A Study of the Relationship between Michigan Public School Principals' Perceptions of Self-Actualization Needs and Their Perceptions of Satisfaction with their Job

James Mervyn Cambridge
Western Michigan University

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A STUDY OF THE RELATIONSHIP BETWEEN MICHIGAN PUBLIC SCHOOL
PRINCIPALS' PERCEPTIONS OF SELF-ACTUALIZATION NEEDS AND
THEIR PERCEPTIONS OF SATISFACTION WITH THEIR JOB

by

James Mervyn Cambridge

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A STUDY OF THE RELATIONSHIP BETWEEN MICHIGAN PUBLIC SCHOOL PRINCIPALS' PERCEPTIONS OF SELF-ACTUALIZATION NEEDS AND THEIR PERCEPTIONS OF SATISFACTION WITH THEIR JOB

James Mervyn Cambridge, Ed.D.
Western Michigan University, 1986

This study investigated the relationship between perceptions of fulfillment of self-actualization needs and job satisfaction among Michigan public elementary and secondary school principals. The general conceptual hypothesis was stated: "There is a positive relationship between public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job." Eight of the study hypotheses subdivided the population by dichotomies according to gender, age, length of experience as principal, and level of school-administered. Four hypotheses tested for significant differences in correlation coefficients between dichotomy halves.

The population that was studied consisted of all public elementary and secondary school principals in Michigan. Three hundred forty-five principals were sampled from the population. Data were received from 312 of these principals, representing a 90% response rate. The study instrument was developed by the Macomb Intermediate School District.

Support was found for each of the eight hypotheses suggesting positive coefficients of correlation between the variables for each population subgroup: Males, females, less senior, more senior, less
experienced, more experienced, elementary, and secondary. The statistical procedure utilized was the $t$ Test.

Support was not found for the four hypotheses postulating significant differences between dichotomy halves: Females with males, more senior with less senior, more experienced with less experienced, and elementary with secondary. The statistical procedure used required calculation of Fisher's $z$.

It is suggested that additional research be conducted on the variables of this study with other, perhaps non-professional, school employee groups.
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DEDICATION

To all who would quit and whose lives are touched by the good fortune of having teachers, family, and friends who encourage.
ACKNOWLEDGEMENTS

Viewing the doctoral program in retrospect, I am humbled by the number of persons who gave of themselves that my endeavor would be successful. Some, and their selfless deeds, are mentioned here.

David Cowden, Carol Sheffer, and Daniel Gilmore served on my dissertation committee as chair and members, respectively. While the committee works at the culmination of the program, each of these fine people also touched my studies earlier on: Dave helped to lift the veil of statistics sufficiently high and long enough to enable this student to develop needed proficiency; Carol was the university emissary to the program at Selfridge Air National Guard Base who enabled so many of us to "enlist" with confidence; and, Dan taught much as an exemplary administrator-model during my major internship and also as a subsequent friend.

Many warm relationships were developed among fellow students and their families. We became very close because we were all participants in so important a goal. Mike and Betty Pritchard, Dan and Julie Jaksen, and Mary Ann Adam—the friendships we developed in pursuit of academic success will continue.

A gentleman named Zigmund Kryszak is warmly acknowledged as a person who touched my life often during the program. First he was a teacher, then he was an intern supervisor, and always he was a caring person.

Many years ago my mother and late father, Nora and James, began
this educational process by taking a boy's hand and leading him to kindergarten. I know the pride they will feel as they watch the commencement program.

While I pursued the doctorate, my daughter worked toward her baccalaureate at Hillsdale College. We will graduate within a month of each other. Thank you, Chris, for the friendly challenge and support that a fellow student offered to her dad. Continue to follow your dreams!

My wife and best friend, Pauline, gave me that wonderfully essential ingredient that all spouses need to succeed--love. Honey, you made the tough times easier.

And, to Western Michigan University, I am grateful for the opportunities that great institution provided me.

As a practicing public elementary school principal at the E. V. Lobbestael School of the L'Anse Creuse Public Schools district, I gratefully acknowledge the myriad ways my staff, colleagues, students, and community supported my endeavor in ways both helpful and considerate.

Finally, to all who contributed to the successful conclusion of my educational pursuit, and are not here mentioned by name, please accept my warmest thanks.

James Mervyn Cambridge
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Kahn (1972) pointed out that the findings of more than 100 studies in the past 20 years clearly show that workers feel the need of becoming masters of their environment and to feel that both their work and they themselves are important, "the twin ingredients of self-esteem" (p. 233).

Terkel (1974), in his investigative conversations with American workers, found a powerful relationship of work to personal life. Not infrequently, this relationship was unfulfilling, "those we call ordinary are aware of a sense of personal worth--or more often a lack of it--in the work they do" (p. xxiv).

The all-pervasive power of the importance of work in our culture is characterized thus by Jacques (1961):

Working for a living is one of the basic activities in a man's life. . . . It confronts him with the actuality of his personal capacity. . . . It gives him a continuous account of his correspondence between outside reality and the inner perception of that reality, as well as an account of the accuracy of his appraisal of himself. . . . In a very deep sense, it gives him a measure of his sanity. (p. 229)

The perceptions of managers relative to their jobs are undergoing change as attested by Cooper, Morgan, Foley, and Kaplan (1979) who found that there has been a steadily decreasing percentage of managers, over the past 17 years, who perceive their company as a good place to work. The authors concluded that there is a continuing
change in employee values and that dissatisfaction among all employees, including managers, is increasing at the workplace.

Cooper et al. (1979) reported that worker perceptions of equity, employer respect toward employees, advancement opportunity, company responsiveness to employees' problems, and company-worker communication have been declining since the mid-1970s. Further, their research suggests that the percentage of managers who think employees are dealt with fairly has diminished by half since the 1950s; thus, managers are seen joining other employee groups in having perceptions of inequity. Taken together, these are, the authors suggest, all esteem-related factors and are seemingly at the basis of the recent downturn in job satisfaction.

Herzberg (1978a) declared, in speaking to the need for work, that people, including managers, have a human need for satisfaction from their work. That the derivation of satisfaction is not being achieved is attested by Herzberg's admonishment, "Specifically, managers—as well as the people they manage—are breaking down" (p. 52).

Wexley and Yukl (1977) characterized intrinsic motivation by workers as their attempt to fulfill their needs of growth. This process is described as a need for fulfillment and is one described as self-actualization, which may be defined as "the need to grow and develop psychologically, to find ones' own identity and realize one's potential" (p. 77). Similarly, Herzberg (1979) cited the need of the individual to fulfill the need for personal development.

Yankelovich (1982), citing a 1980 Gallup poll, reported that
"an overwhelming 88 percent of all working Americans feel that it is personally important to them to work hard and do their best on the job" (p. 5).

A shift is noted in the perceptions of management-level workers in past years of the availability of satisfiers at the workplace and also the means by which these satisfiers might be accomplished. In addition, there are attempts on the part of employers to enhance the attainment of job satisfaction by their managers. Theorists (Cooper et al., 1979; Herzberg, 1978a, 1978b; Yankelovich, 1979) point to the need of the individual manager to achieve self-actualization on levels including both personal and professional.

Truch (1980) found evidence that those educators who perceive themselves as being self-actualized also tend to view themselves as being competent and, additionally, are perceived by others as being more interested in their professional duties.

The position of pivotal importance occupied by the public school principal is attested by a report of the Select Committee on Equal Educational Opportunity of the United States Senate (Weldy, 1979):

In many ways the school principal is the most important and influential individual in any school.... It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. (p. 1)

Statement of the Problem and Purpose of the Study

Is the task of administering a public school providing its
practitioners with experiences leading to work-satisfaction? If there is a lack of work-satisfaction present, is it related to the level of self-actualization building administrators perceive as attained?

The purpose of this study was to determine the degree to which a relationship exists between satisfaction of self-actualization needs and job satisfaction within the education profession as perceived by Michigan public school principals. The variables of age, experience, gender and assignment (elementary and secondary) were also examined. A specific research question was thus suggested: Is there a relationship between public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job?

Need and Significance of the Study

The importance of the presence of employee job satisfaction, and consequences of job dissatisfaction, may be presumed by the finding of Janger (1977) that approximately 71% of large industrial organizations conduct employee attitude surveys. The magnitude of job dissatisfaction in the building principalship is revealed by DeLeonibus and Thomson (1979) in their study of a random sampling of national secondary school principals in which fully 10% of the respondents said they intended to leave the principalship. The most frequent reasons cited involved dissatisfaction with job-related factors.

Zakariya (1979) in a nationwide poll of elementary principals
found that more than two-thirds of the respondents reported less satisfaction with their work than they had 5 years previously. Additionally, 63% stated they had given serious consideration to quitting their position within the prior 6-month period.

Houts (1975), writing in a national journal for elementary principals, characterized some of the problems confronting building-level principals in these words: "the principalship is in serious crisis. . . . Principals face new and complex social problems, conflicting community demands, teacher militancy, (and) burgeoning central office requirements" (p. 3). This changing work environment may logically be viewed as presenting special difficulties in the attainment of satisfaction at the workplace and also of inner self-actualization.

Randles (1975) cited that one of the most frequently vocalized complaints from school principals was related to a loss of power. Such a perceived loss may impinge upon the individual's sense of derived job satisfaction as inferred from the definition of power given by Wexley and Yukl (1977). They described power as "the capacity to influence another person's behavior" (p. 149). Certainly the ability to influence the behavior of others is an integral factor to the professional activity of managers; the perception of loss of capacity would seemingly diminish the individual's effectiveness.

Herzberg (1968) reported that the efforts of workers were increased with the presence of intrinsic motivation at the workplace. In analyzing the needs of workers to be accomplishers, Herzberg (1978b) identified the strong linkage between meaningful
accomplishment at work and motivation. Further, he compared the phenomenon of mid-life crisis to the diminishment of the individual's significance in comparison to the significance of the organizations (including the workplace) to which he or she belonged.

Kennard (1983) found, in a study of Michigan teachers, that a majority would not again select the education profession if they were given the choice. She concluded that there was a need to develop programs that challenge the individual and help to develop their potential as well as to enhance opportunities for individual growth.

The absence of job satisfaction and self-actualization, if demonstrated, would signal a need for professional, employee, and employer action to design a workplace presenting enhanced opportunities for building principals to realize their potential; this study yields information useful in this regard. In addition, this study contributes to the available quantity of research on the position of building principal, self-actualization, job satisfaction, and personal characteristics of principals, and it also provides insight to educators aspiring to management positions.

Limitations of the Study

The population studied was defined as those individuals holding the position of chief building administrator (usually titled "principal") of Michigan public schools enrolling pupils in grades encompassing kindergarten through 12, as listed in the Michigan Education Directory and Buyer's Guide (Michigan Education Directory, Inc., 1985). This population was further differentiated as senior
high school principals (627 individuals); junior, middle, or intermediate school principals (689 individuals); and elementary school principals (2,017 individuals). This total population of 3,333 persons was dichotomized according to secondary (the senior, junior, middle, and intermediate schools members) and elementary principals since this division closely approximated the grade levels commonly ascribed to the two levels.

The following caveats were applicable: (a) those persons titled "assistant principal," or the like, were not surveyed since it was deemed possible that their job functions and experiences might be uniquely different from those whose title and job function was that of "principal"; and (b) the researcher was excluded from the population of elementary school principals.

Overview

Presented in this chapter were the problem statement, the significance and purpose of the study, and the research question suggested; and the importance of both self-actualization and job satisfaction to the principal was discussed. It was emphasized that the perceptions of building administrators relative to their attainment of self-actualization and job satisfaction were examined. The purpose of this study was to determine the degree to which a relationship exists.

