



12-1-2006

Principal Time Commitment and Job Satisfaction Before and After an Executive Coaching Workshop

Thomas Matthew Gravel

Follow this and additional works at: <https://commons.und.edu/theses>

[How does access to this work benefit you? Let us know!](#)

Recommended Citation

Gravel, Thomas Matthew, "Principal Time Commitment and Job Satisfaction Before and After an Executive Coaching Workshop" (2006). *Theses and Dissertations*. 2716.

<https://commons.und.edu/theses/2716>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

PRINCIPAL TIME COMMITMENT AND JOB SATISFACTION BEFORE AND
AFTER AN EXECUTIVE COACHING WORKSHOP

by

Thomas Matthew Gravel
Bachelor of Science, Minnesota State University Moorhead 1987
Master of Education, North Dakota State University, 1994
Educational Specialist, North Dakota State University, 1999

A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Grand Forks, North Dakota
December 2006

2006
5775

This dissertation, submitted by Thomas Matthew Gravel in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

Sherryl A. Dondak
Chairperson

Harry A. Klumpp

Cory Schmelle

Richard J. Landry

Douglas C. Munk

This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

Joseph A. Benoit
Dean of the Graduate School

December 7, 2006
Date

PERMISSION

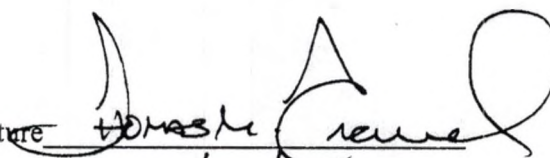
Title Principal Time Commitment and Job Satisfaction Before and After
 An Executive Coaching Workshop

Department Educational Leadership

Degree Doctor of Philosophy

In presenting this dissertation in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the library of this University shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised my dissertation work or, in her absence, by the chairperson of the department or the dean of the Graduate School. It is understood that any copying or publication or other use of this dissertation or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of North Dakota in any scholarly use which may be made of any material in my dissertation.

Signature



Date

11/28/06

TABLE OF CONTENTS

LIST OF FIGURES	vii
LIST OF TABLES	viii
ACKNOWLEDGMENTS	x
ABSTRACT	xii
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	5
Statement of the Problem	5
Research Questions	7
Significance of the Study	8
Definitions of Terms	9
Delimitations	9
Organization of the Study	10
Overview	10
II. REVIEW OF LITERATURE	11
Introduction	11
Theoretical Framework	12
The Principal	19
Job Satisfaction	22
Time Commitment	26

	Breakthrough Coach Workshop.....	29
	Summary.....	33
III.	METHODOLOGY AND DESIGN OF STUDY.....	35
	Description of Instrument	35
	Administration of the Survey.....	38
	Research Design.....	38
	Sample.....	39
	Data Collection	39
	Data Analysis	42
	Summary	42
IV.	RESULTS	43
	Section I Survey Demographics.....	43
	Section II Time Commitment to Administrative Tasks	48
	Section III Job Satisfaction	55
	Section IV Independent Samples <i>t</i> -Test.....	59
	Summary of Table 31.....	61
	Section V Participants' Comments	66
	Summary	68
V.	SUMMARY, CONCLUSIONS, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS	69
	Summary of Findings.....	69
	Conclusions and Discussion	73
	Limitations	77

Recommendations for Principals	77
Recommendations for Future Research	84
APPENDICES	85
REFERENCES	111

LIST OF FIGURES

Figure	Page
1. Maslow's Hierarchy of Needs	14

LIST OF TABLES

Table	Page
1. Workshop Locations	44
2. Participant's Gender.....	44
3. Current Position – Grade Level	45
4. Current Role.....	45
5. Years of Administrative Experience.....	46
6. Number of Administrative Staff/Assistants in Your Building.....	46
7. Number of Full-Time Teachers You Supervise.....	47
8. Number of Part-Time Teachers You Supervise.....	47
9. Number of Students Enrolled in Your Building	48
10. Average Number of Hours a Week You Spend Working.....	49
11. Average Number of Hours a Week You Spend Completing Paperwork.....	49
12. Average Number of Hours a Week You Spend in Classrooms.....	50
13. Average Number of Hours a Week You Spend Training and Developing Your Staff.....	50
14. Average Number of Hours a Week You Spend Supervising, Observing, and Evaluating Staff	51
15. Average Number of Times a Week You Eat Lunch at Work	51
16. Average Number of Hours a Week You Spend in Off-Campus Meetings.....	52

Table	Page
17. Average Number of Hours a Week You Spend Handling Discipline Incidences/Issues.....	52
18. Average Number of Hours per Week You Handle Emergencies or Crises	53
19. Average Number of Nights a Week You Work at Home	53
20. Average Number of Hours a Week You Work at Home	54
21. Average Number of Weekends a Month You Work	54
22. Average Number of Hours a Weekend You Work	55
23. Amount of Money You Earn, Relative to the Time You Spend Working and Your Job Accountabilities.....	55
24. Quality of Continued Professional Development You Receive Currently	56
25. Your Level of Satisfaction with Your Current Working Habits and Management Practices	56
26. Amount of Energy You Have Left at the End of an Average Workweek	57
27. Amount of Time You Devote to Personal Hobbies/Family/Friends	57
28. Current State of Your Physical Health.....	58
29. Your District/School's Record of Academic Achievement during Your Tenure.....	58
30. Contribution You Are Making to Your Staff, Students, and School Community.....	59
31. Independent Samples Workshop Survey	60

ACKNOWLEDGMENTS

Doctoral work, like the job of a principal, is not done independently. There are a variety of people who can and do come together to learn, to understand, to share, and to be human beings.

I begin with my advisor, Dr. Sherry Houdek. Upon my first meeting with her I knew that she possessed the skills I was looking for in an advisor. She had the compassion to understand and the experience to know that I didn't need much prodding. Her enthusiasm for what she does is contagious and I will carry her passion to improve education with me as I travel on my academic journey. To Dr. Richard Landry, who provided his wealth of knowledge to help me better understand my data. He is what we refer to in the martial arts as a true master. To my other committee members, Dr. Larry Klundt, Dr. Gary Schnellert, and Dr. Doug Munski: Not until you reach this point does one truly understand and appreciate the role of the committee member. Your willingness to provide honest feedback allowed me to continue my learning.

I want to thank my wife Barbara for her support during the process. This was not my program, but ours. The weekends in Grand Forks, the hundreds of hours in the basement office, library, or anywhere else I could find an Internet connection and coffee. You are my friend, my coach, my personal trainer, my sensei, and a pretty good editor. My goal in life is to make you happy and proud of me. I love you always!

I want to express my thanks and love to my three children, Olivia, Jackson, and Caroline. Words cannot convey how my heart lifted each time you came down to my office after bedtime to interrupt me working on a paper or doing research. I thank you for each and every brief interruption that allowed me one more kiss and hug; you let me see more clearly why I needed to finish this program.

Learning was brought into my life through my parents, Paul and Nina Gravel, and as a result, three of their four children are in education. Their willingness to allow me to chart my own path and to never say I told you so is a life lesson I share with my own children. I love you!

I want to acknowledge and thank my friends and colleagues from Dilworth-Glyndon-Felton Public Schools who have offered encouragement and support throughout this doctoral program. Superintendent of Schools, Bernie Lipp and the Dilworth-Glyndon-Felton Board of Education allowed me to participate in the program for which I am extremely grateful. To my fellow principals at Dilworth-Glyndon-Felton, Colleen Houghlum, Peg Hanson, Lynn Bormann, and Louis Rutten, who accommodated my schedule for the last three years and picked up my slack, I cannot thank you enough. To my great staff at Dilworth-Glyndon-Felton High School I want to say thank you for all that you do for our students and for keeping the roof on the place in my absence.

I must also thank the wonderful people in Cohort III. As I have said way too many times, "there is no 'I' in cohort." It always seemed that our cohort was different from the others and I think that was a good thing. This paper and this degree contain little pieces of all of you. What we learned together and shared together and lived together is forever imbedded into who we are. For this I am deeply grateful.

ABSTRACT

The purpose of this study was to investigate time commitment and job satisfaction of principals before and after an executive coaching workshop. Principals on average work 50-70 hours per week and the demands being placed on principals is ever increasing. The result has been fewer qualified individuals applying for principal positions across the country and the burnout of those who are in the position.

Data were collected from K-12 principals by surveying those who attended one of four workshops titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshops were presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Approximately twelve weeks after the workshop a second survey was sent to each participant asking the same questions on time commitment to administrative tasks and overall job satisfaction and what, if any, change occurred.

Based on the data collected the following results are suggested: Time commitments to administrative tasks performed were reduced following the attendance at the workshop and principals were able to increase their time in classrooms. Principals reported that as a result of doing less clerical work and being able to spend more time with students and staff, their overall job satisfaction increased. Principals also reported an increase in the

amount of energy they had left at the end of the average workweek, and the amount of time devoted to family, friends, and personal hobbies increased.

This dissertation is dedicated with love and admiration to my family.

To my wife Barbara, and children: Olivia, Jackson, and Caroline;
my parents, Paul and Nina Gravel;
my sisters: Cassie Bornetun, Brenda Gravel, and Julia Jones;
and to all the coaches out there who never let a kid give up.

CHAPTER I

INTRODUCTION

There is a shortage of principals in this country and in some areas it is becoming critical (Fenwick, 2000; Potter, 2001; Olson, 1999). Fewer people are applying for principal positions and one of the most significant factors that keep candidates from applying is the amount of work and the number of hours that principals work each week. This shortage is even more significant at the high school level with the number of additional hours of supervision in the area of extra-curricular activities. *Education Week* reported that out of 403 randomly selected districts, over 50% indicated a shortage of qualified candidates for vacant principals' positions (Olson, 1999).

Research studies and educational journals continue to point to a shortage of principal candidates over the past decade. A study conducted by the Educational Research Service (1998) for the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) indicates that half of school districts surveyed report a shortage of qualified applicants to fill principal positions. These shortages occurred among all types of schools (rural, urban, and suburban) and among all levels (elementary, middle, high school). Evidence also suggests that filling high school principalship vacancies is a more serious problem (Bowles, King & Crow, 2000).

The explanation for the shortage of principal applicants varies depending on who is being asked. There is also some disagreement in defining what a qualified principal candidate looks like versus an unqualified principal candidate, but the literature does indicate a shortage exists. At least three concurrent trends largely account for the current applicant shortage. First, members of the baby-boomer generation who filled the ranks for the principalship in the 1960s and 1970s are retiring. Second, many practicing principals are opting to leave administration in favor of classroom teaching. Finally, educators with administrative credentials are increasingly reluctant to apply for principal vacancies (Newton et al., 2003).

Today's principal faces the complex task of creating a school-wide vision, being an instructional leader, providing for the safety of students and staff, planning and implementing professional development, and guiding teachers. In addition, principals are responsible for overseeing building maintenance, dealing with student transportation issues, operating budgets, attending school events, co-curricular, and extra curricular events, implementing new requirements from the local Board of Education, the state department of education and the federal government as well as everything else that comes with running a school (Goldberg, 2001; Richard, 2000).

The portrait of the principal from a ten-year study titled *The K-8 Principal in 1998* reinforces the reasons for the shortage. Principals reported, "enormously expanding responsibilities—everything from marketing to fundraising to security to social work. And they reported having less authority for the kinds of things that are basic to improving any company—hiring, firing, and budgeting" (Ferrandino, 2000, p. 3).

Beck and Murphy (1993) have described major changes in the role expectations of the principal: value broker (1920s), scientific manager (1930s), democratic leader (1940s), theory-guided administrator (1950s), bureaucratic executive (1960s), humanistic facilitator (1970s), and instructional leader (1980s). The decade of 2000 brings to the principal's desk the era of No Child Left Behind, high stakes testing, and punitive action if adequate yearly progress is not achieved. To add a label to Beck and Murphy's list to cover the 2000s one may suggest superman or wonder women. The expectations for today's principals are ever-increasing while all other administrative tasks and responsibilities have stayed relatively the same. This creates a problem of how to meet all these expectations; how to help students be successful; how to supervise and manage staff and facilities; and how to meet the ever-increasing demands of parents and the community.

McAdams (1998) explains, "The changing nature of school administration—in terms of professional status, complexity of tasks, time, demands, and accountability—is another deterrent to pursuing an administrative career" (p.138). It is not surprising that as the demands of the principal's job are increasing, as well as working 50 to 70 hours each week, that there is a shortage of principals and a greater shortage of qualified principals.

Carr (2003) substantiates this point by stating:

[That] stellar teachers are not jumping at the chance to break into administration isn't surprising, the incentives just aren't there for tackling what many view as being among the nation's most demanding and thankless jobs" (p.18).

Principals typically work over 60 hours a week on administrative duties, not including student activities and special events. The number of these special events varies

at the different grade levels but include: back-to-school nights, parent-teacher association meetings, school committee work, musical and athletic events, and school board meetings. In addition, principals spend a great deal of time attending to parent issues, community related tasks, discipline, and facilities management (George, 2001; Stemple, 2004).

A recent study of middle and high school principals conducted by the National Association of Secondary School Principals (Schiff, 2001) reveals that principals spend an average of 62 hours a week in various school and community-related activities. The workload, long hours, and the stress of the job have an impact on both the principal and his or her family. File cabinets and closets serve as storage areas for soup and snacks that take the place of home-cooked meals for principals that miss family dinners because they are attending evening activities or late night meetings. Regrettably, this scenario plays out all too often for principals across the country.

States and school leadership organizations across the country are developing innovative ways to attract teachers to the job of building principals for which fewer are willing to apply. The concept of grow your own is becoming more common. The idea is that districts develop their own principal leadership programs and create their own principals. This type of principal academy is much more common in larger districts, as their size can provide the necessary resources for this type of program. The idea has a lot of merit, but the research reports that there are many teachers out there holding administrative licenses, enough to fill out the necessary shortages. The problem is they do not want to be principals.

