This was particularly true with regard to the amount of variance explained by the bases of power variables. The concern arose that presentation of the data might be misleading and would not provide the kind of information needed about the relationships between the bases of power variables and job satisfaction/dissatisfaction. As a result, in an attempt to determine whether the original analyses were masking significant relationships which did exist, additional analyses were conducted using a hierarchical regression wherein only statistically significant correlations from the original analyses were introduced into the regression equations.

Motivator Factor 5 Real (Willingness to Seek Rewards in Spite of Uncertainty - assistant principals) 17.3 percent of the variance is explained by the referent base of power. This positive relationship suggests that the greater the perceived referent base of power, the more likely assistant principals are willing to seek rewards in spite of uncertainty. For hygiene Factor 4 Real (Conservative Security - assistant principals) 20.0 percent of the variance is explained by the expert base of power. This positive relationship suggests that the greater the perceived expert base of power, the more likely assistant principals are to perceive the existence of job security with well defined promotion guidelines and job routines.

For motivator Factor 1 Ideal (Potential for Personal Challenge - teachers) 10.6 percent of the variance is explained by the referent base of power. This positive relationship suggests that the greater the perceived referent base of power, the more likely teachers are to express a high need strength for personal challenge and development. For motivator Factor 2 Real (Competitiveness Desirability - teachers) 1.9 percent of the variance is explained by the expert base of power. The relationship for the expert base of power is positive, suggesting that the greater the perceived expert base of power, the more likely teachers are to perceive the existence within the system of opportunities for competitive desirability. For motivator Factor 3 (Tolerance for Work Pressure - teachers), 3.5 percent of the variance is explained by the legitimate base of power. The relationship is positive, suggesting that the greater the perceived legitimate base of power, the more likely teachers are to perceive the existence of excessive work and pressure in their jobs. For motivator Factor 5 Real (Willingness to Seek Rewards in Spite of Uncertainty - teachers) 7.8 percent of the variance is explained by the expert base of power which is positively related. This relationship suggests that the greater the perceived expert base of power, the more likely teachers are willing to seek rewards in spite of uncertainty.

For hygiene Factor 4 Real (Conservative Security -

teachers) 7.8 percent is explained by the expert base of power which has a positive relationship. This relationship suggests that the greater the perceived expert base of power, the more likely it is that teachers will perceive that there exists the opportunity to have job security with well defined promotion guidelines and job routines. For hygiene Factor 6 (Surround Concern - teachers) 10.1 percent of the variance is explained by the referent base of power. For the referent base of power, the relationship is positive suggesting that the greater the perceived referent base of power, the more likely teachers are to perceive the existence of acceptable physical conditions, fringe benefits and interpersonal relations within the teaching situation.

Conclusions

For all practical purposes, no differences in the strength or degree of the multiple correlations of the bases of power variables, whether those independent variables were treated in the stepwise regression or the hierarchical regression. None of the bases of power variables emerged as meaningful predictors of the four motivator factors or the two hygiene factors. It is therefore concluded that the bases of power variables are almost totally unimportant in predicting the job satisfaction/dissatisfaction of assistant principals and teachers.

One explanation of why none of the bases of power emerged as a meaningful predictor of satisfaction is that the

questionnaires fail to adequately deal with the issues involved in bases of power.

French and Raven[1] acknowledge that the bases of power are not necessarily independent. In reality, it is rare that a given case of power is limited to one source. The relationship between two agents, A and B, normally will be characterized by several different variables.

Cachur[2] states that, in developing the Power Scale Index, he adjusted for the lack of independence of the power indices by employing a measure of criteria-related validity as rated by expert judgement through a "Q sort" technique. An examination of the analyses of variance conducted in this study on the means of the bases of power revealed an alpha coefficient of .90332 which indicated a high intercorrelation between the power indices. The F ratio of 72.53167 indicated a probability that the inter-relationship of the bases of power cannot be attributed to chance factors; therefore, the Power Scale Index was not validated by the "Q sort" technique and the instrument did not distinquish

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1 John R. P. French and Bertram Raven, "The Bases of Social Power" in Group Dynamics: Research and Theory, ed. Dorwin Cartwright and Alvin F. Zander (New York: Harper and Row, 1968), 266.