Presented in Chapter II is a review of the literature including a discussion of need theory, the identification and description of self-actualization, the relationship of self-actualization and job satisfaction, and the role of principals in the educational process.
satisfaction, as well as the population subgroups based upon gender, age, experience, and level. Chapter II concludes with the formulation of the study hypotheses.

Specified in Chapter III are the study design and methodology. The population is discussed, including the various dichotomies. Study instrumentation, design and procedure, data processing, and statistical analysis are presented.

The results of the study are provided in Chapter IV with a discussion of the survey response rate, the responses by dichotomies, and the results of data analysis with an analysis of significant findings. Presented in Chapter V are a summarization of the study, a discussion of the conclusions by reference to each of the hypotheses, and recommendations suggested by the research.
CHAPTER II

A REVIEW OF THE LITERATURE

Introduction

This review had as its purpose the summarization of the literature relevant to the study variables: self-actualization and job satisfaction. Four sections are presented: (a) need theory as a foundation to the concept of self-actualization; (b) identification and description of self-actualization; (c) research findings describing relationships between self-actualization and job satisfaction; and (d) a review of differing effects related to the demographic variables of gender, age, experience, and level in relationship to self-actualization and job satisfaction.

Need Theory

The seeming propensity of humanity was described by Goble (1970) as being "motivated by a number of basic needs, which are species wide, apparently unchanging, and genetic or instinctual in origin" (p. 32). McGregor (1960) also ascribed to man the characteristic of having needs, submerging needs through fulfillment, having new needs emerge, ad infinitum. This description, a motivational view of human needs, found theoretical expression in the work of Maslow (1968), who described a hierarchy of needs and motivators.
Goble (1970) related that the thrust of Maslow's work was to view humanity from the positive characteristics of behavior such as "happiness, joy, contentment . . . well-being" (p. 14) as opposed to behavioralist psychologists who tended to focus on the mentally ill, resulting in perceptions that higher forms of behavior were acquired rather than naturally occurring in humankind.

According to Maslow's model depicted in Figure 1, as one need level is filled, the person may progress to the next level. Within this framework, human needs are arrayed at five levels. Physiological needs are at the lowest level, with self-actualization needs at the highest level.

![Maslow's Need Hierarchy](image)

Figure 1. Maslow's Need Hierarchy (from Wexley & Yukl, 1977, p. 78)

The needs for physical survival are deemed as the most basic. Included are needs for food, liquid, shelter, sex, sleep, and oxygen. These are considered to be prepotent needs (as are the needs at other levels), and once satisfied, the person can then attempt needs.
satisfaction at the higher levels. Maslow (1968) cautioned that one must differentiate between needs and things. At the most basic, physiological level, there is a strong correlation between material objects and needs satisfaction; however, as one moves to the higher need levels it is important to perceive these non-material needs as also being basic.

Safety needs (psychological) are at the second level. They include the needs for security, dependency, consistency, predictability, freedom from fear, fairness, and a certain amount of routine (Maslow, 1964). Needs at the second and each succeeding level of the hierarchy were characterized as "deficiencies which must be optimally fulfilled by the environment to avoid sickness and to avoid subjective ill-being" (Maslow, 1959, p. 123).

Needs of love may emerge at the third level when the safety needs are satisfied. In reference to the power of love as a need, Goble (1970) likened its absence to being similar in pervasiveness to a deficiency in salt, food, or vitamins. Maslow (1968) stated that "the need for love characterizes every human being that is born" (p. 191).

Esteem needs comprise the fourth level. These needs include a desire for competence, mastery, adequacy, achievement, and freedom. Self-esteem is deemed to be healthy when based on deserved respect from others for real competence.

Beyond the fourth level of needs, Maslow (1971) hypothesized a series of psychological needs for growth, development utilization, and potential or self-actualization. These needs are described as
"the desire to become more and more of what one is, to become everything that one is capable of becoming" (p. 42). Shostrom (1966) described the self-actualizing individual as being somewhat autonomous, other-directed, sensitive to acceptance by others, and in need of their good will but still directed from within oneself.

That there are not rigid boundaries within the hierarchy was pointed out by Maslow (1973) who stated there was a false impression that a need must be satisfied 100 percent before the next need emerges. In actual fact, most members of . . . society . . . are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time. (p. 165)

Porter (1963) presented a similar hierarchy of human needs that both built upon and clarified the concepts of Maslow. Working in the private sector, Porter's studies focused on needs satisfaction within the industrial setting. In discussing Maslow's work, Porter stressed two major points: First, the hierarchy of needs, as Maslow pointed out, is not to be construed as an inflexible order which is the same for all persons; second, Maslow's theoretical approach to motivation contends that physiological, safety, and security needs are the most prepotent, while self-actualization needs are the least prepotent for most persons.

Wolf (1970), in conducting research based upon Maslovian theory, suggested that an internal hierarchy encourages individuals to join, work for, and remain with an organization as their needs are satisfied in order of prepotency.

Maslow (1968) suggested three cardinal points to the movement of individuals through the needs hierarchy: (a) upward progression
is in orderly fashion; (b) sufficient (to the person) gratification of one need diminishes its relative prepotence and, subsequently, increases the prepotence of the next-ascending need in the hierarchy; and, (c) that even as humans will, by nature, strive toward self-expression and fulfillment of their potential, few will achieve the state of self-actualization.

The two-factor (motivation/hygiene) theory of Herzberg (1966) also postulates that humans strive to satisfy needs of both lower (hygiene) and higher (motivation) orders. Lower order needs may become, if unfulfilled, dissatisfiers. These include such functions as the biological drives and basic needs as safety and affiliation. Fulfillment of needs on this continuum will not necessarily result in satisfaction; this is the realm of higher order needs—the motivators. These needs correspond to psychological growth and the development of one's potential. The continuum of higher order needs extends from strong satisfaction (the result of fulfillment) to no satisfaction (the result of nonfulfillment). It must be noted that hygiene and motivation needs operate on separate, and nonconnected, continuums. The Herzberg model is portrayed in Figure 2.

The postulation of a philosophically similar needs hierarchy by both Maslow and Herzberg has been affirmed by Porter (1961) and Sergiovanni (1967).

Attempts to validate the existence of a multi-tiered and prepotent needs hierarchy have yielded mixed results. Strauss (1974) found substantial differences in the relative values ascribed by individuals to the importance of either basic or higher level needs.
In their studies related to managers and educators, respectively, Lawler and Suttle (1972) and Clay (1977) were unable to substantiate the multi-tiered hierarchy of needs; both studies suggested that two levels of needs exist—the biological at the base and the psychological above. Schneider and Alderfer (1973) were unable to find support for the concept of prepotency of needs within the hierarchy.

The propriety of need theory for research purposes was defended by Huizinga (1970) who found the needs categories consistent with the universal "characteristic of the...human species" (p. 2). Wexley and Yukl (1977), while confirming the lack of empirical evidence to support a needs hierarchy, affirmed "the proposition that some needs take priority over other needs appears...valid" (p. 78).

Porter (1961), in developing a research instrument originally utilized in studying managers, modified the Maslow needs hierarchy by eliminating the base level, physiology, which he reasoned was universally met by his proposed subjects and would therefore be operationally impotent. In addition, he placed "autonomy" in an
independent category between Maslow's esteem (which, for Maslow, includes "autonomy") and self-actualization levels. Thus, Porter hypothesized five need levels, in ascending order: security, social, esteem, autonomy, and self-actualization. These five need levels are portrayed in Figure 3, a pictorial representation of the hierarchy described by Porter (1961) as "categories of needs" (p. 3). Both the similarities and differences between the Maslow and Porter hierarchies of needs are readily apparent from an examination and comparison of Figures 2 and 3. Porter (1961) described the rationale and differences between his and Maslow's needs hierarchies as:

First, the questionnaire did not contain any items relating to the most prepotent needs—physiological needs—since these needs are presumably so adequately satisfied for any managerial person. . . . The second major deviation from Maslow's system is the addition of an "autonomy" category . . . that in Maslow's system would be included in the "esteem" category; here, however, these items have been put into a separate category since it seemed that they are logically distinct from other items that are more commonly associated with the term "esteem." (p. 3)

Both the Maslow and Porter needs systems share self-actualization in a similar hierarchial position—that of the least prepotent and at the highest order. The instrument used in this study is based upon the operationalization of self-actualization by Porter.

Identification and Description of Self-Actualization

Nearly a half-century ago, Goldstein (1939) related self-actualization to human motivation, stating that "Self-
actualization is the creative trend of human nature. It is . . . a hole that demands to be filled . . . replenishing or fulfillment of needs is what is meant by self-actualization" (p. 302).

Figure 3. Porter's Categories of Needs Hierarchy (from Porter, 1961, p. 3)

The need for individuals to find personal meaning in their activities has been affirmed by numerous authors. Getzels (1958) described a person meeting role expectations as adapting to the role; the same individual, when performing in accordance with his or her own perceived needs, to be actualizing. Herzberg (1978a) stated that "the time has come to give the individual back the anticipation of the future that comes only from determining it himself" (p. 52).

Bennis (1970) saw Americans establishing new cultural values: from self-control to self-expression, from the endurance of stress to the acquisition of joy, from competition to collaboration, from achievement to self-actualization. Even at the national level this striving for quality in both organizational and personal life at the
workplace and beyond was reflected in the recent best-selling book by Peters and Waterman (1982), *In Search of Excellence*.

Porter (1963), in his studies of management groups, found that autonomy and self-actualization were viewed by all management levels as being both the most important and least fulfilled types of needs.

According to Maslow (1968),

The self-actualized person is characterized by: (1) clearer, more efficient perception of reality; (2) more openness to experiences; (3) increased integration, wholeness and unity of person; (4) increased spontaneity, expressiveness, full functioning, aliveness; (5) a real self, a firm identity, autonomy, uniqueness; (6) increased objectivity, detachment, transcendence of self; (7) recovery of creativeness; (8) ability to fuse concreteness and abstractness; (9) democratic character structure; (10) ability to love and respond emotionally. (p. 148)

The nature of the life process toward self-actualization was affirmed by Rogers (1961), who described the individual as being one with a process which was ever-changing and continual throughout the life span. Maslow (1964) cited this growth in the self-actualizing person as ongoing and "a matter of degree and frequency rather than an all or none affair" (p. 92).

Shostrom (1976) characterized the process of self-actualizing as "the process of being what one is and of becoming more of what one can be" (p. 1). Gardner (1963) related the process to one of self-renewal while Mace (1971) identified the characteristic of aspiration as being that which is possessed by the self-actualizing person.

Many seemingly divergent definitions of self-actualization are found in the literature. Maslow (1968) maintained that while these
differences were apparent, a consensus of agreement existed relative to the essential meaning of self-actualization and described it as, "acceptance and expression of the inner core or self ... actualization of these latent capacities, and potentialities, 'full functioning,' availability of the human and personal essence" (p. 197).

Self-actualization was divided by Porter (1962) into three main categories. They are: (a) opportunity for growth and development, (b) the feeling of self-fulfillment, and (c) the feeling of worthwhile accomplishment. In his study of industrial managers, Porter assessed the amount of difference between the managers' actual and ideal needs attainment and, thus, attained their levels of need deficiency.

These three concepts of self-actualization, as operationalized by Porter (1962), were used in this study to assess how well public school principals were meeting their needs for self-actualization.

Self-Actualization and Job Satisfaction

Writers have noted that satisfaction at the workplace is often dependent upon fulfillment of needs. Trusty and Sergiovanni (1966), for example, asserted that the level of worker job satisfaction was a reflection of interaction between individual needs and the work situation. Vroom (1964) also perceived the need to relate job satisfaction to needs fulfillment. The power of work in meeting the higher needs of the individual may be sensed in the words of Morse and Weiss (1955), who concluded that most workers "find the
producing role important for maintaining their sense of well-being" (p. 194).