Purpose of the Study

The purpose of this study was to examine the time commitment to administrative tasks and job satisfaction of building principals before and after an executive coaching workshop, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshop provides principals and secretaries with a blue print to better manage the school office. Strategies are presented on time management, organization, and delegation to assist in repackaging the job of the principal. The findings of this study may assist principals in making better use of their workday, increase student test scores, provide more time for personal life, improve job satisfaction, and upgrade personal health. This in turn may attract better-qualified principal candidates and an increase in the number of qualified candidates to the principalship.

Statement of the Problem

"Research indicates that the educational community faces a crisis relative to the limited number of candidates for the position of principal" (Rayfield & Diamantes, 2003, p. 1). Joann D. Bartoletti, the Executive Director of the New Jersey Principals and Supervisors Association, said, "I think it's going to have a serious effect on the ability to lead schools in the future, when we don't have this broad and deep pool of folks who want to go into these school leadership positions" (Olson, 1999, p. 21).

Cushing (2004) wrote:

Ask school principals what they like about their jobs and the majority respond, "I think what I do makes a difference in the quality of teaching, and thus in the lives

of students at my school.” Yet, in discussions, principals are able to identify the many difficulties of the job, best summarized as job stress, long hours, and low pay (p. 12).

In a study conducted by the Montana School Board Association, principals ranked “long working hours” as their primary source of stress. The typical elementary school principal works between 50-70 hours a week, including evenings and weekends (Pierce, 2004). On average, the hours for secondary principals, specifically high school principals, are more than elementary principals due to the additional number of activities that high school principals supervise.

Fewer people are applying for principal jobs and researchers point to the changed role of the principal, which is characterized by higher expectations related to outcomes, a 60-80 hour work week, supervision of evening activities, mandated state and district paperwork, and the difficulty of getting teachers to change their instructional methods (Murphy & Beck, 1994). According to a survey by the National Association of Secondary School Principals and the Milken Family Foundation (Schiff, 2001), the typical high school principal works more than 62 hours per week not including student activities and events. Almost half the time is spent tending to community relations, discipline, and building management. The biggest obstacle to getting work done is lack of time. “The current leadership crisis in education is unlikely to get better without serious departure from our business as usual practices” (Pounder & Merrill, 2001a, p. 24).

The professional educational libraries are filled with resources to assist principals in a variety of tasks including: supervision, data analysis, facilities management, crisis

management, effective communications and the like. They are all important, but these tasks are not the biggest obstacle facing America's principals, it is time. It is the hours worked each day and the significant amount of hours worked every week to do the job of the school principal. Sadly, however, there is very little information available to principals about this issue and fewer solutions. There are plentiful books on time management, but the common theme in each of these is about being better organized and more productive. These books offer tips on using technology to be more efficient, organizing file cabinets, using three-ring binders to as a portable desk to carry with you around school and to take home. None of these books provide information on how to reduce the workweek from 70 hours to 50 hours.

This research studies the relationship of job satisfaction and time commitment of certain administrative tasks by principals before and after attending an executive coaching workshop.

Research Questions

The findings from the literature review indicate that fewer people are applying for the job of the principal and the two most frequent reasons stated are the excessive number of hours that principals work and the increasing amount of responsibility that is being added to their job in relationship to the salary. Principals attending an executive coaching workshop were given a pre-workshop and post-workshop survey seeking data on their time commitment and job satisfaction. The following research questions were used to develop the study's design and analysis.

1. What is the current time commitment of principals on selected administrative tasks listed on the survey?

2. What is the overall job satisfaction of principals?
3. After attending an executive coaching workshop titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment," and completing a pre-workshop and post-workshop survey, has time commitment of selected administrative tasks and job satisfaction changed?

Significance of the Study

The study sought to determine if a workshop that dealt specifically with time management and organization for building principals could make a change in the amount of work they do, in the hours they spend working each week, and in their job satisfaction.

This study used a survey instrument to determine principal time commitment and job satisfaction before and after an executive coaching workshop. In addition, the post-workshop survey asked participants if they experienced a change in time commitment or job satisfaction following the workshop and provided space for the participant to explain the change.

The study looked at the principals without regard to the grade level they are responsible for. One reason for this approach is that principals can be responsible for the most common grade level combinations consisting of elementary (K-5), middle (6-7) or junior high (8-9), and high school (10-12). However, principals are also assigned to other grade levels consisting of Kindergarten only, K-2, 3-5, 3-6, K-12, 7-12, and a variety of these combinations. Another reason for this approach is that it makes no difference if it's an elementary principal working too many hours or a 7-12 principal working too many hours; the result of working too much is the same.

Definition of Terms

Executive coaching: Judy Feld, president of the International Coach Federation, defines executive coaching as “an on-going professional relationship.” Specifically, a formal engagement in which a qualified coach works with an organizational leader in a series of dynamic, confidential sessions designed to establish and achieve clear goals that will result in improved managerial performance (Pardini, 2003).

Job Satisfaction: “A pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976, p. 1300).

NAESP: National Association of Elementary School Principals.

NASSP: National Association of Secondary School Principals.

NCLB: No Child Left Behind Act of 2001. Previously known as the Elementary and Secondary Education Act.

Principal: “The individual identified as the chief building level administrator in the school” (Long, 1989, p. 12).

Time management: “Self management, managing oneself with respect to a noncontrollable resource” (Fitzwater, 1996, p. 5).

Delimitations

The population of this study was restricted to principals who attended one of four executive coaching workshops. The workshop was presented in four locations, St. Paul, Minnesota (August 15 & 16, 2005), Fergus Falls, Minnesota (August 18 & 19, 2005), Monrovia, California (August 22 & 23, 2005), and Pittsfield, Massachusetts (August 25 & 26, 2005).

The number of participants was limited to those who registered and attended the workshop with a maximum of 40 principals per workshop set by the presenter. The number of workshop sites surveyed was limited to four.

Organization of the Study

The study examined and compared principal's attitudes regarding their time commitment and job satisfaction before and after an executive coaching workshop.

Overview

The remaining chapters of this dissertation include a literature review, the methodology of the study, the data results, and a final summary.

Chapter II is a review of the current literature of time commitment and job satisfaction of principal with an overview of job satisfaction theory through three basic frameworks. Also reviewed in this chapter are the principal shortage, causes and possible solutions.

Chapter III is the methodology and design of the research used to investigate the time commitment and job satisfaction of principals before and after an executive coaching workshop.

Chapter IV is the results of the data collected.

Chapter V contains conclusions, discussion, limitations, and a summary of the study and offers some recommendations as to approaches taken by principals to balance work and family, reduce time doing office work, increase time in classrooms, and increase job satisfaction. The researcher also adds recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to examine the time commitment and job satisfaction of principals before and after an executive coaching workshop. "Principals operate with the myth that if they just work longer hours and with a little more effort, they will be able to get the job done. Few principals can continue to work long hours forever" (Blades, 2002, p. 54). The research is clear that a relationship exists between time commitment or time management and job satisfaction. To what extent that relationship exists and to what impact it has on the individual is predicated on several variables. Oldham and Hackman's (1981) job characteristics model treated autonomy and task significance as two core dimensions contributing to job satisfaction. Others know from personal experience that if at the end of a long day there is a stack of paperwork sitting on the desk still left to complete, their job satisfaction is going to be poor.

Daresh and Capasso (2002) found characteristics of the job including insufficient salaries, long hours demanded by the job, and after school duties as one of four broad categories that appeared to be driving people away from the principalship. The characteristics of the job are not only driving men away from the principalship but women as well. In a study of female participants in a teacher leader program at Wright State University in Ohio, Adams and Hambricht (2004) report the most cited factors inhibiting female teacher leaders from becoming school principals as losing contact with

children in a classroom setting, dealing with difficult parents, time constraints of spending more time on the job, and lastly, the prospect of dealing with complaining and noncompliant teachers, staff, and students.

Theoretical Framework

Job satisfaction is a complex variable, and there is a large quantity of theory in the literature that seeks to explain it. The operational definition of job satisfaction used in this research was developed by Locke in which he defined "job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (1976, p. 1300). For the purpose of this study, and to limit variables, the focus will be on a self-appraisal of one's job or experience.

In looking at job satisfaction of principals, Gunn (as cited in Johnson & Holdaway, 1994) concluded that there is "little continuity of theoretical framework or research methodology" (p. 45). This study of job satisfaction is based in three basic frameworks known as:

1. Content theories, which believe that needs fulfillment leads to job satisfaction (Maslow, 1954; Herzberg, 1959).
2. Situational theories, which find job satisfaction is influenced through the interaction of the individual, job, and organizational variables (Hoy & Miskel, 1996).
3. Process theories, which find explanations for job satisfaction through investigating the interaction of expectancies, values, and needs (Vroom, 1964).

These frameworks help describe the psychological importance of job satisfaction, the process of interaction of values and needs, and the relationship between the organizational and individual characteristics in job satisfaction.

Content Theories

Content theorists such as Abraham Maslow and Frederick Herzberg assume that the fulfillment of needs and attainment of values can lead to job satisfaction. Herzberg (1959) believed that job satisfaction consisted of two distinct dimensions. One of these dimensions, called "hygiene" factors, involved the environmental surroundings of a job and included such extrinsic aspects as supervision, salary, interpersonal relations, working conditions, and status. Herzberg called the second dimension of job satisfaction "motivator" factors related to job tasks, job content, and the intrinsic aspects of a job, including such aspects as recognition for achievement, work itself, responsibility, and growth. The distinction is that "satisfiers relate to the actual job" (Herzberg, 1959, p. 63). Herzberg reasoned that the satisfying of hygiene factors cannot lead to job satisfaction, but may result in an avoidance of job dissatisfaction. On the other hand, the satisfying of motivator needs can lead to job satisfaction, but the absence of such factors cannot lead to job dissatisfaction. Although evidence supporting Herzberg's findings is limited, his research is part of the limited pool of data on job satisfaction.

Maslow's (1954) hierarchical model of human needs can be used to identify the factors affecting job satisfaction. (See Figure 1.) The model states that individuals experience a hierarchy of needs ranging from the most basic physiological needs to higher level psychological needs. Individuals develop a sense of satisfaction in their jobs, Maslow theorizes, if they utilize a bottom-up perspective on job satisfaction. The

perception of safety is an example of a lower level need and helps explain the effects of job security and pay on job satisfaction. Moving up the hierarchy, Maslow observes that individuals also have social needs for affection, belonging, and acceptance. These needs affect the way that individuals interact with their coworkers and management. The highest need expressed in Maslow's hierarchical model is self-actualization. The attainment of self-actualization and self-esteem are related to the sense of inner reward that some individuals experience when doing their work. In addition, self-actualization is believed to be one of the primary factors motivating people toward self-employment (Maslow, 1954).

Maslow indicated that job satisfaction exists when the job and the environment surrounding the job meet an individual's needs. The challenge arises when a lower level need is satisfied; another, higher-level need emerges and motivates the person to do something to satisfy it. Once fulfilled, this need is no longer a motivator.

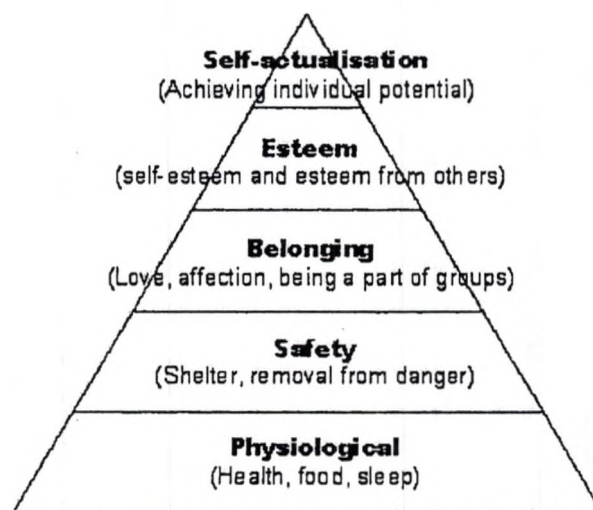


Figure 1. Maslow's Hierarchy of Needs.

Maslow's theory (1970) suggests that when high levels of stress are experienced, many of the needs subordinate to self-actualization are likely to be unsatisfied. Basic physiological processes will be disrupted as the person experiences emotional tension, physical tiredness and psychosomatic disorders such as headaches, high blood pressure and respiratory problems. In the school setting, relationships with staff and students may become strained, leading the principal to withdraw from interpersonal situations and to a breakdown of communication. Feelings associated with the threat of failure and loss of self-esteem may come to dominate thinking and action, leading to procrastination and to decisions made more in the interests of avoiding failure than in reaching new heights of educational achievement (Hoy & Miskell, 1996).

Situational Theory

Situational theorists assume that the interaction of variables such as task characteristics, organizational characteristics, and individual characteristics influences job satisfaction. Situational theorists (Glisson & Durick, 1988; Quarstein et al., 1992) stipulate that job satisfaction is influenced through the interaction of individual, job, and organizational variables (Hoy & Miskel, 1996). The theory was designed to address the following anomalies: 1) why do employees holding seemingly excellent jobs in terms of the traditional job facets such as pay and benefits sometimes report low satisfaction, 2) why do employees holding similar jobs at the same or different organizations with similar pay, etc., have different job satisfaction levels, and 3) why do employee job satisfaction levels change over time when pay, etc., remains relatively stable? The theory asserts that job satisfaction is a function of a relatively finite and stable set of variables called Situational Characteristics and a broad based, fluid set of variables called Situational

Occurrences (Quarstein et al., 1992). Examples of situational characteristics include such things as pay, promotional opportunities, working conditions, supervision, and company policies that are considered by the employee before accepting a position. Situational occurrences are things that arise after accepting a job that may be tangible or intangible, positive or negative. Occurrences viewed as positive might include extra vacation time, professional development opportunities, and flexible work scheduling, while negative occurrences might comprise strained co-worker relationships, lack of supervisory support, excessive working hours, or an inadequate budget. Quarstein, McAfee, and Glassman (1992) hypothesized that overall job satisfaction is a function of a combination of situational characteristics and situational occurrences.