2 Thomas J. Cachur, "A Study of Relationships Between the Job Satisfaction of Secondary School Subordinate Administrators and Their Perceptions of the Bases of Power of Their Principals", Diss. Loyola University of Chicago, 1980, p.50.

adequately between the five bases of power.

Additionally, the mean rankings listed on pages 84 and 85 are unexpected in light of the sample to which the Power Scale Index was administered. During the past five years, teachers and assistant principals in the Community City Public Schools have experienced traumatic changes in the form of massive lay-offs, reorganization and reassignment of staff, reduction in promotional positions, and the selection of a new superintendent. It would be expected that in such an environment the coercive and reward bases of power would emerge as the more prominent reasons for complying with the principals' requests. Yet, in each group surveyed, participants chose sequentially the legitimate, expert, and referent bases of power as the most important reasons for complying with the principal's requests. This suggests that, in responding to the questions of the Power Scale Index, teachers and assistant principals gave socially acceptable answers rather than their real perceptions. Possibly, follow-up interviews would have provided further insight into the responses and might also have revealed if respondents could actually distinguish between different types of power bases.

Problems also exist with the EWCS which may have affected the findings of this study. The EWCS does not adequately test the Herzberg model. Inherent in the Herzberg model is the concept of zero point which is the point to

which hygiene needs must be raised to render motivators operative. With the EWCS it can only be assumed that when hygiene perceptions and needs do not differ significantly, the individual is at zero point. The instrument does not permit determination of the amount of discrepancy that can exist before the dissatisfiers begin to interfere with the satisfiers. According to Herzberg, motivators tend not to be operative when hygiene needs are unfulfilled. The view that the EWCS does not deal adequately with the zero point concept of Herzberg's model has even greater implications when viewed in light of the sample to whom it was administered. Teachers and assistant principals in the Community City Public Schools have experienced dramatic changes in the past five years. Since change of any kind creates fear and concern, it is difficult to determine whether, in this school system, the hygiene needs of the sample had been raised to the point of rendering the motivators operative. The EWCS does not permit further insight. Also, since the EWCS only skims variables such as policy and administration, supervision, and interpersonal relations, it provides insufficient information about these elements to which Herzberg attaches great importance.

Additionally, none of the previous research using the EWCS was done in large organizations with declining growth and financial bases. A question is raised as to whether or not the EWCS should be used in large organizations. There is

also a question of whether this instrument is capable of getting at issues existing in large cities. Herzberg's model includes information about the climate and the environment which the EWCS does not allow for. Therefore, there is no way of using the EWCS to delineate the extent to which different environments affect satisfaction/dissatisfaction.

At the core of the report of the School System Organization Committee was a recommendation to increase the power of the principals. However, during the last decade, the power of principals has declined drastically -- largely because of forces and conditions beyond the control of the principals. As a result, principals have been faced with a series of perplexing and persistent dilemmas. On the one hand, they have been urged to exhibit stronger leadership, undertake bolder initiatives, and demonstrate greater imagination in running their schools. While on the other hand, the central administration, responding to pressure from the community, has constrained principals from exercising any significant leadership by organizationally undermining their position. Hence the recommendations from the School System Organization Committee stated the obvious but did not addresss the issues.

For example, as part of an accountability program, the school board and superintendent designed and initiated goals and objectives which were systemwide and were passed down the organization to the local school level. Principals may or

may not have had a hand in shaping these policies, yet they were expected to lead their schools in achieving the desired results. Frequent actions of this kind by the school board and/or superintendent have made the principals implementers rather than initiators in their schools and in the eyes of the community. In addition, community control mechanisms such as lay advisory groups have functioned more as monitors than advisors. They have challenged and sometimes thwarted the decisions made by principals.