Osiprow (1973) noted that those entering an occupation seek to implement self-concept, "that workers select their jobs because they see potential for satisfaction of their needs" (p. 11). This relationship was affirmed by Super (1953) who stated that "work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests ... and values" (p. 189). Hoppock (1976) postulated that work satisfactions were the result of the job meeting the individual's present, or the promise to meet future, needs.

The role of needs fulfillment as a powerful agent of job satisfaction was attested by Schaffer (1953) who found that job satisfaction may be most accurately predicted as a measure of "the extent to which each person's strongest two or three needs are satisfied" (p. 18). Indeed, Costello and Sang (1974) concluded that employee personal goal attainment would lead to job satisfaction and increased organizational contributions.

Waters and Roach (1973) found that overall job satisfaction was more closely related to the fulfillment of intrinsic (higher order) needs than extrinsic (lower order) needs. In a study of western state school principals, Morse (1975) concluded that of the five need levels postulated by Porter (security needs, social needs, esteem needs, autonomy needs, and self-actualization), principals evidenced most concern with the fulfillment of needs at the two highest levels: autonomy and self-actualization.
In relationship to Herzberg's Two-Factor Theory, Levinson (1973) supported the differentiation between the extrinsic and intrinsic job factors, concluding that workers were more motivated and thus, job satisfied, when fulfilling higher order needs. Jackson (1975), in a study of middle-level college administrators, found agreement with the proposition that higher level needs satisfaction was associated with job satisfaction. Conversely, however, Smith (1977), in a study of high school principals, concluded that both intrinsic and extrinsic factors were associated with both satisfaction and dissatisfaction.

Both Centers (1948) and Lynam (1955) related in their studies of American workers that there was a relationship between higher socioeconomic workers and their need for gratification of the higher order needs.

Studies of educators by several researchers have demonstrated a positive relationship between self-actualization and job satisfaction. Kennard (1983) in a study of teachers in southeastern Michigan found moderate levels of correlation (Pearson r) between subgroups composed of elementary and secondary teachers, males and females, older and younger, and more and less experienced instructors.

Curley (1982) in a study of Illinois curriculum developers denoted a positive significant correlation between the variables of job satisfaction and self-actualization. Further, no significant differences were detected between males and females.

Among teachers taking graduate-level courses in Chicago,
Pusateri (1976) found significant positive relationships between self-actualization and job satisfaction.

There is general agreement among researchers and theorists that positive relationships exist between job satisfaction and the fulfillment of the needs of workers. This relationship has been further noted in the educational workplace for school teachers, school administrators, and school principals.

**Conceptual Hypothesis**

Based upon the preceding review of research on self-actualization and its relationship to job satisfaction, this researcher stated the following general conceptual hypothesis: There is a positive relationship between public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

The concluding section of this chapter consists of a review of the literature concerning how the variables of self-actualization and job satisfaction are affected by gender, age, experience, and level of school.

**Population Subgroups**

Subdivisions of the main study population were made in order to determine if the relationship between public school principals' perceptions of self-actualization and their perceptions of job satisfaction exist within the following subgroups: (a) gender, (b) age, (c) years of experience as a principal, and (d) level of school.
administered. Supporting rationale from the literature is presented to indicate the reasons for examining each subgroup of the main population.

**Gender**

The findings of the literature review relative to differences between the work satisfaction and self-actualization levels of men and women present an inconsistent pattern over a longitudinal time period.

In the earlier years of the movement toward increased women's rights in the 1970s, Yankelovich (1974b) stated a need for studies to assess the impact of the movement upon the perceptions of females within the work force. Yet, as recently as the mid 1970s, Hollon and Gemmell (1976) were voicing concern for the virtual dearth of such studies among males and females within the education profession.

Some researchers (March & Simon, 1958; Morse, 1953) have noted differing work attitudes between the sexes and have postulated possibly related unequal societal expectations for men and women.

An early study of educators by Trusty and Sergiovanni (1966) revealed that men had lower perceived deficiencies at the security level but higher self-actualization (and other Maslowian-Porter higher order levels) needs deficiencies. On the other hand, Hinkley (1976) found greater need deficiencies among women educators at the higher order needs levels.

Smith, Kendall, and Hulin (1969) found that women attained
lower levels of job satisfaction than men; this finding was affirmed by Daniel (1972) in a separate study. Similarly, lower levels of work satisfaction among females than males was noted by Hollon and Gemmill (1976) in their study of community college level instructors.

Reports by Burstein, Trenhaara, Hewson, and Warrander (1975) and Holdaway (1978) revealed that both males and females exhibited similar levels of job satisfaction. Westerman (1974) found no significant differences in levels of self-actualization deficiencies between females and males in a population of student teachers.

The work satisfaction levels of administrators in two studies, Van Maanen and Katz (1976) and Schmidt (1976), were found to be similar for men and women in the populations.

Minuk (1980), in a study of educators, found no significant differences in job satisfaction between males and females. However, significant differences were noted in levels of self-actualization needs among younger women and their male counterparts.

Pusateri (1976) detected no significant differences related to gender among educators when considering the variable of job satisfaction; however, on the variable of self-actualization, significantly lower need deficiencies were attributed to females than males on one of the self-actualization scale subcategories.

In a recent study of Michigan teachers by Kennard (1983), the levels of job satisfaction and self-actualization attained by members of both sexes were positive and not significantly different between the sexes.
The emergence of a possible trend denoting lowering levels of job satisfaction within recent years among female workers may be explained by Roe (1956) who found that, for many women in the 1950s, occupational selection was based largely upon decisions perceived to be of a temporary nature; therefore, the function of the need for satisfaction from work was possibly of differing (lower) value for many within the female membership of the workforce as compared to their male counterparts. Thus, job satisfaction for women, carrying a lower priority, may have yielded a smaller discrepancy between "what is" and "what ought to be", resulting in seemingly higher levels of job satisfaction. Later, in the mid-1970s, changing perceptions among females relative to their needs, including those at the work place, were noted by Yankelovich (1974b) who hypothesized an increasing need level among all workers, including women, for satisfaction at the workplace.

The literature contains, then, some evidence suggesting that there may be a trend line denoting increasing similarities between the sexes in the amounts of job satisfaction and self-actualization experienced. Have the differences in these perceptions noted by previous researchers disappeared for men and women public school principals? In order to assess this status, the following hypotheses are offered:

**Hypothesis 1A (Male Principals)**

There is a positive relationship between male public school principals' perceptions of how well their needs of self-
actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 1B (Female Principals)**

There is a positive relationship between female public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 1C (Female and Male Principals Compared)**

The relationship between perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction is greater for female public school principals than it is for male public school principals.

**Age**

Numerous researchers have reported positive relationships between age and job satisfaction. Trusty and Serviovanni (1966) found that educational personnel had job satisfaction needs which varied by age. Further attesting to this phenomenon was Yankelovich (1974a) who noted that younger persons, particularly college educated professionals, placed high reliance on needs such as self-fulfillment and self-actualization.

An apparent gulf between the needs of the younger workers and the actualization of these needs was identified in a report by Quinn, Staines, and McCullough (1974) who found that younger workers
were appreciably less satisfied with their job; moreover, this comparative dissatisfaction had been noted for the previous 15 years.

Burstein et al. (1975) found that younger workers were less satisfied with their level of job expectation fulfillment than were their more senior counterparts. Trusty and Sergiovanni (1966) reported that, among a group of educators, the lowest deficiency in needs of self-actualization was among workers age 45 and older.

Not all studies have supported the finding that satisfaction increases with age. Srivastava et al. (1977) could find no consistent relationship between age and job satisfaction among educators.

Glenn, Taylor, and Weaver (1977) reported a positive relationship between age and job satisfaction but cautioned that a sizable portion of this correlation might be attributable to the increased extrinsic rewards associated with the continued, and higher, earnings also usually found in tandem with increased age.

"Burnout", the subject of much recent national attention, was alluded to by DeLeonibus and Thomson (1979) in discussing decreased job satisfaction experienced by veteran school principals. Similar generalizations concerning veteran teachers, and their apparent decreased satisfaction levels, were offered by Cardinell (1981).

In the main, the literature review suggests that there is substantial reason to associate increased age of professional-level workers with increasing levels of derived job satisfaction. Do these historical differences in the perceptions for younger and
older public school principals continue to prevail? To test this possibility, this researcher promulgated the following hypotheses relative to age:

**Hypothesis 2A (Less Senior Principals)**

There is a positive relationship between less senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 2B (More Senior Principals)**

There is a positive relationship between more senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 2C (More Senior and Less Senior Principals Compared)**

The relationship between perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction is greater for more senior public school principals than it is for less senior public school principals.

**Years of Experience as a Principal**

Research on the relationships between job satisfaction and self-actualization as related to years of experience, revealed
moderate support for the premise that increased amounts of experience are positively related to enhanced job satisfaction and self-actualization.

The Trusty and Sergiovanni (1966) data indicated that for each increasing interval of educational seniority, profession practitioneers found decreasing levels of need deficiencies of the higher-order needs, including esteem, autonomy, and self-actualization. This finding was consistent with one by Belasco and Alutto (1972), again with teachers, where older teachers were significantly more satisfied with their opportunities to participate in decisions (interpreted as a major factor in job satisfaction) than were their more youthful counterparts.

Van Maanen and Katz (1976), in a study of administrators, noted less job satisfaction in the group characterized by fewer than 10 years of positional experience. Levels of self-actualization among educators were found by Sands (1971) to be significantly and positively related to increased years of experience.

Contrary to the general trend, support for a positive relationship between experience and job satisfaction among educators was not provided in a Canadian-based study by Daniels (1972).

The literature reviewed did suggest that heightened levels of job satisfaction and self-actualization increased with years of experience. Do these differences in perceived levels of self-actualization and job satisfaction continue to exist between younger and older public school principals? The following hypotheses suggest a relationship between the variables:
Hypothesis 3A (Less Experienced Principals)

There is a positive relationship between less experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

Hypothesis 3B (More Experienced Principals)

There is a positive relationship between more experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

Hypothesis 3C (More and Less Experienced Principals Compared)

The relationship between perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction is greater for more experienced public school principals than it is for less experienced public school principals.

Level of School Administered

Theorists have hypothesized that as the hierarchical position of the employee increases, so, too, will the levels of job satisfaction and self-actualization (Argyris, 1964 and Vroom, 1964). Yet, in comparing the job satisfaction and self-actualization of Michigan elementary and secondary school principals, it seemed unproductive to separate the two levels by references to a supposed
hierarchy. No support was found for a conclusion positing that either of the two levels of principalship possess unique characteristics which would facilitate a definition based upon a hierarchy after an examination of the *Michigan General School Laws and Administrative Rules* (Michigan State Board of Education, 1982).

The literature reveals scant information regarding cross-sectional research encompassing both elementary and secondary principalships when treating elementary and secondary as co-equal levels characterized mainly by grade level differences.

Gross and Napoir (1967), in a study of school principals, did not detect significant differences in satisfaction among principals based upon the elementary/secondary dichotomy; however, their study encompassed only males and generalizations should be, accordingly, limited.

Poppenhagen (1980), in a study of elementary and secondary principals, found no significant relationships between job satisfaction and the level of the principalship. Kennard (1983), in a Michigan study of elementary and secondary teachers, detected little difference in perceived job satisfaction and self-actualization between the two groups.