Process Theories

Process theory holds that if an outcome is to be duplicated, so too must the process which originally created it, and that there are certain constant necessary conditions for the outcome to be reached. When the phrase is used in connection with human motivation, process theory attempts to explain the mechanism by which human needs change. Process theorists (Vroom, 1964; Adams, 1963) find explanations for job satisfaction through investigating the interaction of expectancies, values, and needs (Gruneberg, 1979). Some of the theories that fall into this category are expectancy theory, equity theory, goal setting theory, and needs fulfillment theory.

The Expectancy Theory described by Vroom and modified by others (Galbraith & Cummings, 1967; Porter & Lawler, 1968) takes the position that an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The product of valence,

expectancy, and instrumentality is motivation or $M = f(E \times I \times V)$. Valence is the value a person places on expected rewards. Expectancy is the degree of confidence a person has in his or her ability to perform a task successfully and instrumentality is the degree of confidence a person has that if the task is performed successfully, he or she will be rewarded appropriately. It can be thought of as the strength of the drive towards a goal.

For example, if an employee wants to move up through the ranks, then promotion has a high valence for that employee. If the employee believes that high performance will result in good reviews, then the employee has high expectancy. But if the employee believes the company will not promote from within, then the employee has low instrumentality. Therefore, the employee is not motivated to perform any harder. The force of motivation in an expectancy model is positively correlated with job satisfaction, effort, and performance in a variety of settings (Porter & Lawler, 1968).

In other words, if the principal thinks that more work will lead to better results, he or she will be motivated to put in those extra hours to get the results believed possible. This approach and the extra hours put in by principals come at a cost in terms of more time at school for the same pay, less time with family and friends, and less time for hobbies and relaxation. According to expectancy-value theory, individuals choose behaviors based on the outcomes they expect and the values they ascribe to those expected outcomes. Expectancies, or anticipations of likely consequences for a given action, result from individuals' learning history and then become the basis for future behavioral choices (Del Boca et al., 2002).

Adam's (1963) Equity Theory proposes that people seek social equity in the rewards they expect for performance. Workers compare their own outcomes, received

from their jobs and organizations, measured against inputs they contribute (input-output ratio). If you would imagine a balancing scale, Adams places on one side of the scale the inputs or those contributions an employee puts into the job such as time, effort, locality, tolerance, flexibility, integrity, commitment, and reliability. The other side of the scale would be the outputs or what the employee gets from the job including: pay, bonus, perks, benefits, security, recognition, responsibility, standing in the community, level of responsibility, and enjoyment. The equity theory is based on the premise that job satisfaction is the direct result of individual's perceptions of how fairly they are treated in comparison to others.

According to Milkovich and Newman (1990), this social equity is not limited to others within the same workplace, and the equity comparison often reaches into other organizations that are viewed as similar places of employment. Adams (1963) argued that when an employee compares their job input-outcome ratio with referents, and if the employee perceives inequity, they may act to correct it by doing such things as backing off and giving less, by caring less vehemently, an increasing absenteeism, or becoming vocally disgruntled. People become demotivated, reduce input and or seek improvement whenever they feel their inputs are not being fairly rewarded.

Goal setting theory is founded on the principle that, with adequate levels of goal commitment and ability, performance increases with increasing goal difficulty (Latham & Locke, 1991). Locke (1968) found that goals, which were both specific and difficult, led to better task performance than goals that were easy or vague, such as do your best. (Locke & Latham, 1990; Latham & Locke, 1991) found specific and difficult goals influence three key aspects of successful performance that include direction of attention

and effort toward relevant behaviors and actions, persistence in goal related striving in the face of difficulties or obstacles, and investment of effort and energy in goal relevant behaviors. Skinner (2002) found that goal setting theory represents one of the best-developed and empirically tested theories of behavior change that organizational psychology has to offer.

Need fulfillment theories regard feelings of job satisfaction as varying directly with the attainment of need satisfaction. Schaffer (1953) recognized that workers place individual weightings upon the importance of satisfying needs, and investigated the relationship between need satisfaction and job satisfaction. The weakness of this theory is that the researchers failed to take into account the individual difference factors of a person. The individual difference factor is how people feel about what they receive and what outcomes they feel they should receive for their work (Stemple, 2004). This is a significant issue for principals who are paid the same whether they work 40, 50, or 60 hours per week.

The Principal

Principals are the single most important factor in a successful school (Keller, 1998). However, the responsibilities, time demands, accountability from various stakeholders, stressors, and other challenges attached to the job of the principal make the job undesirable (Education Research Service, 1998; Goldberg, 2001; Richard, 2000).

Principals are responsible for managing complex organizations with varied challenges and often unpredictable demands. The three central features of a principal's job—brevity, variety, and fragmentation—make it difficult to maintain a clear sense of purpose. Every hour of every day is different for principals and they must be able to

adjust and to prioritize. Principals must be able to work quickly, shift gears easily, and complete tasks in tiny bits and pieces throughout their day. In a job full of so many brief encounters, it comes as no surprise that principals often feel overwhelmed, disheartened, and emotionally drained (Lovely, 1999).

Is there a shortage of candidates for the job of school principal? The research from the literature indicates the answer is yes. Results of a number of studies over the past several years make it clear that qualified professionals are not seeking the position of school principal (Roza, 2003). There is debate among researchers as to whether we are now facing and will continue to face a principal shortage or crisis. The research is clear however; we are seeing a significant drop in the number of qualified candidates. The shortage in qualified people seeking to serve in a principal position is well documented (Fenwick, 2000; Potter, 2001; Ohio Department of Education, 1999). A study of superintendents by Whitaker (2000) supports the assertion of a principal shortage whereby the respondents reported a "somewhat extreme" or "extreme" shortage of principal candidates. Overall, 90% of the superintendents rated the principal shortage problem from "moderate" to "extreme." Regardless if one sees a shortage of principal candidates as being moderate or extreme, there is an agreement that there exists some degree of a shortage.

In a study reported by Pounder and Merrill (2001b), of 170 high school assistant principals and middle school principals, only 30% indicated that they had a career goal to seek a high school principalship. Roza (2003), in a study of Indiana principals, asked participants to respond to a list of the barriers they saw for someone who was considering the principalship as a career. Indiana principals identified serious barriers as 1) job too

stressful, 58%; 2) too much time required, 53%; and 3) compensation insufficient compared to responsibilities, 37%.

In his book, *Time Management for School Administrators*, Ivan Fitzwater (1996) reports that school administrators are near the top of the scale and in the same high stress category with physicians, waiters, and business executives:

They occupy a position just below the top category, which includes air traffic controllers, police officers, and fire fighters. In the early 1990s the statistics on death in the United States revealed that fifty-one percent of all deaths, other than accidents, were due to stress (p. 70).

This fact alone may not be so surprising, but unlike most of the other high stress categories listed above, principals find themselves working excessive number of hours. For example, air traffic controllers work a basic 40-hour week; however, they may work additional hours, for which they receive overtime, or premium pay, or equal time off. This is not the case with principals. It should be noted that air traffic controllers must also rotate night and weekend shifts because most control towers and centers operate 24 hours a day, 7 days a week. However, most secondary school principals find themselves working many nights and weekends supervising school activities. A significant difference between air traffic controllers and principals is that the median annual earnings of air traffic controllers reported in May 2004 was \$102,030 while the median annual earnings for elementary and secondary school administrators for the same period was \$74,190 (Bureau of Labor Statistics, 2006-2007). In addition, the increased level of education required for principal licensure in most states can only be matched or possibly surpassed by physicians.

Job satisfaction and time commitment go hand in hand for the school principal. The current literature provides insight as to why the time commitment is the single biggest factor that principals indicate as the reason for lower job satisfaction, however the research offers little in solutions. Recommendations made by Chan and Pool (2002) found that principals needed to bring their realities more in line with their ideals. To assist in aligning priorities with responsibility they recommended that time management, stress management, and a sense of humor are essential. Others would say having a thick skin is also helpful. Ultimately, the majority of the time those who do not love the job usually do not do it very well or very long.

Job Satisfaction

“Since the 1930s, job satisfaction probably has been the most extensively and enthusiastically studied concept in organizational science” (Hoy & Miskel, 1996, p. 252). Lawler (1973) stated that most job satisfaction research prior to 1973 was performed in work organizations and had little theoretical basis. Researchers merely looked for relationships between job satisfaction and different facets of the job such as supervision, education, productivity, and so forth (Lawler et al., 1973).

Chambers (1999) found that job satisfaction is considered an important and desirable goal for organizations because satisfied workers perform at higher levels than those who are not satisfied. Job satisfaction can be interpreted in different ways. While some researchers have theorized about more or less specific work factors relevant to job satisfaction, there is no gold standard that indicates which job aspects should be taken into account when job satisfaction is measured (Van Saane et. al, 2003).

Gunn and Holdaway (1986) found in a study of principal job satisfaction that the best predictors for overall job satisfaction were: 1) sense of accomplishment as an administrator; 2) effect of the job on one's personal life; and 3) organizational and personal characteristics.

A study by Malone, Sharp and Walter (2001) researching principals' perceptions regarding the positive aspects of their job, found that "high job satisfaction is a necessary ingredient for high performance" (p. 9). They cite the work of Chubb (1987) who argued "that good schools have good principals, great schools have great principals, and weak schools have weak principals" (p. 8). Vincent Ferrandino, Executive Director National Association of Elementary School Principals, in his testimony to the Commission on Teacher and School Administrator Shortage and Minority Recruitment, expressed the common denominator for a great, high-performing school is a dedicated and dynamic principal. Effective schools were found to be those that had principals who are assertive instructional leaders who provide strong support to teachers and are in close touch with students and staff, making frequent classroom visits (Ferrando, 2000). Although the concept that high performing schools have dedicated and dynamic principals may be rather obvious, this connection needs to be made. Norton (2002-2003) points out that:

Studies on school effectiveness, school climate, and student achievement all reveal one commonality, the fact that good happenings in schools depend to a great extent on the quality of the school leadership (p. 50).

Malone, Sharp and Walter (2001) in a study of principals in Texas reported that principals rated contact with students and the opportunity to impact students as the two highest positive aspects of their job. According to Johnson and Holdaway (1994), only

when an individual feels that a job facet or task is important will experience levels of satisfaction or dissatisfaction.

Some facets of being a principal that have positive job satisfaction have been described in the research literature as contact with students, impacting students, and creating a positive school climate. Principals like being in charge and putting their personal beliefs to work. They know that they are helping children, they love to see them learn and succeed, they enjoy seeing teachers grow and be successful, and they enjoy the challenge (Ferrandino, 2000).

The job facets that attribute to negative job satisfaction or dissatisfaction are relatively easy to categorize. Kennedy (2002) pinpointed six major reasons for the lack of principal job satisfaction: 1) demands on the job; 2) salary; 3) time; (4) lack of parent and community support; 5) the negativity of the media and pupils toward schools; and 6) lack of respect. This finding is supported by a study by Rayfield and Dimantes (2003) who found that the overwhelming nature of the position, the time consuming nature of the position, and the manner in which boards of education are involved in micro management was indicated by participants as significant source of their dissatisfaction.

A study by Kochan, Spencer and Matthews (cited in Eckman, 2004) found that the "primary issue facing both men and women was managing their work and their time and coping with the stresses, tasks and responsibilities of the job" (p. 368). Robertson (1999) researched time management practices of school principals in the United States and categorizes principals into work-management styles that include:

1. The Hopper who jumps from task to task;

2. The Perfectionist Plus who schedules the day to handle to handle several tasks with few interruptions and is often frustrated with the disorganization of other people;
3. The Allergic to Detail who prefers to focus on the big picture and leave details of implementations to subordinates;
4. The Fence Sitter who has trouble making a decision when faced with lots of choices; and
5. The Cliff Hanger who waits until the last minute and generally needs outside pressure to complete tasks.

The findings indicate that all work-management styles are employed to some extent but the Hopper strategy was used by 61% percent of principals. Regardless of management styles, all principals are dealing with a time commitment issue and it is affecting job satisfaction. There is also plenty of research that explains why principals have selected the Hopper as a work-management style or, to be more accurate, why the Hopper is the work-management style that selected them. Because most principals operate with a very flexible schedule, they invite interruptions. The majority of principals will stop work to deal with a student's lost calculator or a teacher's concern that his or her room is too hot or cold. This fragmented day gives principals no other choice but to start and stop tasks as students, staff, and parents bring issues to the principal's desk.

Stemple (2004) found that principals who spend less than 10% of their time with students have a job satisfaction lower than those principals who reported spending between 31 to 40% of their time with students. Most principals come from the teacher ranks and most people become teachers because they enjoy students. By spending more

time doing paperwork and office work, principals are feeding into their dissatisfaction by not making time in the day to spend with students, the very reason they entered the educational profession. As stated earlier, job satisfaction and time commitment go hand in hand for principals and the majority of the research on time commitment for principals shows increased results in job dissatisfaction. This is examined in more detail in the next segment of this chapter with a focus on time commitment.

Time Commitment

The high school principals in the Vadella and Willower (1990) study identified the excessive time demands of the principalship as one of the most dissatisfying aspects of their positions and one that led to conflicts between their personal and professional roles. Other researchers point to the changed role of the principal, which is characterized by higher expectations related to student outcomes, a 60-80 hour work week, supervision of evening activities, mandated state and district paperwork, and the difficulty of getting teachers to change their instructional methods (Murphy & Beck, 1994).