Bureaucratic red tape has also reduced the power of principals. As any principal can attest, the proliferation of paperwork, the ever-increasing number of meetings to attend and the escalation of assignments coming from the central office have changed the very nature of the principals' role. Principals have also been forced by collective bargaining agreements and the growth of teacher militancy to become managers of provisions in the negotiated teachers contract, further eroding the principals' time and bases of power.

Economics is yet another factor that has some bearing on the decline of principals' power. One of the first casualties of budgetary cutbacks is invariably money for staff and supervisory personnel development. When principals lose in-service activities, they also lose opportunities to develop new insights and skills to cope with the responsibilities being thrust upon them. Moreover, when

leadership demands exceed current capabilities, it is logical for the superintendent to conclude that the principal is not up to the requirements of the job and a transfer is implemented to another assignment, further diminishing the principals' bases of power.

What can be done to enhance the principals' role? Every school system requires enlightened leadership starting at the top of the organization. The tasks of the leader involve influencing members of the organization to establish individual goals and allow participation in the formulation of organization objectives. The most effective and productive leadership is a product of maximal participation of the collective membership in solving problems. In school systems, the way the superintendent leads sets the tone for the principals' role and job fulfillment in the organization. Providing positive motivation rather than coercive incentives to expedite the attainment of goals is where the leader makes the difference. High performance by principals may correlate directly with the behavior of the superintendent who seeks to promote group accord, provides lucid directions, and establishes an atmosphere for positive alterations in group perceptions and feelings. The referent and expert bases of power of principals should be high under this style of leadership.

Secondly, the importance of principals establishing an environment of open communication cannot be overstressed. An

exchange of unrestricted ideas, in a free and open environment allows one to draw upon a variety of experiences, different perspectives and information which may be useful in identifying and solving problems. Open communication also reduces stress and can serve to increase social support of the principal as decisions are implemented. Referent, expert, and legitimate bases of power can be enhanced in this type of atmosphere.

Thirdly, cooperatively developed programs can be a common denominator around which all members of an organization can rally to contribute talent, time, and techniques. The overall quality of school programs will improve if principals are allowed to make use of the full range of experience, insight, and creative ability which exists in their schools. Subordinates will exercise responsible self-direction and self-control in the accomplishment of worthwhile objectives that they understand and have helped establish. Faculty satisfaction will increase as a by-product of improved programs and the opportunity to contribute creatively. The legitimate and expert bases of power stand to be enhanced when the principal takes the lead in developing such programs.

Fourth, principals need to feel a sense of direct identity with the school system as a whole. The superintendent's sharing information with principals and involving them in school decision-making will help satisfy

principals' basic need for belonging and for individual recognition. Satisfying these need will encourage principals to work to uncover the creative resources of their subordinates and broaden their base of power.

Quality of commitment is the last suggestion to enhance the principalship in Community City Public Schools. Quality of commitment is the end result of implementing the first four suggestions. An atmosphere of commitment must exist in the community and the community leadership for sensitive leaders, effective communications, exciting academic programs, and high profiles for principals.

What is the prognosis for the power base of the principal? Until central office leaders take enlightened vigorous action to enhance the role of the principal with firm support from the board of education, the power bases of the principal are sadly predictable. The bases of power most frequently utilized by the principal (legitimate, expert, and referent bases of power) will be directed toward perpetuation and reinforcement of the status quo rather than contributing to the overall satisfaction and productivity of assistant principals and teachers.

Recommendations for Further Research

It is recommended that further research be conducted as follows:

1) Develop a questionnaire that avoids the weaknesses in the Power Scale Index. The inter-relationship of the bases of power can distort the respondents perspective, thereby giving misleading and/or inconclusive findings. The bases of power inter-relationships need to be minimized in the questionnaire or the respondents pre-trained to distinguish the various bases of power.

2) Develop a questionnaire which better reflects the Herzberg model. The Educational Work Component Study does not adequately test the Herzberg model. As stated, the hygiene zero point must be assumed in working with the EWCS. The questionnaire should allow measurement of the amount of discrepancy that exists before the dissatisfiers begin to interfere with the satisfiers. Environs and climate data requirements should also be incorporated.