Some authors suggest that the elementary and secondary levels of principalship differ in the roles assigned, assumed, or which result due to conditions. Donaldson (1982), reporting on a training academy to develop school principals' skills as effective leaders and managers, noted that the curriculum for each level differed because the roles of elementary and secondary principals were
perceived to be not entirely alike. These differences related especially to curricular responsibilities; the degree of task specialization in the school; and community, student, and staff expectations. Miller (1979) noted that the conditions causing stress for principals would frequently be level-specific for elementary and secondary principals. Student-to-student assaults, for example, were more frequently cited by secondary principals as causes of administrator stress; elementary principals would more often cite playground supervision as a cause of personal stress. Further attesting to level differences, Kennard (1983) noted that the general preparation of the elementary educator was more oriented toward development of the total child whereas the secondary practitioner's reference is more frequently directed toward subject-matter specialization. Would these differences in roles affect the relationship between perceptions of attainment of self-actualization and job satisfaction?

Few cross-sectional studies were available to give a firm indication of how the level of school administered might affect principals' levels of job satisfaction and self-actualization; but because such information might be of value to the profession, the following hypotheses were offered:

**Hypothesis 4A (Elementary Principals)**

There is a positive relationship between elementary public school principals' perceptions of how well their needs of self-
actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 4B (Secondary Principals)**

There is a positive relationship between secondary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

**Hypothesis 4C (Elementary and Secondary Principals Compared)**

The relationship between perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction is different for elementary public school principals than it is for secondary public school principals.

**Summary**

Motivational psychologists, chief among them Maslow (1962), Herzberg (1966), and McGregor (1960), postulate the existence of needs as motivators of human behavior. These theorists perceived the quest to satisfy needs as being common to the species.

A theory encompassing a hierarchy of needs was fostered by Maslow (1962). This hierarchy described five plateaus, in ascending order: (a) physiological needs; (b) safety needs; (c) social needs; (d) esteem needs; and (e) self-actualization needs. Although the existence and operational function of this hierarchy has not been demonstrated by research (Kuieck, 1980), there does exist general
consensus in support of the theory that some needs do take precedence over other needs.

Various other models of need theory have been suggested. Herzberg (1966) suggested a two-factor theory comprised of both hygiene and motivation factors, each of which operated on separate continua. The Maslow and Herzberg theories have been regarded by some theorists (Porter, 1961; Sergiovanni, 1967) as being philosophically similar.

Porter (1961) presented a modified hierarchy of needs which is closely allied to the Maslow model. In the Porter hierarchy, autonomy is presented as a separate need, immediately below self-actualization. Furthermore, the self-actualization need is factored into three subparts for purposes of operationalizing. It is the hierarchy as postulated and operationalized by Porter that is utilized in this study.

An examination of the related literature demonstrated much support for the need to find personal meaning and satisfaction in the American workplace. Workers, particularly at the professional level, are seen in quest of needs satisfaction at the self-actualization level. A significant portion of this pursuit for personal development occurs at the workplace where work satisfaction is a goal.

Four personal demographic factors were identified: (a) gender, (b) age, (c) experience, and (d) level of principalship. The literature was reviewed for each factor and rationale were offered for individually treating each dichotomy of the population.
Studies were found both in support, and nonsupport, of differences in gender as a factor in perceived needs satisfaction. In general, females were found to be undergoing a longitudinal process of change with regard to the acquisition of needs satisfiers. This process indicated that the differences profile between men and women was becoming more similar.

The literature treating age showed considerable agreement that, historically, increased age has been associated with increased satisfaction at work and in the acquisition of self-actualization. General support was also found for the positive relationship of length of service to job satisfaction and self-actualization.

Two research difficulties arise when analyzing the perceptions of public school principals based upon a dichotomy of levels of school: (a) the term level suggests a hierarchy which, in fact, does not appear to generally exist with regard to elementary and secondary principals; (b) there were few previous studies available which compared data by elementary and secondary level. Available information pointed toward differing roles for principals at the elementary and secondary levels.

As a result of the literature review, the conceptual hypothesis was developed; additionally, 12 hypotheses relating to the study population were developed.

The research design and methodology employed to test the hypotheses are presented in Chapter III.
CHAPTER III

STUDY DESIGN AND METHODOLOGY

Introduction

Presented in this chapter are the research procedures used in the study. The presentation includes: (a) the population that was studied, (b) the instrumentation, (c) the design and procedure, (d) the null hypotheses, (e) the alternate hypotheses, and (f) the summary.

Population of the Study

As previously stated in Chapter I, the population studied was defined as those individuals holding the position of chief building administrator (usually titled "principal") of Michigan public schools enrolling pupils in grades encompassing kindergarten through 12, as listed in the Michigan Education Directory and Buyer's Guide (Michigan Education Directory, Inc., 1985). This population is further differentiated as senior high school principals (627 individuals); junior, middle, or intermediate school principals (689 individuals); and elementary school principals (2,017 individuals).

It was noted that the following caveats would be applicable: (a) those persons titled "assistant principal," or the like, would not be surveyed since it is was assumed that their job function, and experiences, might be uniquely different from those whose title and...
job function was that of "principal"; and (b) the researcher was excluded from the population of elementary school principals.

Dichotomies

To assist in understanding the characteristics of the study population, four dichotomies were made and incorporated into the demographics section of the study instrument. Each was suggested by the literature review; they are described as follows:

Gender

The gender dichotomy is a natural one. Many studies suggested that perceptions of the variables being examined in this study may vary by gender.

Age

There is some indication that perceptions of job satisfaction may vary with the age of the worker. The dichotomy suggested and utilized is one paralleling the concepts of less senior and more senior. According to the Michigan Department of Education (1982/83), the average (mean) age of Michigan principals ranged between 47 to 50 years, depending upon gender and level of assignment. In consideration of the reported age range, and the subsequent passage of 2 years since the data report date, the dichotomy was separated at the age of 50, with 51 years of age being more senior.
Experience

The literature suggests that perceptions relative to job satisfaction may vary by the length and positional status of employee service. Data from the Michigan Department of Education (1982/83) do not treat prior service in a manner differentiated by position (i.e., years principals worked as a teacher/years also spent as principal); therefore, the sample was divided so that approximately half of the members were in each half of the dichotomy.

Level

Public education in Michigan has been traditionally dichotomized by the two levels, elementary and secondary. Even though the literature suggested little in terms of the effects of this dichotomy upon its participants, the long-standing tradition of differentiation made an analysis of its possible effects upon the perceptions of job satisfaction by practitioners worthy of study. The dichotomy dividing line is not precise. Grades 5, 6, and 7 are generally the middle ground. If the principal's school contained these grades with lower grade levels, the assignment was concluded to be on the elementary side of the dichotomy; if the grades cited were alone, or in combination with higher grade levels, the person was then assigned to the secondary level. Exceptions to these criteria were occasional (i.e., grades kindergarten though 12 in one school); in these instances, the principal was excluded from the level subgroups.
Instrumentation

The instrument utilized for this study was interpolated from a broader instrument developed by the Macomb Intermediate School District (MISD) as a measure of several concepts, including job satisfaction and self-actualization. A researcher-designed section to gather data on the variables of age, experience, gender, and assignment was included.

The original MISD survey was developed to gather information about school employees' attitudes. It was designed to gather information in the following categories: (a) quality of work life, (b) communication, (c) co-worker relationships, (d) problems facing schools, and (e) employee perceptions of school effectiveness.

A major purpose of the instrument, according to Kennard (1983), was to create a quality of work life data base with information relating to employee perceptions of satisfaction in meeting needs relative to each of the need levels and also to assess perceptions of job satisfaction; thus, although the instrument measured a wider array of concepts, it provided appropriate data to measure both variables of this study.

Taylor (1973) concluded that one focus of self-actualization measurement may be the perceptions of the individual relative to his or her acquisition of sufficient or insufficient levels of growth, learning, and utilization of personal skills at the workplace. This means of self-actualization measurement, based upon the perceptions of the individual, was incorporated into the study instrument. The
study instrument is included in Appendix A.

Measure of Dependent Variable

The dependent variable, job satisfaction, was measured by responses to the statements listed in Table 1.

Table 1
Statements for Measuring Job Satisfaction

<table>
<thead>
<tr>
<th>I am satisfied with my work assignment.</th>
<th>If I could start my working career over again, I would probably do something different.</th>
<th>I used to care more about my work than I do now.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often go home frustrated because of my job.</td>
<td>I usually feel good about my job.</td>
<td>Sometimes I feel like I am &quot;fighting the system&quot;.</td>
</tr>
</tbody>
</table>

Measure of Independent Variable

Principals' perceptions of how well their need of self-actualization is being met were measured in the following areas: (a) growth and development, (b) feelings of self-fulfillment, and (c) feelings of worthwhile accomplishment. These are specific descriptors reported by Porter (1963) under the category of self-actualization and incorporated in a nationwide study of managers and executives in varied kinds of employment: "Self-Actualization needs ... the opportunity for personal growth and development ... the feeling of self-fulfillment ... the feeling of worthwhile accomplishment" (p. 142).
The specific statements used in the present study to measure these areas are illustrated in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Statements for Measuring Concepts of Self-Actualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth/Development</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>I consider my job interesting.</td>
</tr>
<tr>
<td>My job gives me a chance to learn new skills.</td>
</tr>
<tr>
<td>I consider my job challenging.</td>
</tr>
<tr>
<td>My work provides me opportunities for professional growth.</td>
</tr>
<tr>
<td>I am a better employee this year than I was last year.</td>
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</tbody>
</table>

Reliability

The internal consistency of the MlSD instrument from which the
study instrument was constructed, as determined by the coefficient alpha reliability coefficient, was reported by Kennard (1983) to be: (a) satisfaction index, alpha = .82; and (b) self-actualization index, alpha = .89. "These pretest results demonstrated a high degree of internal consistency" (p. 40). The procedures used to determine these reliability coefficient figures were described by Kerlinger (1973) as one of intercorrelating scores on subsample tests drawn from the main test in succeeding sets of two (p. 452).

Validity

The validity of the MISD instrument was established by Kennard (1983). The process used was as follows: (a) a panel of experts was convened; (b) the panel was given criteria for assigning statements to the five Porter (1962) need-level categories, including the operationalized descriptions of self-actualization; (c) based upon the criteria, each panel member placed individual statements in the appropriate need-level category; and (d) the judgments of the experts validated the appropriateness of the statements used to measure each need-level category. The same panel of experts validated the statements used in the job satisfaction index. Kennard found "eighty-four percent of the experts' category selections were in agreement with the statements originally designed to measure each index" (p. 41).

Myers (1983) suggested that an additional factor related to validity is the question of whether an individual's self-perceptions can be considered accurate. It was assumed that principals, as a
group, are psychologically healthy based upon the success of individuals achieving these leadership positions. The Association for Supervision and Curriculum Development (1962) postulated that sound perceptions of reality are basic to effective behavior, proposing that "adequate people must have an accurate, realistic understanding of themselves and the world in which they live" (p. 119). It was accepted that principals are, as a group, effective; therefore, their perceptions are assumed to be based upon reality and to be accurate.

Response Scale

The variables were measured on a 4-point Likert-type scale with responses in the following categories: (a) agree; (b) unsure, probably agree; (c) unsure, probably disagree; and (d) disagree. Values were assigned as 1 to 4 points, respectively, except for statements numbered 10, 11, 13, and 16 on the instrument; the value assignment of these four statements was reversed, i.e., 4 to 1 points (see Appendix A).

Design and Procedure

The following topics are presented to portray the study design and procedure: (a) the pilot study, (b) selection of the sample, (c) data collection, (d) data processing, (e) procedures of statistical analysis, (f) the null hypotheses, and (g) the alternate hypotheses.
Pilot Study

A pilot study outside of the population, with parochial school principals, was performed to assist in determining if an acceptable rate of instrument return could be attained, and also to ascertain the possibility of unforeseen problems with the survey instrument. The origin of the names for pilot study selection and the procedures for selection and surveying were similar to those previously described for the primary survey; the number of individuals randomly selected was 10. Eight of those sampled responded; as a result of their responses, the question relating to assignment was redesigned to eliminate ambiguity.