The principal no longer has a full plate, but rather a full platter (Portin, Shen & Williams, 1998). The research supports the idea that something must be done to attract more qualified candidates to the principalship, and that reducing hours worked per week would have the greatest impact. Rayfield and Diamantes (2003) report principals working an average of over 56 hours per week during the school year and over 40 hours per week in the summer. They conclude that this time commitment makes the position of a principal one that many teachers may not want to tackle.

A question that needs to be asked is why are principals working so many hours? Either they have too much on their plate or platter, as Portin, Shen and Williams (1998)

describe, or they do not have good time management skills, or some combination of the two. In a study by Robertson (1999), "eighty-one percent of principals reported to have less than 20 hours of training in time management while sixty-eight percent had less than nine hours" (p. 151). Mayer (1995) added that executives [principals] must learn to respect their own time and not interrupt themselves with their own use of the telephone, email, or voice mail. One may expand that list to include other non-immediate tasks such as running copies, faxing, or solving problems that are not their own concern.

The answer is not just training in time management but eliminating non-academic tasks that others in the building can and should do. To purchase a daily planner, or a personal digital assistant, or a smart phone allows you to work more efficiently, but these are just tools, and do not address the underlying time problem for principals. "Traditional time management suggests that by doing things more efficiently you'll gain control of your life, and that increased control will bring the peace and fulfillment you're looking for. We disagree" (Covey et al., 1994, p. 12).

In order for principals to get control over their time commitment and their daily schedule they must learn to delegate administrative tasks. Principals must fully embrace the fact they do not have to live in their office or on their campus 24 hours per day. Many principals feel such a time commitment need that they refuse to stay home when they are sick. Many forgo family vacations or miss important family commitments. These principals operate in a world that the school cannot function without them being in the building. It becomes almost a badge of honor to proclaim to those who ask that they attended four or five evening activities this week or did not eat lunch all week.

Shipman et al., (1987) point out that:

Teachers, students, parents, and others have come to expect the principal to be available, to have regular contact with them, to be in the halls and classrooms, to listen and to respond to questions and concerns, and to be accountable for what goes on in the school (p. 39).

This is a clear example of past practice with past expectations in direct conflict with current expectations for principals. The role of the principal has changed significantly in recent years so the expectations must change as well. In order to attract qualified candidates to the ranks of the principalship, the time commitment for principals must be addressed (Cushing, Kerrins, & Johnstone, 2004).

“Time is the scarcest resource, and unless it is managed, nothing else can be managed” (Drucker, 1993, p. 51). Weldy (1974) stated, “Time for school administrators is a resource, to be used productively. Good use of time requires self-understanding [personal preferences], personal commitment, discipline, organization, and planning” (p. 5).

Principals need to have blocks of uninterrupted time to make informed decisions, develop researched-based instructional plans, and for professional learning and reflection. They must have time to step back from the pressures of the job. Drucker (1993) suggests that, “The only question is which will make the decision—the executive or the pressures. If the pressures rather than the executive are allowed to make the decision, the important tasks will predictably be sacrificed” (p. 109).

Robertson (1999) found “principals are still not giving themselves sufficient time within their day to do their desk work” (145-146). This assertion, supported by Kmetz and Willower (1982), found that the mean duration of principals’ deskwork sessions was

less than ten minutes. Principals are not allowing themselves time to get their paperwork done and when they do begin paperwork they are faced with constant interruptions. For many principals placing their desk in the middle of the hallway would have little effect on their current work environment.

At the heart of this time commitment issue is the concept of the open door policy. Many principals choose to keep an open door policy that allows any and all people to stop by their office at any time for any reason and to feel they have a right to interrupt the principal. In essence, visitors are given permission to stop the principal's work no matter how trivial or unimportant their issue is or what the principal happens to be doing (Robertson, 1999). Principals must protect their time to better serve their students and staff. Ferrandino (2000) points out that the lack of real control of principal's time and little ability to focus on their main job responsibility as a head of instruction, is a management dilemma that would hinder the leader of any organization.

Breakthrough Coach Workshop

The four workshops used in this study were limited to 40 participants at each site by the presenter, Malachi Pancoast. The organizer of one site reported that the participant limit was set to ensure a better quality workshop.

Malachi Pancoast is President of The Breakthrough Coach and has been helping organizations produce breakthrough improvements in performance, productivity, and employee satisfaction for the last 15 years. His experience includes twenty years in organizational and human resource development. Pancoast has been applying his breakthrough process to work with instructional leaders since 1998. He has led seminars and workshops on transformational leadership throughout the U.S. and Canada for over a

decade. He has been a guest speaker at numerous professional conferences including: the 1999 Association of California School Administrators Superintendents' Symposium, The Minnesota Association of Secondary School Principals Winter Workshop, The California School Leadership Academy, The Minnesota Association of Elementary School Principals, and the Los Angeles County Office of Education.

The Breakthrough Coach is a management consulting firm dedicated to working hands-on with administrators and principals at the elementary, middle, and secondary school levels, and whose clients are typically talented, high performing employees who earned the position they now hold through their commitment to excellence and years of experience. However, they now find themselves working 60-70 hour weeks, under intense pressure to raise test scores, unable to get into classrooms as they want to, and have very little personal time. They are rapidly heading toward burnout and many districts are at risk of losing their best leaders (Pancoast, 2006). According to the Breakthrough Coach Web site overview:

The Breakthrough Coach addresses this situation by teaching principals and administrators how to apply management practice to the running of their front offices—practices that free them up from the technical front office work and instead allow them to spend the majority of their days in classrooms. The programs are designed to radically alter a principal's view of their role as a manager, while simultaneously teaching them how to create breakthrough improvements in their school's critical performance measures. This combination of thinking and skill will enable principals to provide truly effective leadership as they face the enormous changes taking place in education today (Pancoast, 2006).

The format of the Breakthrough Coach is a two-day workshop. The first day of the workshop is for building principals only. Day two is for building principals and their administrative assistants or secretaries. Malachi Pancoast, President of The Breakthrough Coach Incorporated, presented at all four workshops. Pancoast (2004, p. 1) provides building principals with his "7 Steps to Producing a Breakthrough in Your Time and Results". These 7 steps include:

1. Clean The Office. Get rid of anything that does not belong in the office of a manager and keep your office impeccable, like an operating room.
2. Declare Where You Are You Going. Organizations produce breakthroughs when they aim at the goal before they know how to accomplish it.
3. Create a Goal That Turns You On. It must be quantifiable.
4. Create a Scorecard. Capture what you can that is immediate and public, track hours spent in the classroom, or measure things that weren't measured before.
5. Become Superfluous to the Operation. Become unneeded, do nothing because coaches don't play.
6. Keep the Heat On. Reiterate the goal constantly and keep talking—that is your job.
7. Hire a Coach. All the best players have the best coaches.

Day two of the Breakthrough Coach workshop has two components. The first component is that the principal's secretary or administrative assistant(s) is required to attend and second, principals are asked to bring everything on their desk. The Breakthrough Coach provides a document titled, "The 10 Most Effective Ways to Work

with Your Secretary". The information in this document is the main concept of the Breakthrough Coach and it is that the principal's secretary schedules and manages the principal's time. By allowing the secretary to make the principal's schedule, the secretary also "protects" the principal's time. Simple things like making time to read Educational Leadership or Principal Leadership are put into the principal's daily calendar so that it gets done. Unnecessary and unimportant drop-ins are stopped at the secretary's desk and dealt with or scheduled.

For many principals this is a very frightening experience. The idea of giving up control of your daily organizer or personal digital assistant (PDA) to allow your secretary to schedule your day may cause many principals to hyperventilate. But you will not get into the classrooms one or two days per week, Pancoast stipulates, if you operate the same way you did last year. You must make a change. If you like working 60-80 hours a week then there is no reason to change. However, if you think spending time in classrooms, with your family, or enjoying free time is a more desirable option, then the Breakthrough Coach may provide you with your solution.

The secretary handles all the principal's phone calls, mail and paperwork. Many principals listen to their voice mail messages only to find out that half are items that anyone could have answered but now they are on the principal's plate to deal with. Instead, the secretary should screen those calls for the principal and answer many of the questions, re-direct many more, and get more information on the ones that are specifically for the principal to handle. The difference here is that the principal now possesses much more information when responding than just a short voice mail message.

The ultimate objective of the workshop is to assign office days and coaching days. Office days are days that the principal spends in his or her office working on items that are scheduled and planning and preparing. Coaching days are those days the principal spends with his or her people, the students and the staff. During these days the principal is "unplugged" from the office and spends the day watching, supervising, evaluating, demonstrating, meeting, talking, and spending time with students and staff.

The uniqueness of The Breakthrough Coach workshop is in learning how to discern those tasks that are technical, to be handled by a technician (secretary), from those that are managerial, tasks that are to be handled by a manager (principal). If principals are willing to follow the basic concepts of technical work and managerial work they will reduce the amount of paperwork they deal with and reduce the number of hours they work substantially. This in turn will increase job satisfaction as the research shows.

Summary

There are fewer candidates applying for principal positions across the United States and this should be a concern as a large number of baby-boomer principals begin to retire. A review of the literature on principal job satisfaction and time commitment identifies the excessive hours principals work each week, the salary (in comparison to the number of hours worked per week and number of days worked per year), the vast amount of tasks they are responsible for, and the bureaucratic issues that principals must deal with as the most significant factors that keep candidates from applying to the principalship. Unless these factors are addressed, the predictions made by the research of a pending crisis in the principal ranks may come true.

The effects of the executive coaching workshop supports the situational theorists' position that job satisfaction is influenced through the interaction of individual, job, and organizational variables (Hoy & Miskel, 1996). Situational theorists present the question of why do employees holding similar jobs at the same or different organizations with similar pay, etc. have different job satisfaction levels. It could be that some employees are better organized and are able to schedule their day in such a way that they are getting more accomplished with a higher degree of job satisfaction. An example would be that principals in the same district could have different degrees of job satisfaction, despite similar extrinsic motivation factors such as salary and benefits. By using the theoretical framework of situational theorists to look at the data before and after the executive coaching workshop and performing a *t*-test, the findings will indicate that doing a job differently can increase job satisfaction. In addition, the suggestion presented by advocates of the expectancy theory, view the force of motivation in the expectancy model is positively correlated with job satisfaction, effort, and performance in a variety of settings will also serve to develop a richer understanding of the data in this study (Porter & Lawler, 1968).

In summary, the literature review was presented in Chapter II of the study. The methodology and design of the study are presented in Chapter III.

CHAPTER III

METHODOLOGY AND DESIGN OF STUDY

The methodology used to investigate the time commitment and job satisfaction of building principals before and after an executive coaching workshop is explained in Chapter III. This study used a survey instrument to gather information in two areas, current time commitment toward specified administrative tasks and overall job satisfaction. The study sought to determine if a workshop that dealt specifically with time management for building principals could make a change in the amount of work they do, the hours they work each week, and an increase in job satisfaction.

The purpose of this study was to examine the time commitment to administrative tasks and job satisfaction of building principals before and after an executive coaching workshop.

The appendices for this study include: Pre-workshop Cover Letter (Appendix A), Pre-Workshop Survey (Appendix B), Post-Workshop Cover Letter (Appendix C), Post-Workshop Survey (Appendix D), Follow-Up Post Card (Appendix E), and Post-Survey Open-Ended Responses (Appendix F).

Description of Instrument

The researcher developed the survey instrument by reviewing a survey provided at the workshop and with permission granted for its use by Jill Pancoast, Vice-President and managing partner of The Breakthrough Coach, Inc. The Breakthrough Coach survey titled "Administrator Baseline" is approximately 35 questions in length and seeks

information regarding current Academic Performance Index (API) scores, current working style, working relations, and overall job satisfaction. The researcher also examined the survey instrument from the North Central Regional Educational Laboratory titled, "Understanding the Job of a School Principal: A Study of Current Principal Practices, Principal Preparation, and Alternative Teacher Certification."

The survey for this study, which appears in Appendix B, was developed as a result of communications between Ms. Pancoast and my advisor, Dr. Sherryl Houdek, and is the culmination of several pilot studies, including surveys to building principals who attended "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." in August of 2004. Feedback was sought from these building principals as to the organization, clarity, and quality of the survey. The survey questions had participants respond to six demographic questions, 13 questions on current time commitment, and eight questions on overall job satisfaction.

The survey distributed at the workshop was two pages in length, printed on the front and the back of a single sheet of paper. On the bottom of the first page of the survey, the statement "please turn over and complete the survey" is printed. An additional page was provided for the participant to list his or her mailing address where the post-workshop survey would be mailed approximately 12 weeks later. The post-workshop survey (Appendix D) was identical to the pre-workshop survey except the survey was printed single-sided and included a third page that provided for open-ended responses to see what, if any, changes occurred in either time commitment or job satisfaction.

Demographic information was used to gather selected characteristics of the respondents. These variables were based on literature that identified the characteristics as primarily related to job satisfaction, or items that would help provide a description of the subjects such as gender or number of administrative assistants.

The variables are listed and defined as the following:

Current position refers to the position the participant currently holds. This variable was measured by asking participants to indicate one of three selections for their current position: principal, assistant principal, and other. If participants selected other, they were asked to specify as to what position they held.

Gender refers to the sex of the participant. This variable was measured by asking the participants to select "male" or "female."

Years of administrative experience refers to the number of years the participant has worked in administration. This variable was measured by asking participants to choose from the following ranges: 0, 1 to 3, 4 to 6, 7 to 9, 10 or more.

Number of teachers you supervise refers to the number of teachers the participant supervises. A principal of a K-6 school with two sections each would supervise 12 teachers. This variable was measured by creating ranges based on participant open-ended responses to the number of full and part-time teachers the participant supervises.