3) Conduct a similar study utilizing interviews as a follow-up to determine if the interviews enhance the interpretation of the data. The interview technique was an integral part of Herzberg's research. Elaboration on the perspectives and feelings of the respondent may help in interpreting the data.

4) The results of this study provide a general indication that the bases of power variables may not be meaningful in predicting the job satisfaction of assistant principals and teachers. A study which attempts to investigate other variables as possible predictors of job satisfaction would be extremely beneficial for school administrators.

5) Develop videotape situations representing the power conditions. Present the videotaped segments to teachers to see if they recognize the different power indices as they are displayed by a principal. This would verify the observation, drawn from the means of the Power Scale Index used in this study, that teachers and assistant principals are unable to identify the different power indices. Further, when queried about the power indices they will give what they believe to be socially acceptable answers. The same media could be used to sensitize the audience to the differences between power indices.

Appendix A

Instruments

Personal Data, The Present Job, The Ideal Job, and The Power Scale Index

PART I

INSTRUCTIONS: THE FOLLOWING ITEMS CONCERN PERSONAL AND DEMOGRAPHIC VARIABLES. PLEASE (X) THE APPROPIATE RESPONSE FOR EACH ITEM.

1. Sex:
   (1) [ ] female
   (2) [ ] male

2. Marital Status:
   (1) [ ] single
   (2) [ ] married
   (3) [ ] widow(er)
   (4) [ ] separated or divorced

3. Age:
   (1) [ ] 20-24
   (2) [ ] 25-29
   (3) [ ] 30-34
   (4) [ ] 35-39
   (5) [ ] 40-44
   (6) [ ] 45-49
   (7) [ ] 50-54
   (8) [ ] 55-59
   (9) [ ] 60 +

4. Educational Level:
   (1) [ ] less than BA
   (2) [ ] BA/BS
   (3) [ ] BA + 30
   (4) [ ] MA/MS/MEd
   (5) [ ] MA + 30
   (6) [ ] EdD/PhD

5. Total Years experience
   (1) [ ] 1-3
   (2) [ ] 4-6
   (3) [ ] 7-10
   (4) [ ] 11-15
   (5) [ ] 16-20
   (6) [ ] over 20

6. Total Years experience in Community City
   (1) [ ] 1-3
   (2) [ ] 4-6
   (3) [ ] 7-10
   (4) [ ] 11-15
   (5) [ ] 16-20
   (6) [ ] over 20

7. Teaching Level:
   (1) [ ] elementary
   (2) [ ] junior high school
   (3) [ ] high school

8. Which best describes your assignment:
   (1) [ ] classroom teacher
   (2) [ ] assistant principal

9. What is your greatest source of dissatisfaction with the Community City Public School System?

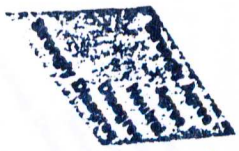
10. What is your greatest source of satisfaction with the Community City Public School System?

Parts II and III are from the Educational Work Components Study (EWCS) by Cecil G. Miskel.

Part II -- PRESENT JOB

People differ greatly in the incentives or rewards they receive for their work. This form is designed to gather information about the incentives or rewards you are presently receiving from the school district. Please answer every item. Circle the appropriate response in the columns to the right of the question. Work quickly.