Sample Selection

The number of individuals selected for the study was in accordance with the recommendations of Kerlinger (1973) and Hinkle, Wiersma, and Jurs (1979) who spoke to the dimensions of appropriate sampling numbers. The total population of Michigan public school principals, as listed in the Michigan Education Directory and Buyer's Guide (Michigan Education Directory, Inc., 1985), is 3,333; it was composed of 627 high school principals, 689 middle/junior/intermediate school principals, and 2,017 elementary school principals. Establishing a level of confidence of 95%, with a + or - 5% error rate, and referring to statistical tables found in the publications, Mapping Your Millage (1984), and Small Sample Techniques (1960), it was determined that a total sample size of 345 individuals would be
randomly selected on a stratified basis corresponding to the three levels of principals (see Table 3).

The procedure for determining which principals were selected follows: Three alphabetical listings of school principals (formulated on mailing labels) were purchased from Michigan Education Directory, Inc. The labels were separated into senior high principals, junior high principals, and elementary principals, and (a) the fraction of high school principals (627) of the total population (3,333) was multiplied by the total sample of 345, indicating that 65 high school principals should be selected; (b) the fraction of middle school principals (689) of the total population (3,333) was multiplied by the total sample size of 345, yielding 71; and (c) the fraction of elementary school principals (2,017) of the total population was multiplied by the sample size of 345, producing 209. Using the Tandy Corporation (1980) Advanced Statistical Analysis program, "Random Sample", three appropriate sets of random numbers were generated and used to select the population of the study by matching these numbers with the individuals' respective positions within the three alphabetical listings.

Endorsements for the study were sought and received from two major statewide principals' professional organizations: Michigan Elementary and Middle School Principals Association (MEMSPA), and Michigan Association of Secondary School Principals (MASSP). The letters requesting endorsement and the affirmative responses appear in Appendix B.
Table 3
Michigan Public School Principals by Level
(Totals in State/Totals Selected for Study)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2017/209</td>
<td>689/71</td>
<td>627/65</td>
<td>3333/345</td>
</tr>
<tr>
<td>Percent %</td>
<td>61/61</td>
<td>21/21</td>
<td>19/19</td>
<td>-- a --</td>
</tr>
</tbody>
</table>


aDue to the effect of rounding, total does not equal 100.

Data Collection

Endorsements for the study were sought and received from two major statewide principals' professional organizations: Michigan Elementary and Middle School Principals Association (MEMSPA), and Michigan Association of Secondary School Principals (MASSP). The letters requesting endorsement and the affirmative responses appear in Appendix B.

The Initial Survey Packet

The survey instrument was sent to those selected via first class mail. The cover letters were computer-generated using a letter-quality printer; this resulted in personalized, individually typed, and hand-signed letters to each principal. Endorsements from MEMSPA and MASSP were mentioned in the cover letters since it was believed that these endorsements would assist in securing favorable
treatment of the surveys by most principals. The letters described
the purpose of the study and provided instructions for completion and
return of the instrument. The envelopes used to mail the packets
were individually typed and bore a commemorative-type postage stamp.
The return envelope enclosed was sized to permit insertion in the
outer (mailing) envelope without folding, was preaddressed to the
researcher, bore a commemorative-type postage stamp, and also
contained a printed "thank you" legend. This return envelope was
serially numbered to correspond to the recipient's name on the
researcher's master list; this procedure aided in follow-up
activities. Appendix C contains a specimen of this survey packet.

The Follow-up Survey Packet

Fourteen days following the mailing of the initial survey
packet, nonrespondents were sent a follow-up packet similar to the
original packet but with a differently-worded cover letter. Appendix
D contains an example of this follow-up letter.

The Telephone Follow-up

Ten days after mailing the follow-up survey packet, a
randomly-selected sample of nonrespondents was contacted to ascertain
the reason for their failure to participate in the survey. This
television follow-up is discussed further in Chapter IV.

Data Processing

The raw data from the questionnaires were tabulated by the
investigator and entered on a code sheet. The tabulation involved
the calculation of mean scores for the independent variable of
self-actualization and the dependent variable of job satisfaction.
The mean scores calculated from each instrument were listed on the
code sheet along with notations of gender, age, experience, and
school level. The data listed on the code sheet were entered into a
Radio Shack TRS-80 model 4P computer. The computer utilized the
Tandy Corporation (1980) program, Advanced Statistical Analysis to
calculate mean scores, standard deviations, and Pearson
product-moment correlation coefficients.

Calculations to test the null hypotheses were accomplished by
use of the Texas Instruments model TI-35 calculator.

Statistical Analysis

The independent and dependent variables were measured on an
interval scale that ranged from 1 through 4, in whole numbers.
Measures of the independent variable (self-actualization) and
dependent variable (job satisfaction) were grouped according to
gender, age, experience, and school level; and statistical tests were
performed to determine mean scores and standard deviations. Pearson
product-moment correlation coefficients were calculated for each of
these groups; according to Hinkle et al. (1979), this is an
appropriate measure of relationship for the kind of data in this
study.

As a means of testing the null hypothesis that the population
correlation is zero, Hinkle et al. (1979) stated that:
the sampling distribution of the correlation coefficient (r) is symmetrical and approximately normal when the population correlation (p) is zero. If this assumption can be made, the normal distribution can be used as the sampling distribution for large samples and the appropriate Student's t-distribution can be used for small samples. Hence, for the null hypothesis, H₀: p = 0, there is an alternate procedure to test the hypothesis that uses the theoretical sampling distribution of r rather than z. This procedure uses the t-distribution with n - 2 degrees of freedom as the sampling distribution. The formula for the test statistic is as follows:

\[ t = r \sqrt{\frac{n - 2}{1 - r^2}} \]  
(pp. 181-182)

The aforementioned formula was used to test null hypotheses 1A and 1B, 2A and 2B, 3A and 3B, and 4A and 4B.

Testing of the null hypotheses of no difference between two population correlation coefficients from independent samples, Hinkle et al. (1979) presented formulas for standard error of the statistic and the test statistic. The null hypotheses (1C, 2C, 3C, and 4C) tested are of no difference between two population correlation coefficients, H₀: \( p₁ = p₂ \). The formulation is:

\[ s = \sqrt{\frac{1}{n₁ - 3} + \frac{1}{n₂ - 3}} \]

\[ z = \frac{(z₁ - z₂) - 0}{s} \]

The hypotheses that were suggested by the review of the literature in Chapter II, were operationalized in both null and alternate forms.
Null Hypotheses

1A. There is a zero Pearson product-moment correlation coefficient between male public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

1B. There is a zero Pearson product-moment correlation coefficient between female public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

1C. There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for female public school principals and male public school principals.

2A. There is a zero Pearson product-moment correlation coefficient between less senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

2B. There is a zero Pearson product-moment correlation coefficient between more senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

2C. There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction
for less senior public school principals and more senior public school principals.

3A. There is a zero Pearson product-moment correlation coefficient between less experienced senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

3B. There is a zero Pearson product-moment correlation coefficient between more experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

3C. There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for less experienced public school principals and more experienced public school principals.

4A. There is a zero Pearson product-moment correlation coefficient between elementary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

4B. There is a zero Pearson product-moment correlation coefficient between secondary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

4C. There is no difference between Pearson product-moment correlation coefficients or perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction
for elementary public school principals and secondary public school principals.

An alpha level of .05 was established for rejection of the null hypotheses. With the exception of Hypothesis 4C, each alternate hypothesis was directional; therefore, one-tailed tests were used. A two-tailed test was used for the nondirectional Alternate Hypothesis 4C since no direction was suggested in the literature. The 12 alternate hypotheses follow in the next section.

Alternate Hypotheses

The alternate hypotheses presented for this study are:

1A. The Pearson product-moment correlation coefficient between male public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

1B. The Pearson product-moment correlation coefficient between female public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

1C. The Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for female public school principals than it is for male public school principals.

2A. The Pearson product-moment correlation coefficient between less senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of
satisfaction with their job will be greater than zero.

2B. The Pearson product-moment correlation coefficient between more senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

2C. The Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for more senior public school principals than it is for less senior public school principals.

3A. The Pearson product-moment correlation coefficient between less experienced senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

3B. The Pearson product-moment correlation coefficient between more experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

3C. The Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for more experienced public school principals than it is for less experienced public school principals.

4A. The Pearson product-moment correlation coefficient between elementary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of
satisfaction with their job will be greater than zero.

4B. The Pearson product-moment correlation coefficient between secondary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero.

4C. The Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be different for elementary public school principals than it is for secondary public school principals.

Summary

The population that was studied is Michigan public school elementary and secondary principals. Sampling of this population was done on a randomized basis, with stratification by school level.

Based upon a broader instrument developed by the Macomb Intermediate School District, a survey was interpolated to measure the variables of job satisfaction and self-actualization. A population outside of the target population was sampled for a pilot study to determine if there were unforeseen problems with the instrument or procedures. After a review of the pilot study, the instrument was furnished to participants in a packet containing a cover letter with instructions and an envelope for return of the completed instrument. Additional provisions were made for follow-up procedures with those not returning the original questionnaires.

Data analysis included the Pearson product-moment correlation
coefficient, t tests to determine if correlations were equal to zero, and tests to determine if the dichotomized populations' correlation coefficients were different. Presented in Chapter IV are the results of these tests, giving insight into the existence of differences in perceptions of self-actualization and perceptions of job satisfaction for public school principals.
CHAPTER IV

FINDINGS OF THE STUDY

Introduction

Presented in this chapter, in four sections, are the results of the study. Section 1 consists of: (a) the rate of response, (b) responses by dichotomies, and (c) probable factors affecting this rate.

The second section consists of a presentation delineating general characteristics of the population as determined by an analysis of the data collected. Information is presented in the following areas: (a) the independent variable—degree of perceived self-actualization, (b) the dependent variable—degree of perceived job satisfaction, (c) the gender dichotomy, (d) the age dichotomy, (e) the experience dichotomy, and (f) the level dichotomy.

Section 3 features a presentation of the correlation coefficient for each of the hypotheses; in this section the possible relationship between the independent and dependent variables is analyzed for the whole study population and then for the various subgroups.

The effects of the statistical analysis upon the null and alternate hypotheses formulated for this study are examined in Section 4.

Response Rate

Of the 345 Michigan public school principals selected as
subjects in this study, 312 responded by returning their surveys, resulting in a response rate of 90%. The rate of response for the three strata (elementary school principals; middle, junior high, or intermediate school principals; and high school principals) closely approximated the proportions of the original population surveyed.

A total of 37 principals did not respond to either the initial or follow-up surveys. Nine of the nonrespondents were randomly selected to ascertain the reason(s) for their nonresponse to the survey. All selected members were contacted and did indicate their reason(s); the most frequently cited related to busy schedules and/or lack of time.

Responses by Dichotomies

Rates of response were calculated for each subgroup of the study population (see Table 4). The male/female response rate was 82% and 18% of the population, respectively. Forty-one percent of the principals were age 50 or younger, while 59% were 51 or more years of age. Fifty-two percent of the respondents had been principals for up to 10 years; 48% had 11 or more years seniority as a principal. Elementary principals returned 59% of the surveys; secondary principals returned 35%. The remaining 6% returned were by principals whose assignments, grade-wise, were so broad as to preclude categorization in the elementary/secondary dichotomy. In several cases the span of assignment was kindergarten through grade 12.
Table 4
Population Subgroup Dichotomies by Number and Percentage

<table>
<thead>
<tr>
<th>Principal subgroup</th>
<th>Number of subjects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>255</td>
<td>82%</td>
</tr>
<tr>
<td>Females</td>
<td>57</td>
<td>18%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 years &amp; younger</td>
<td>183</td>
<td>59%</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>129</td>
<td>41%</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or fewer years</td>
<td>162</td>
<td>52%</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>150</td>
<td>48%</td>
</tr>
<tr>
<td>Level(^a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>183</td>
<td>59%</td>
</tr>
<tr>
<td>Secondary</td>
<td>109</td>
<td>35%</td>
</tr>
</tbody>
</table>

\(^a\)For level subgroup, 20 principals' assignments transcended, grade-wise, the defined parameters delineating both elementary and secondary; these subjects are excluded from the level dichotomy (see Appendix A, Study Instrument, Question A).