Number of administrative staff or assistants in your building refers to the total number of administrative staff or assistants that participant works with in the building. Participants were given possible categories that included Assistant Principals, Dean of Students, Counselors, Secretaries or Administrative Assistants. Participants were asked to select from a list of ranges: 0, 1 to 3, 4 to 6, 7 to 9, 10 or more.

Number of students enrolled in your building refers to school enrollment. The participants were asked to select from a list of ranges: Less than 200, 201 to 400, 401 to 600, 601 to 1000, 1001 or more.

Administration of the Survey

The first survey was administered in St. Paul, Minnesota, August 15, 2005; in Fergus Falls, Minnesota, August 18, 2005; in Monrovia, California, August 22, 2005; and in Pittsfield, Massachusetts, August 25, 2005. The first survey requested a mailing address of the participants to send the follow up survey. The follow up survey was mailed approximately 12 weeks following the workshop, resulting in 187 surveys collected. The two surveys were identical with the exception that the follow up survey asked two open-ended questions that allowed the participant to provide a narrative if a change occurred as a result of the workshop in either administrative tasks performed or overall job satisfaction.

Research Design

The research design of this study used survey methodology. With the focus on the principal shortage and the increased work load, the purpose of this study was to examine the time commitment and job satisfaction of principals before and after an executive coaching workshop. A baseline was measured by the surveying of building principals before the executive coaching workshop asking questions on time commitment to administrative tasks and job satisfaction. There were 13 questions on time commitment spent on administrative tasks and eight questions on job satisfaction. The pre-workshop survey data was compared to the data received from the post-workshop survey completed by the participants approximately 12 weeks after the workshop.

Sample

The sample for this study was comprised of K-12 principals who registered for an executive coaching workshop presented by Malachi Pentecost, President of The Breakthrough Coach, Inc. The workshop was presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Post-workshop surveys were mailed to the 118 addresses provided by the participants. Sixty-six participants returned their surveys for a return rate of 56%.

Data Collection

The pre- and post-workshop surveys sought information on time commitment to certain administrative tasks and overall job satisfaction. The surveys were given to building principals who attended the workshop titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The surveys were administered in four locations: St. Paul, Minnesota, August 15, 2005; Fergus Falls, Minnesota, August 18, 2005; Monrovia, California, August 22, 2005; and Pittsfield, Massachusetts, August 2, 2005.

The protocol at all sites was identical. During the first break of the morning a brief introduction was made and the researcher gave an outline of the study. The building principals attending the workshop were asked for their participation in a survey that would be distributed during their lunch break. At the beginning of the lunch period the researcher and/or the researcher's assistant distributed three documents that included: a cover letter explaining the purpose of the study (see Appendix A), the survey instrument

(see Appendix B), and a request for a mailing address where a follow up survey would be mailed to each study participant in approximately twelve weeks (see Appendix C). The cover letter also included a notice to the participants that by completing the survey, the participant was giving his or her consent to participate in the study.

While the researcher was distributing the survey packets, the researcher asked the participants to take a few minutes to complete the survey and the mailing address request sheet and to return them to the respective box in the front of the room labeled “surveys” and “mailing address requests” by the end of the lunch break. The boxes remained available during the entire day of the workshop and participants were able to return the survey and mailing address request sheet at anytime during the workshop hours. The researcher also provided a mailing address on the survey if participants wanted to mail the survey at a later date or forgot to return it at the workshop. This was done to improve participation in the survey.

Approximately twelve-weeks after the workshop, a follow-up survey was mailed to the address that each participant had provided to the researcher at each workshop. A return stamp-addressed envelope was included to aid in returning the survey. The post-workshop surveys were color coded by workshop location. 36 brown colored surveys were mailed to those participants who attended the St. Paul, Minnesota workshop; 27 surveys were returned for a return rate of 75%. 34 pink colored surveys were mailed to those participants who attended the Fergus Falls, Minnesota workshop; 19 surveys were returned for a return rate of 56%. 26 salmon colored surveys were mailed to those participants who attended the Monrovia, California workshop; nine surveys were returned for a return rate of 35%. 22 white colored surveys were mailed to those

participants who attended the Pittsfield, Massachusetts's workshop; 11 surveys were returned for a return rate of 50%.

The researcher's assistant collected the follow up surveys for the researcher when the survey was returned. After the envelope was opened and the survey was removed, the envelope was discarded and the survey was placed in a box in the researcher's office.

Approximately one week after the follow up survey was mailed to the participants, the researcher mailed postcards (see Appendix E) to all the participants. The postcards served both as a thank you to those who had responded to the follow up survey, but also as a friendly and courteous reminder for those who had not.

The researcher anticipated 80% of workshop attendees to participate in the pre-workshop survey. The actual workshop attendees that participated were 78%. The researcher anticipated 70% to participate in the post-workshop survey. The actual number of participants in the post workshop survey was 56%.

Confidentiality was preserved in both surveys. The first survey preserved confidentiality by having the survey return box separate from the mailing address request box with no way to determine which survey went with which mailing address. The second survey was mailed to the address provided by the participants and was enclosed with a self-addressed, stamped envelope to return the survey. Those participants responding to the second survey, as with the first, were anonymous to the researcher. The researcher would know only location of the workshop the participant attended through the use of the four different survey colors.

The University of North Dakota Instructional Review Board (IRB) has reviewed the survey and granted approval of this study. All research conducted by faculty, staff,

and students associated with The University of North Dakota must be reviewed and approved as prescribed by the University's policies and procedures governing the use of human subjects. The project approval number is 200507-013. All IRB guidelines for this research were followed.

Data Analysis

Upon completion and return of the surveys, the overall analysis used was a *t*-test. A *t*-test is a statistical test involving confidence limits for the random variable *t* of a *t* distribution and used especially in testing hypotheses about means of normal distributions when the standard deviations are unknown. A *t*-test was conducted to determine the effect of an executive coaching workshop on the time commitment to certain administrative tasks and overall job satisfaction.

Summary

The study examined the time commitment of administrative tasks performed and job satisfaction of building principals before and after an executive coaching workshop. Chapter III presented the methodology and design of the study, introduction, description of instrument, administration of the survey, sample, data collection, and data analysis were presented in. Data results and analysis are provided in Chapter IV.

CHAPTER IV

RESULTS

The purpose of this study was to examine the time commitment and job satisfaction of building principals before and after an executive coaching workshop. The workshop provides building principals and secretaries with a blueprint to better manage the school office. Strategies are presented on time management, organization, delegation, and other assists in repackaging the job of the principal. In Chapter IV, the researcher presents data on the time commitment and job satisfaction of building principals collected through a survey given before and after an executive coaching workshop.

Approximately 150 individuals attended the executive coaching workshop and 121 completed the pre-workshop survey for a participation rate of 81%. Of the 121 participants who completed the pre-workshop survey, 66 respondents, or 56%, completed the post-workshop survey. The results are reported in narrative format and tabular form providing frequencies and percentages. The survey instrument asks six demographic questions, 13 questions on current time commitment of administrative tasks performed, and eight questions on overall job satisfaction questions. The results are broken into four sections.

Section I Survey Demographics

The first section of the findings, shown in Tables 1 through 9, focuses on the demographic information from participants who attended one of the four workshops. The

frequency numbers for tables 1 through 9 are based on the pre-workshop surveys (n=121) and post-workshop surveys (n=66) for a total of 187 responses. Not all participants chose to answer all demographic questions, therefore the frequency numbers do not all equal 187 and the percents do not equal 100%.

Table 1 shows the St. Paul, Minnesota location had the largest number of participants at 35.3%; followed by Fergus Falls, Minnesota, 28.3%; Monrovia, California, 19.8%; and Pittsfield, Massachusetts, 16.6%.

Table 1. Workshop Locations (n=187).

Location	Frequency	%
Fergus Falls, MN	53	28.3
Minneapolis, MN	66	35.3
Massachusetts	31	16.6
California	37	19.8

As shown in Table 2, females comprised 51.9% of the participants while males comprised of 45.3%. Missing data comprised 2.7%.

Table 2. Participants' Gender (n=182).

Gender	Frequency	%
Female	97	53.3
Male	85	46.7

Table 3 indicates that 51.9% of participants reported they worked in elementary schools, 25.7% worked in a high school, 8.6% worked in multiple buildings, 5.9% worked in a middle school or junior high, and 3.7% worked at a district office.

Table 3. Current Position – Grade Level (n=179).

Position	Frequency	%
High School	48	26.8
Middle/Junior High	11	6.1
Elementary	97	54.2
Multiple	16	8.9
District	7	3.9

As shown in Table 4, 66.8% of the participants reported their current position as principal, 11.8% assistant principals, .5% had multiple roles and 18.2% listed their role as “other”. Those that listed other as their current position included superintendents, assistant superintendents, special education directors, technology directors, and curriculum coordinators. Participants were asked to report the number of years of experience they had worked.

Table 4. Current Role (n=182).

Role	Frequency	%
Principal	125	68.7
Assistant Principal	22	12.1
Other	34	18.7
Multiple	1	.5

In Table 5, 37.4% of the participants reported the number of years of experience they worked as ten or more years. 25.7% had 4 to 6 years of experience. 16.6% had 1 to 3 years of experience. 16.6% had 7 to 9 years and 3.7% reported they had zero years of experience.

Table 5. Years of Administrative Experiences (n=187).

Yrs. Of Experience	Frequency	%
0	7	3.7
1-3	31	16.6
4-6	48	25.7
7-9	31	16.6
>10	70	37.4

Table 6 shows the frequencies and percentages of the number of administrative assistants in five categories. The largest percentage 47.6% of the participants reported one to three administrative assistants in their building, while the next largest group of participants 24.6% had 4 to 6 administrative assistants in their building. 9.1% reported 10 or more administrative assistants in their building and 9.1% reported no administrative assistants in their building.

Table 6. Number of Administrative Staff/Assistants in Your Building (n=176).

Administrative Staff	Frequency	%
0	17	9.7
1-3	89	50.6
4-6	46	26.1
7-9	7	4.0
>10	17	9.7

Table 7 presents the number of full-time teachers supervised by the participants. 45.7% of participants indicated they supervised between 26-50 full-time teachers, 31.5%

supervised between 1-25 full-time teachers, and 14.6% supervised 51-75 full time teachers.

Table 7. Number of Full-Time Teachers You Supervise (n=158).

Number of FT Teachers	Frequency	%
0	1	.6
1-25	49	31.5
26-50	72	45.7
51-75	24	14.6
76-100	7	4.3
>100	5	1.3

As shown in Table 8, 86.6% participants reported they supervised between 1-10 part-time teachers, while 9.9% supervised between 11-20 part-time teachers.

Table 8. Number of Part-Time Teachers You Supervise (n=92).

Number of PT Teachers	Frequency	%
0	2	2.2
1-10	78	86.6
11-20	9	9.9
21-30	2	2.2
>30	1	.5

Participants were asked to report the student enrollment of their building. Table 9 shows 31% of participants reported a student enrollment of 401-600. 21.9% reported a student enrollment of 201-400. 20.9% reported a student enrollment of 601-1000. 15%

reported an enrollment of 1000 or more. 3.2% reported an enrollment of less than 200 students and 1.1% reported "other" for student enrollment.

Table 9. Number of Students Enrolled in Your Building (n=174).

Student Enrollment	Frequency	%
<200	6	3.4
201-400	41	23.6
401-600	58	33.3
601-1000	39	22.4
>1000	28	16.1
Other	2	1.1

The following tables illustrate the frequency and percentages of the data derived from the 66 participants who completed and returned the post-workshop survey. Thirteen questions ask what administrative tasks are performed and the current time commitment to the specific tasks indicated and is shown in Tables 10-22. As some participants did not answer all questions, the frequency numbers do not equal 66 in tables: 12, 13, 15, 17, 19, 20, and 29. The researcher was not able to determine if the participants chose not to respond to the question or if it was merely an oversight.

Section II Time Commitment to Administrative Tasks

Question 1: Average number of hours a week you spend working.

As reported in Table 10, 60.6% of participants of the workshop indicated that they worked an average of 41-50 hours per week. 27.3% worked between 51-60 hours per week, 7.6% worked more than 61 hours, and 4.5% worked between 30-40 hours per week.

Table 10. Average Number of Hours a Week You Spend Working (n=66).

Weekly Work Hrs.	Frequency	%
30-40	3	4.5
41-50	40	60.6
51-60	18	27.3
>61	5	7.6

Question 2: Average number of hours a week you spend completing paperwork.

As shown in Table 11, 50% of the participants spend 11 hours or more per week completing paperwork, 39.4% spent 9-10 hours a week and 10.6% spent five hours or less.

Table 11. Average Number of Hours a Week You Spend Completing Paperwork (n=66).

Weekly Paperwork Hrs.	Frequency	%
1-5	7	10.6
9-10	26	39.4
11-15	18	27.3
>16	15	22.7

Question 3: Average number of hours a week you spend in classrooms.

Table 12 presents data on the number of hours a week the participants spend in classrooms. 7.8% of the participants indicated they spent 11 hours per week in classrooms while 14.2% indicated they spent less than two hours per week in classrooms. The largest percentage of participants 42.2% spent between 3-5 hours per week in classrooms.

Table 12. Average Number of Hours a Week You Spend in Classrooms (n=64).

Weekly Hrs. in Classrooms	Frequency	%
0-2	9	14.1
3-5	27	42.2
6-10	23	35.9
>11	5	7.8

Question 4: Average number of hours a week you spend training and developing your staff.

The average number of hours a week that participants trained and developed staff is shown in Table 13. Those who spent 0-2 hours training and developing staff were 44.6% while the largest percentage of participants 49.2% spent between 3-6 hours per week training and developing staff.

Table 13. Average Number of Hours a Week You Spend Training and Developing Your Staff (n=65).