Response Categories:
1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree



In my present job

1. there is emphasis on originality 1 2 3 4 5
2. I could get fired easily 1 2 3 4 5
3. promotions come automatically 1 2 3 4 5
4. I have an opportunity to really accomplish something, even if others don't know about it 1 2 3 4 5
5. there is emphasis on satisfying superiors by carrying out school policy..... 1 2 3 4 5
6. there is opportunity for creative work. 1 2 3 4 5
7. there is an emphasis on individual ability. .. 1 2 3 4 5
8. there is emphasis on the actual production record. 1 2 3 4 5
9. the work comes in big pushes sometimes... 1 2 3 4 5
10. I am sure I can keep my job as long as I want it. 1 2 3 4 5
11. the community has good recreational facilities..... 1 2 3 4 5
12. the lighting is good. 1 2 3 4 5
13. persons are terminated if they do not produce quality work. 1 2 3 4 5
14. there are opportunities to earn bonuses..... 1 2 3 4 5
15. the work is excessive sometimes 1 2 3 4 5
16. I always have a chance to learn something new..... 1 2 3 4 5
17. the school district encourages further specialized work..... 1 2 3 4 5
18. I am on call when there is pressure to get jobs done..... 1 2 3 4 5
19. I am involved in managing a small group of people doing routine jobs..... 1 2 3 4 5
20. I could get fired easily, but the rewards are high. 1 2 3 4 5
21. the work is routine but not hard to do.
22. the work is routine but highly respected in the community. 1
23. the physical working conditions are attractive..... 1 2 3 4 5
24. I have a chance to further my formal education. 1 2 3 4 5
25. the community has a good social and cultural life..... 1 2 3 4 5
26. the community is a wonderful place to raise a family..... 1 2 3 4 5
27. I could get fired easily, but the work is very interesting..... 1 2 3 4 5
28. the work is routine, but the initial salary was high 1 2 3 4 5
29. I am under a tenure system. 1 2 3 4 5
30. competition is open and encouraged. 1 2 3 4 5
31. the ventilation is modern. 1 2 3 4 5
32. salary increases are determined by the amount of effort exerted. 1 2 3 4 5
33. the work builds up "pressures" on me. 1 2 3 4 5
34. there is little permanency of positions. 1 2 3 4 5
35. the supervisors are nice people..... 1 2 3 4 5
36. rewards are high, but if I lost this job, it would be very difficult to get another one. 1 2 3 4 5
37. school related problems might come up that I have to take care of myself, even outside regular hours..... 1 2 3 4 5
38. I sometimes have to take work home with me. 1 2 3 4 5
39. the schedule is flexible in response to the amount of work..... 1 2 3 4 5
40. the amount of work varies..... 1 2 3 4 5
41. salary increases are strictly a matter of how much I accomplish for the school district. .. 1 2 3 4 5
42. the fringe benefits are very good. 1 2 3 4 5
43. salary increases are a matter of how much effort you put in. 1 2 3 4 5
44. the work might run out, but it is extremely interesting while it lasts. 1 2 3 4 5
45. the salary increases are regularly scheduled. 1 2 3 4 5
46. the school district is involved in heavy professional competition. 1 2 3 4 5
47. I have nice people for co-workers. 1 2 3 4 5
48. my job is secure. 1 2 3 4 5
49. the climate is pleasant. 1 2 3 4 5

PART III — THE IDEAL JOB

People also differ greatly in the things they want in a job, and jobs differ greatly, even within the same school. This form is designed to gather information about things you consider important and desirable in an ideal job in the public schools.

Give an answer to every item on the questionnaire even if you have to guess. Work quickly.

Response Categories:

Response Categories:

1. **Extremely undesirable. Would never take job.**
2. **Undesirable. Would avoid job.**
3. **Neither desirable or undesirable.**
4. **Desirable. Would favor the job.**
5. **Extremely desirable. Would favor job greatly.**

Ideally, I prefer a job in which...