Factors Affecting Response Rate

The ratio of surveys returned, 9 of each 10 distributed, indicates a high rate of participation by the population of the study. Endorsements by key leaders of two major statewide professional organizations (Michigan Association of Elementary and Middle School Principals and Michigan Association of Secondary School Principals) possibly were instrumental in securing the participation of many principals who are members of these associations. In addition, a fraternal appeal by the researcher to members of the study population also may have been an underlying reason for the return rate.
The personalization, attractiveness, and quality of the survey packet as discussed in Chapter III may have enhanced the decision of recipients to complete and return the survey. Finally, the timeliness of the topics of the study may have been of personal interest to school administrators concerned about their own, and others', quality of work life.

Description of the Results

Featured in this section are the study results for both the independent and dependent variables. In addition, relationships between the variables are presented.

Independent and Dependent Variables

Survey data formatted in terms of means and standard deviations for both the independent variable and dependent variable are presented in Tables 5 and 6, respectively. Information is portrayed for the general population and also for each of the subgroup dichotomies in order to interpret the degree to which similarities are present within the perceptions of the population relative to the two variables.

Self-Actualization (Independent Variable)

As discussed in Chapter III, the range of possible scores on the survey instrument for the variable of perceived self-actualization was 1 to 4 (in whole numbers), with a score of 1 being representative of the greatest amount of self-actualization;
conversely, a score of 4 was representative of the least amount of self-actualization. The total sample response mean was 1.38. Table 5 presents the response means and standard deviation figures for the total sample and each constituent subgroup.

Table 5
Results for Self-Actualization Variable for Total Sample and All Subgroups

<table>
<thead>
<tr>
<th>Principal subgroup</th>
<th>n</th>
<th>Response mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>255</td>
<td>1.41</td>
<td>.36</td>
</tr>
<tr>
<td>Females</td>
<td>57</td>
<td>1.30</td>
<td>.29</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 years &amp; younger</td>
<td>183</td>
<td>1.39</td>
<td>.35</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>129</td>
<td>1.38</td>
<td>.34</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or fewer years</td>
<td>162</td>
<td>1.38</td>
<td>.38</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>150</td>
<td>1.40</td>
<td>.35</td>
</tr>
<tr>
<td>Level&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>183</td>
<td>1.38</td>
<td>.36</td>
</tr>
<tr>
<td>Secondary</td>
<td>109</td>
<td>1.38</td>
<td>.33</td>
</tr>
<tr>
<td>Total sample</td>
<td>312</td>
<td>1.38</td>
<td>.35</td>
</tr>
</tbody>
</table>

<sup>a</sup>For level subgroup, 20 principals' assignments transcended, grade-wise, the defined parameters delineating both elementary and secondary; these subjects are excluded from the level dichotomy (see Appendix A, Study Instrument, Question A).

The subgroup composed of females had the highest mean score for self-actualization (1.30) while the lowest mean score for self-actualization (1.41) was reported by the subgroup composed of males. Departures of all subgroup mean scores from the total sample mean are
within .08 for self-actualization.

Table 6

Results for Job Satisfaction Variable for Total Sample and All Subgroups

<table>
<thead>
<tr>
<th>Principal subgroup</th>
<th>n</th>
<th>Response mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>255</td>
<td>2.03</td>
<td>.63</td>
</tr>
<tr>
<td>Females</td>
<td>57</td>
<td>1.75</td>
<td>.59</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 years &amp; younger</td>
<td>183</td>
<td>1.95</td>
<td>.63</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>129</td>
<td>2.01</td>
<td>.64</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or fewer years</td>
<td>162</td>
<td>1.94</td>
<td>.60</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>150</td>
<td>2.02</td>
<td>.66</td>
</tr>
<tr>
<td>Level(^a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>183</td>
<td>1.98</td>
<td>.64</td>
</tr>
<tr>
<td>Secondary</td>
<td>109</td>
<td>1.94</td>
<td>.64</td>
</tr>
<tr>
<td>Total sample</td>
<td>312</td>
<td>1.98</td>
<td>.63</td>
</tr>
</tbody>
</table>

\(^a\)For level subgroup, 20 principals' assignments transcended, grade-wise, the defined parameters delineating both elementary and secondary; these subjects are excluded from the level dichotomy (see Appendix A, Study Instrument, Question A).

Satisfaction (Dependent Variable)

As enumerated in Chapter III, the range of possible scores on the survey instrument for the variable of perceived satisfaction was 1 to 4 (in whole numbers), with a score of 1 being representative of the greatest amount of satisfaction; conversely, a score of 4 was representative of the least amount of satisfaction. The total sample
response mean was 1.98. Table 6 presents the response means and standard deviations for the total sample and each constituent subgroup.

The subgroup composed of females had the highest mean score for satisfaction (1.75); this subgroup also had the highest mean for self-actualization. The lowest mean for satisfaction (2.03) was reported by the subgroup composed of males; this subgroup also reported the lowest self-actualization mean. Departures of all subgroup mean scores from the total sample mean are within .23 for job satisfaction and within .08 for self-actualization.

**Relationship Between Variables**

The Pearson product-moment correlation coefficient (Pearson $r$) between the independent variable (self-actualization) and the dependent variable (satisfaction) was found to be .62 for the entire sample. This value, as well as that for each subgroup, is reported in Table 7.

Additionally, the coefficient of determination ($r^2$) is reported for each subgroup, as well as the entire sample, in Table 7. Kerlinger (1973) described the coefficient of determination, relative to variables $A$ and $B$, thus: "it indicates the percentage of variance in $B$ associated with or 'determined by' the variance in $A$" (p. 88), or vice versa. For the entire sample the coefficient of determination is .38; therefore, 38% of the variance in the independent variable is shared in common with (or determined by) the dependent variable, and/or vice versa.
The alpha level for this study was set at .05; a confidence level of 95% was established. Confidence intervals are reported for the total population and each subgroup in Table 7. Since positive correlations were expected as a result of the literature review, one-tailed tests were used.

Table 7

Results of Pearson Product-Moment Correlation Coefficient, Coefficient of Determination, and Confidence Intervals for Total Sample and All Subgroups

<table>
<thead>
<tr>
<th>Principal subgroup</th>
<th>Pearson r</th>
<th>Coefficient of determination (r²)</th>
<th>Confidence interval Cl95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>.61</td>
<td>.37</td>
<td>(.56, .66)</td>
</tr>
<tr>
<td>Females</td>
<td>.60</td>
<td>.36</td>
<td>(.49, .71)</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 Years &amp; younger</td>
<td>.62</td>
<td>.38</td>
<td>(.56, .68)</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>.62</td>
<td>.38</td>
<td>(.56, .69)</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or fewer years</td>
<td>.63</td>
<td>.40</td>
<td>(.57, .69)</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>.59</td>
<td>.35</td>
<td>(.52, .66)</td>
</tr>
<tr>
<td>Levela</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>.64</td>
<td>.41</td>
<td>(.58, .70)</td>
</tr>
<tr>
<td>Secondary</td>
<td>.63</td>
<td>.40</td>
<td>(.55, .71)</td>
</tr>
<tr>
<td>Total sample</td>
<td>.62</td>
<td>.38</td>
<td>(.57, .66)</td>
</tr>
</tbody>
</table>

aFor level subgroup, 20 principals' assignments transcended, grade-wise, the defined parameters delineating both elementary and secondary; these subjects are excluded from the level dichotomy (see Appendix A, Study Instrument, Question A).
Results Concerning Differences in Relationship Scores

Presented in this study have been hypotheses regarding differences between and within four dichotomies of Michigan public school principals. The differences are proposed to exist in the degree to which relationships exist between perceptions of self-actualization and perceptions of job satisfaction as reported by participant responses to a survey instrument. Reported in the following section are the results of statistical tests of these hypotheses. This section consists of two parts: (a) the null hypotheses postulating a zero relationship between the independent and dependent variables, and (b) the null hypotheses predicated upon no difference between two population correlation coefficients.

A two-tailed test was used for the null hypothesis (4C) that had an accompanying nondirectional alternate hypothesis, since no direction was suggested in the literature. The remaining 11 null hypotheses were accompanied by directional alternates and were therefore tested with a one-tailed test.

Hypotheses of Relationship Between Variables

There were eight such null hypotheses promulgated. The subgroups consisted of male principals, female principals, less senior principals, more senior principals, less experienced principals, more experienced principals, elementary principals, and secondary principals. The statistical procedure, in accord with Hinkle et al. (1979), used to test these hypotheses was the t-test.
Results of this procedure are reported in Table 8.

Table 8
Statistical Tests of Null Hypotheses--A

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Null hypothesis</th>
<th>r</th>
<th>t</th>
<th>t_c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>( P_m = 0 )</td>
<td>.61</td>
<td>12.22</td>
<td>1.645</td>
</tr>
<tr>
<td>Females</td>
<td>( P_f = 0 )</td>
<td>.60</td>
<td>5.56</td>
<td>1.671</td>
</tr>
<tr>
<td>Less senior</td>
<td>( P_{ls} = 0 )</td>
<td>.62</td>
<td>10.59</td>
<td>1.645</td>
</tr>
<tr>
<td>More senior</td>
<td>( P_{ms} = 0 )</td>
<td>.62</td>
<td>8.87</td>
<td>1.645</td>
</tr>
<tr>
<td>Less experienced</td>
<td>( P_{le} = 0 )</td>
<td>.63</td>
<td>10.29</td>
<td>1.645</td>
</tr>
<tr>
<td>More experienced</td>
<td>( P_{me} = 0 )</td>
<td>.59</td>
<td>8.90</td>
<td>1.645</td>
</tr>
<tr>
<td>Elementary</td>
<td>( P_e = 0 )</td>
<td>.64</td>
<td>11.21</td>
<td>1.645</td>
</tr>
<tr>
<td>Secondary</td>
<td>( P_s = 0 )</td>
<td>.63</td>
<td>8.41</td>
<td>1.645</td>
</tr>
</tbody>
</table>

Null Hypothesis 1A

There is a zero Pearson product-moment correlation coefficient between male public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .61, a \( t \) value of 12.22, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for male public school principals. The alternate hypothesis proposing that the Pearson
product-moment correlation coefficient between male public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Null Hypothesis 1B

There is a zero Pearson product-moment correlation coefficient between female public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .60, a t value of 5.56, and a corresponding probability of 1.671 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for female public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between female public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Null Hypothesis 2A

There is a zero Pearson product-moment correlation coefficient between less senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.
With a correlation coefficient of .62, a $t$ value of 10.59, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for less senior public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between less senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Null Hypothesis 2B

There is a zero Pearson product-moment correlation coefficient between more senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .62, a $t$ value of 8.87, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for more senior public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between more senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.
Null Hypothesis 3A

There is a zero Pearson product-moment correlation coefficient between less experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .63, a $t$ value of 10.29, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for less experienced public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between less experienced senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Null Hypothesis 3B

There is a zero Pearson product-moment correlation coefficient between more experienced public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .59, a $t$ value of 8.90, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha
level. The study does find a significant relationship between self-actualization and job satisfaction for more experienced public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between more experienced senior public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Null Hypothesis 4A

There is a zero Pearson product-moment correlation coefficient between elementary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .64, a t value of 11.21, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for elementary public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between elementary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.
Null Hypothesis 4B

There is a zero Pearson product-moment correlation coefficient between secondary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.