Hrs. Training Staff	Frequency	%
0-2	29	44.6
3-6	32	49.2
7-12	4	6.2
>13	0	0

Question 5: Average number of times a week you spend supervising, observing, and developing your staff.

The average number of hours a week participants spent supervising, observing, and evaluating staff appears in Table 14. The data shows that 59.1% of the participants spent 3-6 hours per week supervising, observing, and evaluating staff while 22.7%, the second highest group, spent 0-2 hours per week.

Table 14. Average Number of Hours a Week You Spend Supervising, Observing, and Evaluating Staff (n=66).

Hrs. Observing Staff	Frequency	%
0-2	15	22.7
3-6	39	59.1
7-12	11	16.7
>13	1	1.5

Question 6: Average number of hours a week you eat lunch at work.

Participants indicate in Table 15 that 40% eat lunch at work less than two times per week. 36.9% report that they eat lunch five days per week, which means that 63% of the participants miss lunch at least once a week.

Table 15. Average Number of Times a Week You Eat Lunch at Work (n=65).

Lunch per Week	Frequency	%
0	6	9.2
1-2	20	30.8
3-4	15	23.1
5	24	36.9

Question 7: Average number of hours a week you spend in off-campus meetings.

The number of hours spent in off-campus meetings is shown in Table 16. Exactly 50% of participants indicated they spent between 3-5 hours per week in off-campus meetings. These meetings include administrative meetings at another school location, evening school board meetings, activity meetings, meetings that involve membership in school related organizations, and other governmental organizations such as social services, juvenile justice, or probation services.

Table 16. Average Number of Hours a Week You Spend in Off-Campus Meetings (n=66).

Hrs. in Off-campus Mtgs.	Frequency	%
0-2	19	28.8
3-5	33	50
6-10	12	18.2
>11	2	3.0

Question 8: Average number of hours a week you spend handling discipline incidences/issues.

As illustrated in Table 17, 66.1% of the participants spent between 2-5 hours per week handling discipline incidences and/or issues while 22.6% spent between 6-8 hours per week with this same task.

Table 17. Average Number of Hours a Week You Spend Handling Discipline Incidences/Issues (n=62).

Hrs. Handling Discipline	Frequency	%
2-5	41	66.1
6-8	14	22.6
9-12	4	6.5
>13	3	4.8

Question 9: Average number of hours per week you handle emergencies or crises.

Table 18 indicates that 62.1% of participants spent 0-2 hours handling emergencies or crises and 34.8% spent 3-6 hours.

Table 18. Average Number of Hours per Week You Handle Emergencies or Crises (n=66).

Hrs. Handling Crises	Frequency	%
0-2	41	62.1
3-6	23	34.8
7-12	2	3.0
>13	0	0

Questions about aspects of working at home are presented in Tables 19-22. The data indicates the majority of participants do work at home during the week and on weekends.

Question 10: Average number of nights a week you work at home.

Table 19 shows that 46.2% of participants work between 1-2 nights a week at home while 38.5% indicate they do not work at home during the week.

Table 19. Average Number of Nights a Week You Work at Home (n=65).

Nights Worked at Home	Frequency	%
0	25	38.5
1-2	30	46.2
3-4	9	13.8
5-7	1	1.5

Question 11: Average number of hours a week you work at home.

As shown in Table 20, 31.3% of participants spent 1-2 hours per week working on school related matters at home and 26.6% spent between 3-5 hours per week.

Table 20. Average Number of Hours a Week You Work at Home (n=64).

Hrs. Worked at Home	Frequency	%
0	18	28.1
1-2	20	31.3
3-4	17	26.6
5-7	9	14.1

Question 12: Average number of weekends a month you work.

Table 21 indicates that 53% of the participants work between 1-2 weekends per month, while 42.4% stated they did not work any weekends per month.

Table 21. Average Number of Weekends a Month You Work (n=66).

# Weekends per Month	Frequency	%
0	28	42.4
1-2	35	53
3	2	3.0
4	1	1.5

Question 13: Average number of hours a weekend you work.

Table 22 shows that 40.9% of participants report they work between 1-3 hours a weekend, followed by 36.4% who do not work any hours during the weekend and 21.2% who work between 4-7 hours a weekend.

Table 22. Average Number of Hours a Weekend You Work (n=66).

Hrs. a Weekend	Frequency	%
0	24	36.4
1-3	27	40.9
4-7	14	21.2
>8	1	1.5

Section III Job Satisfaction

The last eight questions on the survey asked about overall job satisfaction of the participant's personal and professional lives and the frequencies and percentages are presented in Tables 23-30.

Question 14: The amount of money earned relative to the time you spend working and your job accountabilities.

Table 23 provides data from participants regarding the amount of money earned relative to the time they spend working and their job accountabilities. The largest percentage 48.5% indicates a medium-high level of job satisfaction. This is followed by 22.7% who indicated medium-low job satisfaction and 19.7% indicated a high job satisfaction.

Table 23. Amount of Money You Earn, Relative to the Time You Spend Working and Your Job Accountabilities (n=66).

Job Satisfaction	Frequency	%
Low	6	9.1
Medium Low	15	22.7
Medium High	32	48.5
High	13	19.7

Question 15: The quality of continued professional development you receive currently.

As displayed in Table 24, 45.5% of participants reported a medium-high level of job satisfaction with the quality of continued professional development they currently receive.

Table 24. Quality of Continued Professional Development You Receive Currently (n=66).

Job Satisfaction	Frequency	%
Low	4	6.1
Medium Low	18	27.3
Medium High	30	45.5
High	14	21.2

Question 16: Your level of satisfaction with your current working habits and management practices.

The job satisfaction of participants with their current working habits and management practices is shown in Table 25. Medium-high and high job satisfaction was recorded by 69.7% of the participants, while only 6.1% reported low job satisfaction.

Table 25. Your Level of Satisfaction with Your Current Working Habits and Management Practices (n=66).

Job Satisfaction	Frequency	%
Low	4	6.1
Medium Low	16	24.2
Medium High	39	59.1
High	7	10.6

Question 17: The amount of energy you have left at the end of an average workweek.

Table 26 presents the frequencies and percentages of participant's job satisfaction with the amount of energy they have left at the end of an average workweek. 42.4% of participants indicated medium-high job satisfaction and 37.9% indicated medium-low job satisfaction. The data indicates a 50% split in the amount of energy the participants report having at the end of an average workweek.

Table 26. Amount of Energy You Have Left at the End of an Average Work Week (n=66).

Job Satisfaction	Frequency	%
Low	8	12.1
Medium Low	25	37.9
Medium High	28	42.4
High	5	7.6

Question 18: The amount of time you devote to personal hobbies/families/friends.

Table 27 continues the pattern with job satisfaction, the largest percentage of participants, 42.4%, having indicated a medium-high level of job satisfaction followed by those who selected medium-low, 31.8%. 13.8% of participants reported a low level of job satisfaction.

Table 27. Amount of Time You Devote to Personal Hobbies/Family/Friends (n=66).

Job Satisfaction	Frequency	%
Low	9	13.6
Medium Low	21	31.8
Medium High	28	42.4
High	8	12.1

Question 19: The current state of your physical health.

The level of job satisfaction for a participant's current state of physical health was selected in the medium ranges by over 75% of the participants as shown in Table 28. 48.5% reported medium-high level of job satisfaction. 27.3% reported medium low level of job satisfaction, followed closely by those who selected high level of job satisfaction at 19.7%.

Table 28. Current State of Your Physical Health (n=66).

Job Satisfaction	Frequency	%
Low	3	4.5
Medium Low	18	27.3
Medium High	32	48.5
High	13	19.7

Question 20: Your district/school's record of academic achievement during your tenure.

The answer to this question on academic achievement shown in Table 29 was reported by 62.5% of the participants as medium-high but breaks the job satisfaction trend as the next largest percentage 23.4% reported a high level of job satisfaction. A medium-low level of job satisfaction was reported by 12.5% of participants.

Table 29. Your District/School's Record of Academic Achievement during Your Tenure (n=64).

Job Satisfaction	Frequency	%
Low	1	1.6
Medium Low	8	12.5
Medium High	40	62.5
High	15	23.4

Question 21: The contribution you are making to your staff, students, and school community.

As shown in Table 30, 66.7% of participants reported a medium-high level of job satisfaction and 22.7% reported a high level of job satisfaction. No participant reported a low job satisfaction in regards to the contribution they were making to their staff, students, and school community.

Table 30. Contribution You Are Making to Your Staff, Students, and School Community (n=66).

Job Satisfaction	Frequency	%
Low	0	0
Medium Low	7	10.6
Medium High	44	66.7
High	15	22.7

Section IV Independent Samples *t*-Test

Table 31 presents the Independent Samples *t*-Test. The Independent Sample *t*-test is the most commonly used method to evaluate the differences in means between two groups. 121 participants completed the pre-workshop survey and 66 participants completed the post-workshop survey for a total of 187 surveys. The two surveys are identical with the exception that the post-workshop survey asked two open-ended questions that allowed the participant to provide a narrative if a change occurred as a result of the workshop in either administrative tasks performed or overall job satisfaction.

Table 31. Independent Samples Workshop Survey.

Administrative Tasks Performed	<u>Pre-Test (N=121)</u>		<u>Post-Test (N=66)</u>		<i>t</i>	<i>df</i>	<i>sig</i>
	Mean	SD	Mean	SD			
1. Working	3.07	.72	2.38	.70	6.45	138	<.001
2. Paperwork	3.13	.86	2.62	.96	3.62	122	<.001
3. In classrooms	1.70	.84	2.38	.83	-5.21	132	<.001
4. Training staff	1.48	1.1	1.62	.60	-1.08	183	.282
5. Evaluating staff	1.69	.74	1.97	.68	-2.63	144	.009
6. Eat lunch	2.85	1.0	2.88	1.0	-.164	130	.870
7. Off-campus meetings	2.03	.74	1.95	.77	.674	130	.502
8. Discipline	1.91	1.0	1.50	.83	2.80	151	.006
9. Emergencies	1.76	.78	1.41	.55	3.51	170	.001
10. Nights at home	2.32	.84	1.78	.74	4.50	147	<.001
11. Hours at home	2.72	1.0	2.27	1.0	2.80	134	.006
12. Weekends	2.15	.78	1.64	.62	4.83	161	<.001
13. Hours a weekend	2.37	.83	1.88	.80	3.97	141	<.001

Table 31. Independent Samples Workshop Survey, cont.

Overall Job Satisfaction	Pre-Test (N=121)		Post-Test (N=66)		<i>t</i>	<i>df</i>	<i>sig</i>
	Mean	SD	Mean	SD			
14. Money earned	2.52	.87	2.79	.87	-2.03	134	.044
15. Professional develop.	2.48	.90	2.82	.84	-2.53	143	.013
16. Work habits	2.00	.69	2.74	.73	-6.74	129	<.001
17. Energy left	1.76	.80	2.45	.81	-5.59	134	<.001
18. Time for family	1.85	.80	2.53	.88	-5.21	124	<.001
19. Physical health	2.52	.82	2.83	.80	-2.55	139	.012
20. Achievement	2.73	.81	3.08	.65	-3.11	155	.002
21. Your contribution	2.66	.69	3.12	.57	-4.84	156	<.001

Note. Scale values were 1(low) to 4 (high).

Summary of Table 31

Question 1 of the survey asked participants the average number of hours a week they spent working as seen in Table 31. Pre-test data reported a mean score of 3.07 (SD = .72) indicating that participants worked between 51-60 hours per week. The post-test data reported a mean score of 2.38 (SD = .70) indicating that participants were now working between 41-50 hours per week following the executive coaching workshop. The data support the fact that there was a significant difference in the number of hours participants spent working from pre-test to post test ($t = 6.45$, $df = 138$, $p = < .001$) as participants reduced the number of hours they worked per week.

Question 2 asked participants the average number of hours they spent completing paperwork. As shown in Table 31, there was a significant reduction in the number of hours a week participants spent completing paperwork from a mean score of 3.13 (SD =

.86) to 2.62 (SD = .96). There was a significant difference in the number of hours participants spent working from pre-test to post test ($t = 3.62$, $df = 122$, $p = < .001$) as participants reduced the number of hours they spent completing paperwork from 11-15 hours before the executive coaching workshop to 9-10 following the workshop.

Question 3 asked participants the average number of hours a week they spent in classrooms. As shown in Table 31 there was a significant increase in the number of hours a week participants spent in classrooms from a mean score of 1.70 (SD = .84) to 2.38 (SD = .83). There was a significant difference in the number of hours participants spent working from pre-test to post test ($t = -5.21$, $df = 132$, $p = < .001$) as participants increased the number of hours a week they spent in classrooms. How much more time did participants spend in classrooms following the executive coaching workshop? Participants increased the amount of hours in classrooms from 0-2 hours per week to 3-5 hours per week.

Question 4 asked the participants the average number of hours they spent training and developing their staff. Pre-test data showed a mean score of 1.48 (SD = 1.10). Post-test data showed a mean score of 1.62 (SD = .60) and ($t = -1.08$, $df = 183$, $p = .282$) indicating that participants spent between 0-2 hours per week training and developing their staff with no difference between pre- and post-workshops.

Question 5 asked the average number of hours a week participants spend supervising, observing, and evaluating staff. Pre-test data showed a mean score of 1.69 (SD = .74). Post-test data showed a mean score of 1.97 (SD = .68) with a ($t = -2.63$, $df = 144$, $p = .009$). Although not a statistically significant increase in mean scores, the data does indicate that participants did increase the number of hours of supervising, observing, and evaluating staff from 0-2 hours per week to near 3-6 hours per week following the executive coaching workshop.

Question 6 asked the participants the average number of times a week they eat lunch at work. The data for this question was nearly identical from pre-workshop to post-

workshop. Pre-test data showed 2.85 (SD = 1.0) and post-test data showed a mean score of 2.88 (SD = 1.0) with ($t = -.164$, $df = 130$, $p = .870$) indicating that the participants eat lunch on an average of 1-2 times per week.