	Extremely Undesirable	Undesirable	Neutral	Desirable	Extremely Desirable
1. the work would be very interesting, although I could get fired easily	1	2	3	4	5
2. salary increases would be strictly a matter of how much I accomplished for the school district	1	2	3	4	5
3. I could be sure I could keep my job as long as I want it	1	2	3	4	5
4. the lighting would be good	1	2	3	4	5
5. school related problems might come up that I would have to take care of myself outside regular hours	1	2	3	4	5
6. the community would have good recreational facilities	1	2	3	4	5
7. I would be involved in managing a small group of people doing routine jobs	1	2	3	4	5
8. the school district would be involved in heavy professional competition	1	2	3	4	5
9. the work might be excessive sometimes	1	2	3	4	5
10. there would be opportunity for creative work	1	2	3	4	5
11. the work would be routine but not hard to do	1	2	3	4	5
12. salary increases would be determined by the amount of effort exerted	1	2	3	4	5
13. the climate would be pleasant	1	2	3	4	5
14. the community would be a wonderful place to raise a family	1	2	3	4	5
15. the schedule of hours might have to be flexible in response to the amount of work	1	2	3	4	5
16. the work might run out, but it would be extremely interesting while it lasted	1	2	3	4	5
17. employees would be terminated if they do not produce quality work	1	2	3	4	5
18. I might sometime have to take work home with me	1	2	3	4	5
19. the physical working conditions would be attractive	1	2	3	4	5
20. I would have an opportunity to really accomplish something, even if others wouldn't know about it	1	2	3	4	5
21. I could get fired easily	1	2	3	4	5
22. the work would be routine, but the initial salary would be high	1	2	3	4	5
23. the work might build up "pressures"on me.	1	2	3	4	5
24. the amount of work would vary	1	2	3	4	5
25. the fringe benefits would be very good	1	2	3	4	5
26. the ventilation would be modern	1	2	3	4	5
27. there would be emphasis on individual ability	1	2	3	4	5
28. there would be little permanency of positions	1	2	3	4	5
29. I would be under a tenure system	1	2	3	4	5
30. the school district would encourage further specialized work	1	2	3	4	5
31. there would be opportunities to earn bonuses	1	2	3	4	5
32. promotions would come automatically	1	2	3	4	5
33. competition would be open and encouraged	1	2	3	4	5
34. the community would have a good social and cultural life	1	2	3	4	5
35. I would have a chance to further my formal education	1	2	3	4	5
36. the rewards would be high although I could get fired easily	1	2	3	4	5
37. the work would be routine but highly respected in the community	1	2	3	4	5
38. I would always have a chance to learn something now	1	2	3	4	5
39. the superiors would be nice people	1	2	3	4	5
40. the job would be secure	1	2	3	4	5
41. the salary increases would be regularly scheduled	1	2	3	4	5
42. the work might come in big pushes sometimes	1	2	3	4	5
43. there would be emphasis on the actual production record	1	2	3	4	5
44. I might be on call when there is pressure to get jobs done	1	2	3	4	5
45. salary increases would be a matter of how much effort you put in	1	2	3	4	5
46. rewards would be high, but if one loses his job, it would be very difficult to get another one	1	2	3	4	5
47. there would be emphasis on satisfying superiors by carrying out school policy	1	2	3	4	5
48. I would have nice people for co-workers	1	2	3	4	5
49. there would be emphasis on originality	1	2	3	4	5

PART IV
POWER SCALE INDEX

INSTRUCTIONS:

Please read each statement carefully.

Rate each statement as to its importance to you as a reason for doing the things your principal suggests or wants you to do.

It is assumed that for you certain statements may very well have more importance than others.

Circle on the scale the number that best describes your rating of importance for each statement. The scale is a continuum, ranging from a low of 1(little or no importance) to a high of 5 (very important).

t importance do you attribute to each the following reasons for complying th the requests or suggestions of your ncipal?

I want to model myself after him because he is a successful administrator..... 1 2 3 4 5

He can cause work that is especially important or interesting to me to be taken away..... 1 2 3 4 5

I want to be loyal to him..... 1 2 3 4 5

He utilizes logical argument and sound reasoning..... 1 2 3 4 5

He can harm my professional reputation in some way..... 1 2 3 4 5

He can appeal to our friendship..... 1 2 3 4 5

He is one of the most skillful administrators I know..... 1 2 3 4 5

He can cause a direct increase in my salary, budget, or other financial factors..... 1 2 3 4 5

He has the ability to recognize the various "side effects" or consequences of his decisions... 1 2 3 4 5

He can provide important "fringe" benefits for me..... 1 2 3 4 5

He is responsible for implementing all policies established by the board..... 1 2 3 4 5