With a correlation coefficient of .63, a $t$ value of 8.41, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is rejected at the .05 alpha level. The study does find a significant relationship between self-actualization and job satisfaction for secondary public school principals. The alternate hypothesis proposing that the Pearson product-moment correlation coefficient between secondary public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job will be greater than zero is supported by the data.

Hypotheses of Relationship Between Two Population Correlation Coefficients

There were four such null hypotheses promulgated. The subgroups consisted of: female and male principals, more senior and less senior principals, more experienced and less experienced principals, and elementary and secondary principals. The statistical procedure used to test these hypotheses required calculation of Fisher's $z$. Results of this procedure are reported in Table 9.
Table 9

Statistical Tests of Null Hypotheses--B

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Null hypothesis</th>
<th>$r_f$</th>
<th>$r_m$</th>
<th>Fisher's $z$</th>
<th>$Z_{CV}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females/Males</td>
<td>$P_f = P_m$</td>
<td>$r_f$ = .60</td>
<td>$r_m$ = .61</td>
<td>-.105</td>
<td>+1.645</td>
</tr>
<tr>
<td>More/Less senior</td>
<td>$P_{ms} = P_{ls}$</td>
<td>$r_{ms}$ = .62</td>
<td>$r_{ls}$ = .62</td>
<td>.0</td>
<td>+1.645</td>
</tr>
<tr>
<td>More/Less exper.</td>
<td>$P_{me} = P_{le}$</td>
<td>$r_{me}$ = .59</td>
<td>$r_{le}$ = .63</td>
<td>-.246</td>
<td>+1.645</td>
</tr>
<tr>
<td>Elem./Second.</td>
<td>$P_e = P_s$</td>
<td>$r_e$ = .64</td>
<td>$r_s$ = .63</td>
<td>.139</td>
<td>-1.960</td>
</tr>
</tbody>
</table>

**Null Hypothesis 1C**

There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for female public school principals and male public school principals.

With respective correlation coefficients of .60 and .61, a Fisher's $z$ of -.105, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is not rejected at the .05 alpha level. The study does not find a significant difference between the correlation coefficients of the population subgroups. The alternate hypothesis proposing that the
relationship between Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for female public school principals than it is for male public school principals is not supported by the data.

Null Hypothesis 2C

There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for more senior public school principals and less senior public school principals.

With identical correlation coefficients of .62, a Fisher's $z$ of .0, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is not rejected at the .05 alpha level. The study does not find a significant difference between the correlation coefficients of the population subgroups. The alternate hypothesis proposing that the relationship between Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for more senior public school principals than it is for less senior public school principals is not supported by the data.

Null Hypothesis 3C

There is no difference between Pearson product-moment correla-
tion coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for more experienced public school principals and less experienced public school principals.

With respective correlation coefficients of .59 and .63, a Fisher's $z$ of -.246, and a corresponding probability of 1.645 of obtaining such a value with random scores, the null hypothesis is not rejected at the .05 alpha level. The study does not find a significant difference between the correlation coefficients of the population subgroups. The alternate hypothesis proposing that the relationship between Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be greater for more experienced public school principals than it is for less experienced public school principals is not supported by the data.

**Null Hypothesis 4C**

There is no difference between Pearson product-moment correlation coefficients of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction for elementary public school principals and secondary public school principals.

With respective correlation coefficients of .64 and .63, a Fisher's $z$ of .139, and a corresponding probability of 1.960 of obtaining such a value with random scores, the null hypothesis is not rejected at the .05 alpha level. The study does not find a
significant difference between the correlation coefficients of the population subgroups. The alternate hypothesis proposing that the relationship between Pearson product-moment correlation coefficient of perceptions of how well needs of self-actualization are being met and perceptions of job satisfaction will be different for elementary public school principals than it is for secondary public school principals is not supported by the data.

Table 10 summarizes the results of the procedures used to test each of the previously stated null hypotheses.

Summary

The results of the study have been presented in this chapter. The response rate and underlying factors were examined. A description of the information relating to the population was reported.

Twelve null hypotheses were proposed and tested. Eight of the hypotheses postulated that there would be a zero relationship between the study variables for the study population subgroups; all eight of the null hypotheses were rejected. The remaining four hypotheses proposed that there would be no differences between population subgroups’ correlation coefficient mean scores; none of the four null hypotheses were rejected.

The study results are discussed in Chapter V in the context of the literature review; additionally, there is also a presentation featuring conclusions and recommendations of the study.
Table 10
Summary of Results of All Null Hypotheses

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>$P = 0$</th>
<th>$P_1 = P_2$</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Females</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Less senior</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>More senior</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Less experienced</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>More experienced</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Elementary</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Secondary</td>
<td>X</td>
<td>na</td>
<td>Rejected</td>
</tr>
<tr>
<td>Females/Males</td>
<td>na</td>
<td>X</td>
<td>Not rejected</td>
</tr>
<tr>
<td>More/Less senior</td>
<td>na</td>
<td>X</td>
<td>Not rejected</td>
</tr>
<tr>
<td>More/Less exper.</td>
<td>na</td>
<td>X</td>
<td>Not rejected</td>
</tr>
<tr>
<td>Elem./Second.</td>
<td>na</td>
<td>X</td>
<td>Not rejected</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The procedures and findings from the investigation which were presented in Chapters I through IV are summarized in this chapter. Conclusions and recommendations based upon the results of the study are also offered in this discussion. The information provided by this investigation about the nature of principals' perceptions of self-actualization and job satisfaction has implications for educational leaders, as well as for those who would aspire to become a school principal.

Summary

Reported in this portion of the study are: (a) the purpose of the study, (b) a review of the literature, and (c) the sample and instrumentation of the investigation.

Purpose of the Investigation

The primary purpose of the study was to investigate the possible relationship which might exist between perceptions of self-actualization and job satisfaction among Michigan public school principals. Additionally, a further purpose was to determine whether such a relationship, if demonstrated, might differ within the following subgroups of the population studied: (a) gender, (b) age,
(c) length of experience, and (d) level of school administered. The design of the study was a replication of Kennard's (1983) investigation, an inquiry designed to test the relationship between self-actualization and satisfaction among public school teachers in southeastern Michigan.

**Review**

Information on the background of the problem indicated that there has been a continuing and steady change in the attitudes and goals of American workers toward their jobs (Kahn, 1972). This change has enveloped managers as well as other strata of the workforce (Cooper et al., 1979). Workers, perceiving that their basic needs are being met, are now turning their attention to perceptions of needs in the areas of personal development and self-actualization. Numerous theorists and researchers (Herzberg, 1978a, 1978b; Maslow, 1971; McGregor, 1960) have affirmed the need for self-actualization at the workplace.

A specific research question was raised: Is there a relationship between public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job?

The concept of self-actualization was found to have basis in need-level theory. McGregor (1960) suggested that humanity may be characterized as having needs emerge, meeting these needs, having new needs emerge, ad infinitum.

Maslow (1968) presented a hierarchy of need levels based upon
ascending levels from most to least prepotent. At the base of the hierarchy are the physiological needs. Safety needs are next in ascending order, to be followed by social needs. Esteem needs are at the second tier, with the needs of self-actualization forming the apex of the hierarchy. The pervasive importance of self-actualization was characterized by Maslow (1971) as "the desire to become more and more of what one is, to become everything that one is capable of becoming" (p. 42).

Herzberg (1966) proposed an ideologically similar needs hierarchy composed of lower- and upper-order needs. As with the Maslow hierarchy, the Herzberg needs include those concerned with the development of personal potential.

A needs model similar to that of Maslow was offered by Porter (1961) in conjunction with studies of American managers. This needs hierarchy suggested that physiological needs are universally attained by the managerial level of worker and are no longer prepotent; thus, the physiological descriptor was eliminated from the Porter model. Additionally, the need for autonomy was placed in the hierarchy in a position between esteem needs and self-actualization needs.

In reviewing the literature related to self-actualization and job satisfaction, a conceptual hypothesis was developed after an examination of need-level theory and relationships between self-actualization and job satisfaction. The conceptual hypothesis was stated: There is a positive relationship between public school principals' perceptions of how well their needs of self-actualization are being met and their perceptions of satisfaction with their job.
The literature review suggested that the degree of perceived self-actualization and job satisfaction may vary according to the demographics of gender, age, length of service, and level of school administered.

Twelve hypotheses were developed for testing. Eight of the hypotheses tested relationships between the study variables for each of the dichotomized subgroups identified demographically; four tested relationships between population correlation coefficients within each demographic dichotomy.

The Sample and Instrumentation

The population of the study consisted of 345 Michigan public school principals selected by random sample. An instrument developed by Kennard (1983), with a demographics section designed by this researcher, was used to gather data for the study. Surveys were returned by 312 subjects, representing a survey completion rate of 90%. The response rate by the sample population would suggest that the external validity of the study is such that the conclusions can be applied to public school principals statewide.

Conclusions

The study suggested several research questions that developed into hypotheses. Testing of the hypotheses yielded much information about Michigan public school principals. In general, the hypotheses were of two kinds, each characterized by their specific descriptive and inferential statistical testing procedure.
Hypotheses of Relationship Between Variables

Eight null hypotheses were formulated, each stating there would be a correlation equal to zero between the independent variable of self-actualization and the dependent variable of job satisfaction for each of the public school principal subgroups: males, females, less senior, more senior, less experienced, more experienced, elementary, and secondary.

In each instance the null hypothesis was rejected indicating acceptance of the alternate hypotheses that there would be a positive relationship between the two variables. Principals in each dichotomy of the study population were found to have positively related perceptions of self-actualization and job satisfaction. The statistical procedure utilized was the t test; Pearson product-moment correlation coefficients ranged from .59 to .64. Relationships of this magnitude are described as moderate by Kerlinger (1973). Support for the alternate hypotheses was in accord with the literature review.

Hypotheses of Relationship Within Population Dichotomies

Four null hypotheses were stated, each projecting that the respective halves of the population dichotomies would be equal in their Pearson product-moment correlation coefficients of perceptions of how well their needs of self-actualization are being met and perceptions of job satisfaction. The dichotomies involved the following groups: females with males, more senior with less senior,
more experienced with less experienced, and elementary with secondary.

The statistical procedure used required calculation of Fisher's z. The results of the statistical tests are presented next for each of the subgroup dichotomies.

**Females With Males**

The null hypothesis was not rejected; thus, support was not found for the alternate hypothesis suggesting that the Pearson product-moment correlation coefficient relationship between self-actualization and job satisfaction would be greater for female public school principals than for their male counterparts.

The literature suggested that there were historical differences between the sexes. Earlier studies (Trusty & Sergiovanni, 1966) found lower need-deficiencies among women; however, more recent studies (Burstein et al., 1975; Kennard, 1983) detected few differences between women and men. This possible trend line projecting similar perceptions was affirmed by the present study.

**More Senior With Less Senior**

The null hypothesis was not rejected; thus, support was not found for the alternate hypothesis suggesting that the Pearson product-moment correlation coefficient relationship between self-actualization and job satisfaction would be greater for more senior public school principals than for their less senior
counterparts.

Numerous researchers (Burstein et al., 1975; Quinn et al., 1974; Trusty & Sergiovanni, 1966) reported positive relationships between increased age and more positive perceptions of job satisfaction and/or self-actualization. Among educators, however, Srivastva et al. (1977) detected no consistent relationships based upon age. The present study did not confirm the projected finding suggested by the literature review.

More Experienced With Less Experienced

The null hypothesis was not rejected; thus, support was not found for the alternate hypothesis suggesting that the Pearson product-moment correlation coefficient relationship between self-actualization and job satisfaction would be greater for more experienced public school principals than for their less experienced counterparts.