Question 7 asked the participants the average number of hours a week they spend in off-campus meetings. The pre-test data found a mean average of 2.0 (SD = .74). The post data showed a mean average of 1.95 (SD = .77) and ($t = .674$, $df = 130$, $p = .502$). There was no difference in the number of hours they spent in off-campus meetings following the executive coaching workshop.

Question 8 asked the participants the average number of hours a week they spent handling discipline incidences/issues. Pre-test data showed a mean score of 1.91 (SD = 1.0) and post-test data showed a mean average of 1.50 (SD = .83) and ($t = 2.80$, $df = 151$, $p = .006$). These results indicate that there was very little change in the number of hours per week participants spent handling discipline incidences/issues remaining at between 2-5 hours per week.

Question 9 asked the participants the average number of hours per week they handle emergencies or crises. As shown, pre-test data reported a mean score of 1.76 (SD = .78) and post-test data reported a mean score of 1.41 (SD = .55). There was a significant difference in the number of hours participants spent working from pre-test to post-test ($t = 3.51$, $df = 170$, $p = .001$) as participants reduced the number of hours per week they handle emergencies or crises.

Question 10 asked the participants the average number of nights a week they worked at home. Pre-test data reported a mean score of 2.32 (SD = .84) that indicates between 1-2 hours per week and the post-test data reported a mean score of 1.78 (SD = .74) indicating zero hours week. There was a significant difference in the number of nights a week participants worked at home from pre-test to post-test ($t = 4.50$, $df = 147$, $p = < .001$) as participants reduced the number of nights a week they worked at home.

Question 11 asked the participants the average number of hours a week participants work at home. Pre-test data showed a mean score of 2.72 (SD = 1.0). Post-test data showed a mean score of 2.27 (SD = 1.0) and ($t = 2.80, df = 161, p = .006$).

Question 12 asked the participants the average number of weekends a month they worked. Pre-test data reported a mean score of 2.15 (SD = .78) and the post-test data reported a mean score of 1.64 (SD = .62). There was a significant difference in the number of weekends a month participants worked from pre-test to post test ($t = 4.83, df = 161, p < .001$) as participants reduced the number of weekends worked per month from 1-2 to less than 1-2 hours per week following the executive coaching workshop.

Question 13 asked the participants the average number of hours a weekend they worked. Pre-test data reported a mean score of 2.37 (SD = .83) and the post-test data reported a mean score of 1.88 (SD = .80). There was a significant difference in the number of hours a weekend participants spent working from pre-test to post test ($t = 4.00, df = 141, p < .001$) as participants reduced the number of hours worked per week. The data indicates that participants worked between 1-3 hours a weekend before the executive coaching workshop and less than one hour a weekend following the workshop.

Question 14 asked the participant's their job satisfaction in regards to the amount of money they earn; relative to the time they spend working and their job accountabilities. Pre-test data reported a mean score of 2.52 (SD = .87) and post-test data reported a mean score of 2.79 (SD = .87), indicating low-medium job satisfaction ($t = -2.03, df = 134, p = .044$).

Question 15 asked the participants their level of job satisfaction regarding the quality of continued professional development they currently receive. Data indicated ($t = -2.53, df = 143, p = .013$) a low-medium level of job satisfaction, with pre-test data reporting a mean score of 2.48 (SD = .90) and post-test data reporting a mean score of 2.82 (SD = .84).

Question 16 asked participants their level of job satisfaction with their current working habits and management practices. Pre-test data reported a mean score of 2.00 (SD = .69) and the post-test data reported a mean score of 2.74 (SD = .73). There was a significant difference in the participant's level of satisfaction with current working habits and management practices from pre-test to post-test ($t = -6.74$, $df = 129$, $p = < .001$) as participants increased their level of job satisfaction with their current working habits and management practices following the executive coaching workshop.

Question 17 asked the participants their level of satisfaction with the amount of energy they have left at the end of an average workweek. Pre-test data present a mean score of 1.76 (SD = .80) and the post-test data reported a mean score of 2.45 (SD = .81). There was a significant difference in the participants level of satisfaction in the amount of energy participants had left at the end of the work week from pre-test to post test ($t = -5.59$, $df = 134$, $p = < .001$), as participants increased their level of job satisfaction with the amount of energy they have left at end of an average work week following the workshop.

Question 18 asked the participants their level of satisfaction with the amount of time they devote to personal hobbies/family/friends. Pre-test data reported a mean score of 1.85 (SD = .80) and the post-test data reported a mean score of 2.53 (SD = .88). There was a significant difference in the participant's level of satisfaction in the amount of time from pre-test to post-test ($t = -5.21$, $df = 124$, $p = < .001$) as participants increased their level of job satisfaction with the amount of time they devote to personal hobbies/families/friends.

Question 19 as presented in Table 31 asked the participants about their level of satisfaction with the current state of their physical health. The data reported in increase in their level of satisfaction from a pre-test mean score of 2.52 (SD = .82) to a post-mean score of 2.83 (SD = .80), falling in the low-medium scale ($t = -2.55$, $df = 139$, $p = .012$).

Question 20 asked the participants their level of satisfaction with their district/school's record of academic achievement during their tenure. As shown in Table 31, pre-test data reported a mean score of 2.73 (SD = .81) and the post-test data reported a mean score of 3.08 (SD = .65). There was a significant difference in the participants' level of satisfaction in the amount of time they devote personal hobbies/families/friends from pre-test to post test ($t = -3.11$, $df = 155$, $p = .002$) as participants increased their level of job satisfaction with their district/school's record of academic achievement during their tenure.

Question 21 asked the participants their level of satisfaction with the contribution they are making to their staff, students, and school community. Pre-test data reported a mean score of 2.66 (SD = .69) and the post-test data reported in Table 31 shows a mean score of 3.12 (SD = .57). There was a significant difference in the participant's level of satisfaction ($t = -4.84$, $df = 156$, $p = < .001$) as participants increased their level of job satisfaction with their district/school's record of academic achievement during their tenure.

Section V Participants' Comments

The post-workshop survey included a page that asked participants whether their current time commitment and job satisfaction has or hasn't changed and to explain and provide any additional information that they cared to share. Forty-one, or 62%, of participants chose to provide comments about time commitment changes and thirty-three,

or 50%, of participants chose to provide comments about changes in job satisfaction. The comments verbatim are located in Appendix F.

In the area of time commitment, participants from St. Paul provided 16 comments; Fergus Falls, 14 comments; California, six comments; and Massachusetts, five comments. The majority commented that Breakthrough Coaching was working, but many indicated various levels of implementation of the program and various degrees of success. 12 comments were specific about spending more time in the classroom following the workshop. All participants who had implemented some Breakthrough Coach workshop strategies indicated that these techniques were helpful in being better organized, on top of deadlines, reducing disruptions, and spending more time in classrooms; one participant said, "Time hasn't changed much. The way I think about time has changed." Many participants indicated that they still needed to work on implementing more parts of the Breakthrough Coach program and several commented about time commitment issues outside their control such as district meetings, board meetings, or meeting resistance from staff and parents. One participant commented that cleaning out old files also helped clean up the office (the first step in Breakthrough Coaching) and said, "Thanks for giving me permission to do so."

Overall, the comments on time commitment focused on the increased skills in time management. Participants comment that they are more organized, allowing them to stay "ahead of work" and not feel overwhelmed. They are managing their work and not the other way around. As one participant stated, "I feel more in control of my time." Comments regarding job satisfaction from participants came from St. Paul with 13 comments; Fergus Falls, 11 comments; California, six comments; and Massachusetts had three comments.

For the majority of the participants their comments were about how much they loved working with students, how much more they are enjoying their jobs, and how much more time they have for themselves. One participant noted, "My job satisfaction has

increased because I am able to spend more time with teachers and students. I am able to sleep better and am more relaxed in my job.” Another said, “My job satisfaction is good, now that I have less stress at work and I am enjoying it more.”

Several participants talked about a balance in their lives and that being in control of their time has brought about increased job satisfaction. Less stress at work has allowed participants to enjoy their job more. The time management approach to the Breakthrough Coaching workshop could be best summarized by a participant from Fergus Falls who said, “The job is now a job—not an obsession.”

Summary

Chapter IV presented the findings of the study. Chapter V provides the summary of the study, conclusions and discussion drawn from the data, limitations of the study, and recommendations for educators and future research efforts.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the time commitment and job satisfaction of building principals before and after an executive coaching workshop. Information was collected by surveying participants attending an executive coaching workshop and again, approximately 12 weeks later to see what impact, if any, the workshop had on their time commitment and job satisfaction. The findings of this study may encourage building principals to look at the job differently and to approach the principal position as an educational executive as encouraged by The Breakthrough Coach.

Summary of Findings

Data collected from four executive coaching workshops were used to answer three research questions. The participants were primarily principals but also included assistant principals, superintendents and various directors. The two surveys asked 13 questions on current time commitment of administrative tasks performed and eight questions on overall job satisfaction.

Research Question #1. What is the current time commitment of principals on selected administrative tasks?

The research data finds that over 60% of the participants work between 41-50 hours per week and 34% work over 50 hours per week. The work week data in this study

is consistent with the findings of other studies, including: Donaldson Jr., Buckingham, and Coladarci (2003), Murphy and Beck (1994), and Vadella and Willower (1990), who all found the majority of principals worked more than 50 hours per week. During the 50 plus hour weeks participants reported in this study, 66.7% of participants spent between 9-15 hours per week on paperwork. 68.2% of participants spent between 3-10 hours per week in off-campus meetings. 88.9% spent between 2-8 hours handling discipline and 34.8% spent between 3-6 hours handling emergencies and crises. Participants were not asked if the time allocation as presented above, which included working 9-15 hours on paperwork, was ideal or whether they believe that is how they should spend their time. One could make an educated guess that principals prefer to spend time in classrooms rather than on paperwork because nowhere in this study did the completion of paperwork appear in the job satisfaction data.

The time commitment data in this study, as well as other indications from the literature, presents the question, "Do principals run their daily schedules or do their daily schedules run them?" Whitaker and Turner (2000), in their study to determine the priorities and practices of principals in Indiana, found that principals ranked getting better control over their own time and schedule as the seventh in a list of 31 items to be ranked in priority for principals. The data from the study reported that the actual rank for time turned out to be 23 of 31 items in terms of priority. This means that although principals see the importance of getting better control over their own use of time, the actual events of the day prevent them from doing it. The need to get control over their own time and schedule is why many principals arrive to school at or before dawn, remain well after the staff leaves for the day, or come to the office on the weekends so they can have an

uninterrupted span of time to get the work done. In doing so, principals are adding hours onto the workweek and spending less time with hobbies, families, and friends.

Managing time demands and paperwork are the principal's greatest frustrations (Lyons, 1999). In a study conducted by the National Association of Secondary School Principals and the Milken Family Foundation in which 3,359 high school principals were surveyed, it was found that seventy percent of principals reported time as an impediment or very much an impediment in doing their job as a principal and that sixty-nine percent reported paperwork as an impediment or very much an impediment in doing their job as a principal (Schiff, 2001).

To summarize, the current time commitment for the participants of this study is approximately 50 hours per week. During their workweek participants of this study devoted the following approximate time periods for these administrative tasks: two days to deal with paperwork, one day to attend off-campus meetings, one-half to one full day handling discipline and one half day dealing with emergencies. The arrangement means that participants have one day or less for all of the other tasks they are expected to do such as supervision, evaluations, hiring, budgets, committee work, parent issues, social issues, and extra-curricular activities. Perhaps this is why there is a shortage of people applying for jobs as principals.

Research Question #2. What is the overall job satisfaction of principals?

Participants indicated the highest level of job satisfaction in the area of the contribution they were making to their staff, students, and community, with 89.4% reporting medium-high to high job satisfaction. This was followed closely by the

participant's district/school record of academic achievement during tenure, with 85.9% reporting medium-high to high job satisfaction.

The lowest level response to the question of job satisfaction concerned the amount of energy participants have left at the end of the workweek. 50% reported medium-low to low levels of job satisfaction. The next lowest area was the amount of time participants devoted to personal hobbies, family and friends. 45.4% of participants reported medium-low to low level of job satisfaction. For the remaining four questions, including the amount of money earned relative to the time they spent working and their job accountabilities, the quality of continued professional development they currently receive, current working habits and management practices, and current state of physical health, all participants reported between 66% to 70% medium high to high levels of job satisfaction.

Research Question #3. After attending an executive coaching workshop titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment" and completing a pre-workshop and post-workshop survey has time commitment of selected tasks and job satisfaction changed?

The answer to this research question is yes across the board. Both survey results and the participant's narrative responses indicated that time commitment of selected tasks and job satisfaction had changed.

In the area of current time commitment to administrative tasks, principals reduced the number of hours they worked per week by nearly ten hours per week. A St. Paul, Minnesota, participant wrote, "The time commitment is a great change. Everything seems to run more efficiently—I've found I need to organize my classroom days and maintain a chart of when and what was observed on my visits. Several staff commented that this is the way it should always have been."

In the area of job satisfaction, principals are finding that by reducing the hours they work and changing how they do their job and they have increased their job satisfaction. A Fergus Falls, Minnesota participant wrote, "I've always loved my job. However, I am learning to love my home life and to invest in it more. Overall, we (my administrative team) joke about WWMD (what would Malachi do); we monitor each other; we are more visible. Kids have said that Mr. [name of principal] is everywhere."