He can take disciplinary action against me..... 1 2 3 4 5

He has a legitimate right, because of his position, to expect that his suggestions/requests will be followed..... 1 2 3 4 5

He can generally make life difficult for me..... 1 2 3 4 5

He is the Principal..... 1 2 3 4 5

He is supported by the existence of organizational rules and regulations..... 1 2 3 4 5

17. We have a common set of professional values..... 1 2 3 4 5

18. He can open other job opportunities for me..... 1 2 3 4 5

19. He is my friend..... 1 2 3 4 5

20. He is the chief executive officer of the school..... 1 2 3 4 5

21. He can assist in my gaining professional or job recognition or reputation..... 1 2 3 4 5

22. He is an experienced administrator..... 1 2 3 4 5

23. He has the authority to make final decisions..... 1 2 3 4 5

24. He is a wealth of important information for me..... 1 2 3 4 5

25. He can promote my qualities to the board..... 1 2 3 4 5

26. He has a large say in the removal of my contract..... 1 2 3 4 5

27. He is a line officer; I report directly to him..... 1 2 3 4 5

28. He can cause especially interesting or valuable work to be given to me..... 1 2 3 4 5

29. I want to gain his respect and admiration..... 1 2 3 4 5

30. He is competent and uses sound judgement..... 1 2 3 4 5

31. He is responsible for supervising my work..... 1 2 3 4 5

32. I want him to like me..... 1 2 3 4 5

33. He can remove important "fringe" benefits for me..... 1 2 3 4 5

34. He can enhance my image in the community..... 1 2 3 4 5

35. He has a large say in the granting reviewing of my contract..... 1 2 3 4 5

36. He is a good decision-maker..... 1 2 3 4 5

37. He can dismiss me..... 1 2 3 4 5

38. He has a direct say in the removal of financial benefits to me..... 1 2 3 4 5

39. He is more knowledgeable and experienced than I..... 1 2 3 4 5

40. I admire him..... 1 2 3 4 5

Appendix B

Standardized Regression Coefficients and F Values

S1A

	Beta	F
P4	-.27988	2.748
P3	.09661	.607
P1	.04625	.086
P2	-.03339	.061
P5	.01527	.010

S2A

	Beta	F
P4	-.34132	4.067
P5	.12926	.749
P3	.10731	.745
P1	.03341	.045
P2	-.01897	.020

S3A

	Beta	F
P4	.23217	2.600
P5	-.12633	.932
P1	.13743	1.316
P3	-.07284	.229
P2	.07203	.195

S4A

	Beta	F
P4	-.18625	1.207
P3	.06210	.266
P1	-.02751	.055
P5	.01833	.016

S5A

	Beta	F
P4	-.09187	.290
P5	-.02047	.018
P1	-.06304	.157
P2	.05084	.138
P3	.01364	.012

S6A

	Beta	F
P4	-.25306	2.317
P5	.09037	.396
P2	-.04176	.173
P3	-.04440	.128

Standardized Regression Coefficients
and F Values
(Assistant Principals)

S1

	Beta	F
P4	.36014	.479
P5	-.35037	.712
P1	.25564	.270
P2	-.22222	.357
P3	.12526	.090

S2

	Beta	F
P1	.51162	1.180
P2	-.33048	.862
P3	-.41037	1.052
P4	.29169	.343
P5	.14749	.138

S3

	Beta	F
P3	.21851	.314
P2	-.39037	1.530
P4	.23285	.348

S4

	Beta	F
P5	.44381	1.450
P2	-.39001	1.395
P4	.40905	.785
P1	-.14537	.111
P3	.05443	.022

S5

	Beta	F
P4	.48265	1.139
P2	-.61272	3.590
P1	.41312	.933
P3	.36300	.998
P5	-.31527	.763

S6

	Beta	F
P3	.96043	7.744
P2	-.53360	3.018
P4	-.22455	.273
P5	.08603	.063
P1	.07053	.030