Previous researchers (Belasco & Alutto, 1972; Van Maanen & Katz, 1976) have generally found more experienced educators achieving greater levels of self-actualization and job satisfaction than their less experienced colleagues. The present study was at variance with the expectation suggested by the review of literature.

Elementary With Secondary

The null hypothesis was not rejected; thus, support was not found for the alternate hypothesis suggesting that the Pearson product-moment correlation coefficient relationship between self-
actualization and job satisfaction would be different for elementary public school principals than for secondary public school principals.

The literature offered relatively few examples giving direction for the hypothesis relating to this dichotomy. Poppenhagen (1980) and Kennard (1983) reporting on studies of principals and teachers, respectively, found no significant differences in job satisfaction and/or self-actualization among their populations; thus, the present study was in consonance with earlier findings.

Recommendations

In conclusion to the study, four recommendations are offered for consideration. Three are relative to Michigan public school principals; the fourth suggests research involving other, nonprofessional, employees in education.

Recommendation 1

The findings of this study suggest that Michigan public school principals have positive perceptions of attainment of self-actualization and job satisfaction. The mean scores for the total sample on the variables of self-actualization and job satisfaction were 1.38 and 1.98, respectively, on a 4 point, whole number scale. Additional investigation may reveal worthwhile information concerning the meaning of this variation. To what extent does the variation relate to the population? To what extent does the variation relate to the instrument used in this study?
Recommendation 2

A further implication of this study is the challenge to principals' professional organizations, and also their employers, to not only retain and utilize the positive perceptions of self-actualization and job satisfaction exhibited by principals but also to set new goals directed toward the acquisition of greater levels of self-actualization and job satisfaction for members of the profession.

Recommendation 3

Additional research utilizing a different, perhaps more sensitive, instrument may yield information either confirming the findings of the present study or detecting the differences noted by the literature review and suggested by the alternate hypotheses in this investigation.

Recommendation 4

Among the phenomena revealed by the literature review, and further attested to in the daily press, is the search for personal meaning and control at the workplace by employees. Certainly a major proportion of responsibility for the public schools' mission must rest with the noncertificated employees, i.e., custodians, cooks, bus drivers, aides, secretaries, and others. Research into the levels of satisfaction and self-actualization attained by these groups might reveal unfulfilled needs which, if met, may have a positive effect upon public education.
Appendix A

Study Instrument
QUESTIONNAIRE: JOB SATISFACTION AND SELF-ACTUALIZATION
MICHIGAN PUBLIC SCHOOL PRINCIPALS

This survey asks about your job, the people you work with, and your school. There are no right or wrong answers. The information resulting from this survey will be averaged with other surveys to provide general information about Michigan public school principals. Individuals will not be identified and their answers will remain confidential.

INSTRUCTIONS: The survey consists mostly of statements. After reading each statement, decide if you:

1. agree
2. are unsure, but probably agree
3. are unsure, but probably disagree
4. disagree

My school district is in the United States.

If you agree with the example statement, circle the number in the "agree column."

When you have completed this survey, please place it in the enclosed envelope and mail. Thank you very much!

1. I am satisfied with my work assignment.
2. I consider my job interesting.
3. My job gives me a chance to learn new skills.
4. I consider my job challenging.
5. My work provides me with a sense of accomplishment.
6. Most employees here are willing to "go the extra mile" to get a job done.
7. I believe staff members like me can bring about change in my school.
8. My job provides me rewards that can't be measured in dollars.
9. My work provides me opportunities for professional growth.
10. If I could start my working career over again, I would probably do something different.
11. I used to care more about my work than I do now.

continued, over > >>

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12. I am a better employee this year than I was last year. 1 2 3 4
13. I often go home frustrated because of my job. 1 2 3 4
14. I feel like I am making a contribution to my school. 1 2 3 4
15. I usually feel good about my job. 1 2 3 4
16. Sometimes I feel like I am "fighting the system." 1 2 3 4
17. When I do a good job, I know it's appreciated. 1 2 3 4

The survey concludes with a few questions about you. Please put an X in the space next to the answer you believe is most appropriate. Your responses will help to classify answers to the survey.

A. What grade levels of pupils does your school serve? (Please circle all applicable grade levels.)
   pre-k k 1 2 3 4 5 6 7 8 9 10 11 12

B. How many years of experience as a principal did you have prior to this school year?
   ( ) less than 3 years
   ( ) 3-6 years
   ( ) 7-10 years
   ( ) 11-20 years
   ( ) 21-30 years
   ( ) 31 years or more

C. What is your age?
   ( ) under 25 years of age
   ( ) 25-30
   ( ) 31-40
   ( ) 41-50
   ( ) 51-60
   ( ) 61 or older

D. Are you?
   ( ) male
   ( ) female

Thank you very much for taking part in this survey. Please fold the survey, place it in the enclosed self-addressed envelope, and mail.

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Appendix B

Endorsement Request and Response Letters
William Mays, Jr., Executive Secretary  
Michigan Elementary and Middle School Principals Association  
1405 South Harrison Road  
East Lansing, Michigan 48823

Dear Mr. Mays:

In addition to being a practicing Michigan public school principal, I am also working on a doctorate degree in educational leadership at Western Michigan University. As a doctoral candidate, my dissertation will deal with the concepts of job satisfaction and personal self-actualization among Michigan public school principals, both elementary and secondary. It is anticipated that the study will yield useful information about the position of building principal, self-actualization, job satisfaction, personal characteristics of principals, and provide insight to educators aspiring to management positions.

An integral part of the dissertation will be a questionnaire mailed to a randomly-selected sample of principals. Their responses, as individuals, will be held confidential. A copy of the questionnaire is enclosed for your perusal.

Approval for the study, and the questionnaire, has been secured from the Department of Educational Leadership, College of Education, at Western Michigan University. The faculty members of the dissertation committee are Dr. David Cowden and Dr. Carol Sheffer. Additionally, Dr. Daniel Gilmore, Assistant Superintendent for Business, Lake Shore Public Schools, is a dissertation committee member.

Mr. Mays, I believe those public school principals who receive the questionnaire will be most responsive if I could mention in my cover letter that you, as a state-wide educational leader, have endorsed the study; therefore, I am respectfully requesting your permission to include this information in my survey packet which I plan to mail out on or about May 1st.

Hopefully, I have given you sufficient information upon which to make this decision. If not, please do not hesitate to contact me at home, by collect telephone call. Thank you very much for your consideration.

Sincerely yours,

James Cambridge  
37937 Hamon  
Mount Clemens, MI  48045  
313/465-5470
March 20, 1985

Mr. James Cambridge
37937 Hamon
Mount Clemens, Michigan 48045

Dear Jim:

I have received your letter with the questionnaire you hope to use on your survey.

You may say that I have reviewed the survey and that I encourage principals to fill out the survey. I think you have an instrument that is short enough that most people will take the time to complete it.

One concern—Item A asks for level of school ( ) Elementary ( ) Secondary Why have you omitted Middle School?

This addition, I think, is important. Otherwise I have no questions.

Good luck on your project.

Cordially,

[Signature]

William Mayo, Jr.
Executive Director

P.S. I would like to see the results of your survey, or perhaps you'll do an article for our Journal at a later date.
Jack Bittle, Executive Director  
Michigan Association of Secondary School Principals  
2339 School of Education Building, University of Michigan  
Ann Arbor, Michigan 48109

Dear Mr. Bittle:

In addition to being a practicing Michigan public school principal, I am also working on a doctorate degree in educational leadership at Western Michigan University. As a doctoral candidate, my dissertation will deal with the concepts of job satisfaction and personal self-actualization among Michigan public school principals, both elementary and secondary. It is anticipated that the study will yield useful information about the position of building principal, self-actualization, job satisfaction, personal characteristics of principals, and provide insight to educators aspiring to management positions.

An integral part of the dissertation will be a questionnaire mailed to a randomly-selected sample of principals. Their responses, as individuals, will be held confidential. A copy of the questionnaire is enclosed for your perusal.

Approval for the study, and the questionnaire, has been secured from the Department of Educational Leadership, College of Education, at Western Michigan University. The faculty members of the dissertation committee are Dr. David Cowden and Dr. Carol Sheffer. Additionally, Dr. Daniel Gilmore, Assistant Superintendent for Business, Lake Shore Public Schools, is a dissertation committee member.

Mr. Bittle, I believe those public school principals who receive the questionnaire will be most responsive if I could mention in my cover letter that you, as a state-wide educational leader, have endorsed the study; therefore, I am respectfully requesting your permission to include this information in my survey packet which I plan to mail out on or about May 1st.

Hopefully, I have given you sufficient information upon which to make this decision. If not, please do not hesitate to contact me at home, by collect telephone call. Thank you very much for your consideration.

Sincerely yours,

James Cambridge  
37937 Hamon  
Mount Clemens, MI 48045  
313/465-5470

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March 22, 1985

Mr. James Cambridge
37937 Hamon
Mt. Clemens, Michigan 48045

Dear Mr. Cambridge:

I have no problem with your using my name and title in your cover letter as endorsing this study. Please send me the results of this survey.

Good luck with your doctorate degree.

Sincerely yours,

Jack D. Bittle
Executive Director

JDB/ila
Appendix C

Survey Packet
James Cambridge, Principal
Emma V. Lobbestael School
L'Anse Creuse Public Schools
38495 Prentiss Street
Mount Clemens, MI 48045

Chris Administrator, Principal
Dewey School
12345 Study Road
Typical Town, Michigan 48045
Chris Administrator, Principal
Dewey School
12345 Study Road
Typical Town, Michigan 48045

Dear Dr. Administrator:

My name is James Cambridge, a school principal in the L'Anse Creuse Public School District. I am a doctoral degree candidate at Western Michigan University. For my dissertation, I am interested in examining the concepts of job satisfaction and personal self-actualization among public school principals.

I am respectfully requesting that you take about fifteen minutes of your time to fill out the enclosed questionnaire and return it to me in the self-addressed stamped envelope within the next day or so. The data will be used in my dissertation. Because it will not be possible to survey every public school principal in Michigan (there are over 3,300 of us!) you have been chosen as a representative of our group; therefore, your cooperation and assistance is very important to me.

The project is endorsed by Mr. Jack Bittle, Executive Secretary, Michigan Association of Secondary School Principals and Mr. William Mays, Executive Secretary, Michigan Elementary and Middle School Principals Association. Endorsements have also been received from the Educational Leadership Department at Western Michigan University. Dr. David Cowden and Dr. Carol Sheffer are faculty committee members from Western Michigan University. Dr. Daniel Gilmore, of Lake Shore Public Schools, is also a dissertation committee member.

Once again, your participation as a representative of other Michigan school principals will be both important and gratefully appreciated. You may be assured that your responses, as an individual, will remain confidential. If you have any questions, please feel free to call me, collect, at home.

Sincerely yours,

James Cambridge
(313)465-5470 (home)

P.S. If you would like a summary of this survey, I will be pleased to share this with you.
Appendix D

Follow-Up Letter
June 6, 1985

Chris Administrator, Principal
Dewey School
12345 Study Road
Typical Town, Michigan 48045

Dear Dr. Administrator:

I hope you'll remember me—I'm the doctoral student at Western Michigan University who mailed you a questionnaire about two weeks ago with a request that you complete the survey and mail it back to me.

As I explained in my previous letter, your responses are extremely important to me in the completion of my dissertation. If I do not receive your response, the study will suffer.

As a fellow principal, I know of the time constraints placed upon us at this time of year; therefore, please know that I am cognizant of the magnitude of my request. Please, though, take the fifteen minutes the survey requires and return it to me. I have enclosed another copy of the questionnaire and also an addressed and stamped envelope. I do hope you will be able to assist me in this project.

Sincerely yours,

James Cambridge
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