S1A

	Beta	F
		1.614
P4	.54270	7.134
P2	-.84870	1.630
P1	.54501	.357
P5	-.21041	

S2A

	Beta	F
		.871
P4	.43723	.971
P2	-.31771	.452
P5	-.27233	.256
P3	.20743	

S3A

	Beta	F
		2.157
P3	.55800	.843
P5	-.34664	.264
P4	.24295	.718
P2	-.28662	.230
P1	.21464	

S4A

	Beta	F
		3.318
P4	-.62735	1.801
P3	.64633	.276
P1	-.23910	.223
P5	.18261	.091
P5	-.11626	

S5A

	Beta	F
		2.789
P1	.71731	2.366
P2	-.54627	.421
P5	-.23454	.074
P3	.10209	

S6A

	Beta	F
		1.672
P4	.61096	3.371
P5	-.69237	.590
P3	.29151	.735
P2	-.28962	.547
P1	.33039	

Appendix C

Cover Letter

November 21, 1983

4511 Forest Park Avenue
Baltimore, Maryland 21207

Dear Colleague:

In cooperation with the Community City Public School System, I an conducting a research study which will be published as a doctoral dissertation. This study has been designed to facilitate an investigation of the reasons that school-based personnel respond the way they do to innovative proposals.

Although your participation is voluntary, I am hopeful that you will take the time to participate. Your complete anonymity is guaranteed. All materials have been coded to facilitate follow-up procedures in the event that some questionnairs are not returned. Once the questionnaires have been received, all identification with individuals will be destroyed.

Two instruments are enclosed. There are no "right" or "wrong" answers. The only "right" answer is what you believe to be true. Please answer all of the questions. You should be able to complete both questionnaires in less than thirty (30) minutes.

Please complete the enclosed instruments and mail back all materials within the next two weeks. A stamped self addressed envelope is enclosed for return of the completed instruments. I will appreciate the time you take to assist me in completing this study.

Sincerely,

Carol S. Parham

Enclosures:

CSP:bp

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The purpose of this study was to investigate further the effects of legitimate power as compared to the effects of coercion. Two group work situations were created. In one, the supervisor was represented as having group support through election, in the other the supervisor took over her job without group support. As predicted, group support resulted in greater acceptance of the legitimacy of office-subjects were significantly more likely to feel that the elected supervisor has a right to office and to prescribing their behavior. Legitimacy also increased personal attraction of workers towards the supervisor while coercion reduced the attraction. Workers privately accepted the influence of the legitimate supervisor whereas the use of coercion did not increase private acceptance. Public conformity as the result of legitimacy and coercion did not occur.

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Mowday, Richard F. " The Exercise of Upward Influence in Organizations." Administrative Science Quarterly, 23, No. 1, (March 1978), 137-56.

The author reports the results of an investigation designed to examine selected (intrinsic motivation and self perceptions of power) exercise of influence in elementary principals.

Richardson, Rita C. and Thompson, Bruce. "Ego Development and Power Base Reliance of School Principals." American Educational Research Association, New York, New York, 19 Mar. 1982.

Researchers surveyed principals and teachers in 70 schools in a southern urban area to test the relationship between school principals level of ego development and their use of power bases. Ego development levels were defined as either conformist or conscientious or a transitional conscientious - conformist level.

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This study was conducted to investigate the validity of an instrument which purports to measure followers' perceptions of a leader's power base usages, the Richardson Power Profile (RPP), and to compare perceptions of power base usage derived by concurrently administering two instruments, the RPP and the Power Perception - Profile - Perception of Other (Hersey and Natemeyer, 1979). Teachers and administrators were the subjects of this study, Both instruments differed in format (normative and ipsative). Results suggested that the RPP is a reasonably valid measure of power base usage. Also concluded was the idea that ipsative or quasi-ipsative formats should only be employed when social desirability and other factors severely distort response patterns, and although these factors influence self-perceptions of power base usage, the impacts on perceptions of others are probably minimal.

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Principals are viewed as being in a unique position to deal with teachers. The author suggests that by being sensitive to each teacher's feelings with respect to Maslow's hierarchy, the principal can match opportunities and interactions to meet the teacher's higher level needs.