The findings of this study suggest that the workshop "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment" was an effective workshop. The research data shows a significant difference ($p < .05$) in principals' time commitment. Time spent in seven of 13 administrative tasks was reduced and job satisfaction increased in five of eight areas following the executive coaching workshop. In addition, every one of the 21 questions saw a mean average positive change for administrative tasks and job satisfaction. The data indicates that time for administrative tasks that participants viewed as positive (for example, spending time in classrooms) increased and those that participants viewed as tedious (paperwork, dealing with discipline, etc.) decreased. Participants reduced the total number of hours worked and were able to better organize and allocate those hours that they did work. Specifically, participants reduced the number of hours they spend doing paperwork per week, but increased the number of hours they were able to spend in classrooms.

Conclusions and Discussion

The building principals in this study are no different than principals surveyed in numerous other studies involving job satisfaction, principal attitudes, job desirability, or

time management. Principals work in excess of 50-hour weeks and the majority struggle with time management. In support of the literature reviewed, this study found that the job of the principal in America is becoming overwhelming. Today's principals have been given more and more tasks to perform with very few tasks removed, yet they still forge ahead. This increasing burden produces the expectancy theory played out in the real world. Principals believe they will get all of the work done, no matter how many hours a day it takes, so they may be seen as good principals and get improved results. Many of today's principals are similar to the greyhounds racing around the track to catch the phony rabbit attached to the machine. The greyhounds will never catch the rabbit and the principals will never get all their work done.

There exists a phenomenon in education that is difficult to explain. It is an unwritten rationale why principals, unlike teachers or superintendents, work so many hours per week. Teachers are salaried employees, the same as principals, but they have a written contract that explicitly establishes their workday. For most teachers this workday is less than eight hours per day. Included within that time are a duty-free lunch period and a prep hour. Principals are given neither. Superintendents, and this applies to assistant superintendents as well, work at or near the office hours that the district office is open, about an average 40 hour week. Superintendents work slightly more than office hours, with evening committee and board meetings, but nowhere in the research is there any evidence that superintendents are working more hours than principals, even though they are paid significantly more.

We need to have a conversation in our schools and communities about what the role of the principal should be and how that role should be carried out. If the view of the

principal were that of a building supervisor, then the job responsibilities would be in the area of scheduling, hiring, supervision, maintenance oversight, budgets, and other non-academic tasks. Another view would be that of instructional leader where job responsibilities would consist of teacher evaluations, training and developing staff, curriculum development, coaching, and staying up to date with pedagogy. The conversation should not be a choice between the two but rather a dialogue of what it is that a principal can and should do, and should not do. If the number one job of the building principal is not supervising, training, and evaluating staff, then whose job should it be? Adams and Hambright (2004) recommend changes that include: "systemically examining the roles performed by administrators, resolving salary issues, and countering the prevailing perceptions and beliefs held in in-service teachers about administrative positions" (p. 211) as a way to encourage and retain women as principals. These changes would be applicable to either gender as a way to encourage more people to move into principal positions.

There is a consensus that the classroom teacher has a tremendous impact on student learning and student success. Lezotte (1984) indicated the most important factor in school reform was the leadership of the principal. Therefore, this is where principals should be spending the majority of their time. In addition to improving student learning, Kessor (2005) found that discipline incidents decreased by twenty-five percent during a nine-week period of increased administrator visibility in a study conducted on a junior high campus.

As a result of poor time management by many principals, the task of supervising, training, and evaluating of staff often takes a back seat to what they consider to be more

pressing issues. Principals often view observations as a to-do item as opposed to an important task they have to complete. The other problem brought about because of poor time management is that when principals actually do get into the classroom to do an observation or evaluation, many are not fully present in the room. These principals bring paperwork along to observation periods or they spend their observation time thinking about the work that is waiting for them back in their office instead of focusing on evaluating and helping make teachers better.

Principals work extremely hard and put in long hours. The purpose of this study, unlike similar research on principals, job satisfaction, and time management, is to offer a solution. This study offers at least one solution. An examination of the strategies recommended by The Breakthrough Coach workshop and the repackaging of the job of the principalship by eliminating non-administrative tasks and reducing significantly the amount of evening supervision responsibilities principals are asked or required to do is one such option.

A study by Malone, Sharp and Walter (2001) reports that, as most principals are already aware, there is a great deal that is right about principalship. They found that principals would overwhelmingly become principals again despite the pressures, time commitments, and frustrations that go along with the position. The conclusion is that in viewing the principalship through a different paradigm and approaching it differently a reduction in pressures can occur, that time commitment can be reduced and frustrations can be minimized. The old phrase "if you always do what you've always done, you will always get what you've always got" is at the heart of this research. In order to see change, there must be changes made. Other researchers have found that job satisfaction

and general happiness are two factors closely correlated with a long and healthy life (Palmore, 1974) or as Harung (1998) points out, that in a sense job satisfaction buys us more time. The recommendations to follow are the first steps to changing and improving the principalship.

Limitations

The workshop presenter, due to the size of the room and his desire to provide a better learning environment, restricted the number of participants at the workshop to a maximum of 40 principals per session.

The results of the study are limited by the reliability and validity of the time commitment to administrative tasks and a job satisfaction-measuring instrument developed by the researcher after a review of the literature and with input from his committee.

Because job satisfaction was measured as a self-perception, the study is limited by the accuracy of those perceptions (Kerlinger, 1986).

Recommendations for Principals

This study supports previous research studies that indicate a principal works over 50 hours per week and that excessive paperwork and time management are significant problems. Tucker and Teschannen-Moran (2002) explain that principals “need assistance if they are to meet the expanded, and often conflicting, demands of their role” (p. 18). They add that principals “cannot personally perform all the tasks required of them” (p. 18) and that leeway for principals to delegate some tasks while maintaining responsibility for the oversight of the school must be afforded them.

The findings of this study on principal time commitment and job satisfaction are exciting and hold significant promise for those principals who feel overworked and overwhelmed. This study supports the fact the principals can reduce administrative tasks and improve job satisfaction. The findings more fully explain the expectancy theory in association with principals. If principals are working in a job where too much is expected of them, then the valence or value of their salary will always be less than they will expect and job satisfaction will be low. If, however, the principal's job is repackaged and organized in such a way that the salary is in accord with the hours worked and tasks assigned, then the rewards will be satisfying. This is not to say that principals should not be paid in accordance with their education, skills, and abilities. Additionally, the findings of this study support ideas put forth by situational theorists stipulating that job satisfaction is influenced through the interaction of individual, job, and organizational variables (Glisson & Durick, 1988; Quarstein et al., 1992). If the school district is able to augment positive situational occurrences such as flexible work scheduling or professional development opportunities and diminish the negative occurrences such as lack of support or inadequate resources, the effects of these changes should increase the job satisfaction of principals.

On the basis of the findings and conclusions from this study, the researcher has developed seven recommendations to offer to principals interested in becoming more effective administrators and in changing their life for the better. The recommendations are as follows:

1. All principals need: (a). Extensive training on time management. (b). Principal preparation programs must include curriculum that deals with

repackaging the principalship to make the job of the principal more attractive and to entice the best and the brightest. (c). Imperative that a reasonable workweek be established for principals. Studies by Campbell and Williamson (1991) and Weldy (1974) report principals need more training. This fact is supported by the study done by Robertson (1999) that found a significant correlation of .21 ($p \leq .01$, $N=285$) existed between time-management practices and the amount of training principal reported. One way to repackaging the principalship would be to reduce the heavy time demands by creating a more viable and realistic job assignment (Pounder & Merrill, 2001a).

2. All principals must clearly understand the role of the secretary and allow the secretary to schedule and manage their time, handling all mail and paperwork. A message needs to be sent to the staff that the secretary works for the principal and the job of the secretary is to complete office work. Too often the principal's secretary is doing the work of teachers by copying off worksheets or ordering supplies. Fitzwater (1996) recommends the principal's secretary take over everything to do with the day-to-day running of the office. The secretary manages schedules, is solely responsible for setting up appointments and handles the mail. "This prevents conflicts and also allows the secretary to screen and set priorities" (p. 48).
3. All principals must get into the classrooms at least one day per week every week of the school year. Only by walking into classrooms and

seeing what is being taught and learned can principals lead a school effectively. Principals must give themselves permission to go into the classroom without guilt and see it as a valuable part of the job that is both enjoyable but will also improve instruction and reduce student behavior issues. Ferrandino (2000) testified that effective schools were those that had principals who were assertive instructional leaders providing strong support to teachers and in close touch with students and staff, making frequent classroom visits.

4. Adopt the strategies presented by Malachi Pancoast and The Breakthrough Coach. All principals must spend their time doing work that only principals can do and delegating all other tasks. When looking at what a principal should and should not be doing, ask the question: would you pay someone your (the principal's) salary to do this work? This is a good question for the taxpayers as well. Why should a principal being paid \$70,000 to \$100,000 be counting money from the concession stand, filling the copy machine with paper, or sitting in an unproductive meeting? The data from the study as well as participants' comments indicate that this workshop did reduce hours worked per week and increased job satisfaction. Data indicates that participants were able to reduce hours worked from 51-60 hours per week to 41-50 hours per week. Keys to the reduction in hours worked include improved management of time, working more effectively with the secretary and delegating unnecessary tasks. "School administrators

report that improvement of delegation techniques often provide them the greatest help in getting control of their jobs” (Fitzwater, 1996, p. 30).

5. All principals must make time (have their secretaries schedule time) to study educational journals, recent research and trends in school improvement. Too many principals are in academic limbo after having earned their principal credentials, and have not taken another course or written academically. It is difficult to lead school staff if you, as principal, are not making time to be a scholar. Burke and McKeen (1994) reported that a success factor for women in the early stages of their management careers was access to education and development training. Schiff (2001) reports that “being an instructional leader requires the purposeful and intentional action of principals spending significant time doing those things that are important but often not urgent; planning, team building, teacher development, and relationship building” (p. 31).
6. All principals must work with their superintendents to develop an evening activity supervision schedule that limits the number of nights they are required to supervise to no more than two; one, if possible. The supervisor of an evening activity does not need a master, specialist, or doctoral degree. The number of school activities has more than doubled in the last 25 years and this has doubled the amount of evenings principals have spent in supervision. It is a poor use of resources and

increases the likelihood of principal burnout. In their study, Pounder and Merrill (2001b) found the overall factor that had the strongest adverse impact on principal job desirability was the time demanded for the work. That said there needs to be an understanding of the realities of the job as compared to the expectations placed upon the principal by his or her superiors. The superintendent and school board members may expect the principal to be present at all athletic events or to drive the school bus. The community may believe it is important that the principal spend time at community events or be available for coffee at a moment's notice. These expectations cannot be ignored in addressing job satisfaction and time commitment. For job satisfaction to improve and for a reduction in time commitment to occur, a significant change in the organizational behavior toward school principals must happen and we can be certain that some districts will not accept this change.

7. All principals must, as Covey et al., (1994, p. 84) describes, "Sharpen the Saw." This means increasing the personal capacity in the physical, social, mental, and spiritual areas. Principals are literally working themselves to death. By working excessively long hours they are not taking time to exercise, spend time with their family, enjoy their hobbies and friends, or just be away from school. Many principals think the school will not function if they are not there and this is simply not true. Principals must take time out for their own enjoyment away from the school and work environment. Whitaker and Turner (2000b) found

two areas that principals must address: the need to continue to develop, refine, and improve time management skills, and the need to care for their own wellbeing. They add that principals must work to reduce the disparities between perceived and actual priorities so they can manage and take care of themselves. "If they can do this, they will be better equipped to devote their attention and energy to the important priorities in schools" (p. 21). This study found the Breakthrough Coach workshop was effective in helping participants find more time to spend with family and friends ($M=1.85$ to $M=2.45$) and in increasing the amount of energy left at the end of the week ($M=1.76$ to $M=2.45$).

Recommendations for Future Research

This study provides information about the school principal's time commitment to certain administrative tasks performed and overall job satisfaction before and after a workshop titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." Due to the lack of a previously conducted study using the same methodology, neither changes nor trends could be identified. Therefore, it is recommended that this study be repeated in the future.

The study post-workshop survey was conducted only once approximately 12 weeks after the workshop. Perhaps a longitudinal study with multiple 12-week intervals might be insightful as participants attempt to implement more of the workshop suggestions.

This study also was conducted in only four locations with a workshop limit of 40 participants per site. It is recommended that future studies expand the number of sites and participants.

The study instruments used could not gauge the participants' level of commitment to the workshop. It is recommended that questions regarding how much of the workshop participants are using, or how hard they are working to implement the strategies taught at the workshop be administered.

APPENDIX A

Pre-workshop Cover Letter

August 2005

Dear Colleague:

My name is Thomas Gravel. I am currently a University of North Dakota doctoral student in the Educational Leadership program. To fulfill the requirements of the degree, I am conducting research on time commitment and job satisfaction of principals before and after an executive coaching workshop. Both the Minnesota Elementary Principals' Association and the directors for the workshop have granted approval for this research.

Participation is voluntary. Two surveys will need to be completed. The first survey is the pre-workshop survey (attached) and the second survey; the post-workshop survey will be mailed to you in November 2005.

There are no known risks to participants or any compensation except for a candy bar provided by the researcher when the survey is returned. Consent by the participants is granted upon completion of the survey and returning it to the researcher. These surveys are anonymous and no signature is required, protecting your confidentiality.

Both surveys will take approximately five minutes to complete. For the pre-workshop survey, today, please place the completed survey in the box labeled "job satisfaction survey" located at the front of the room. The data gathered will be used to compare the time commitment and job satisfaction of the principals before and after this workshop.

The last page of the survey, a buff colored sheet, is the survey mailing address request. You must provide an address to mail you the follow-up post-workshop survey in approximately twelve weeks. The mailing address request sheet can be returned to the box labeled "mailing address request sheets" located at the front of the room. The researcher will mail out the post-workshop survey in November, with a stamped, self-addressed envelope to return the survey. Once again, no names are requested on the post-workshop survey.

The University of North Dakota Instructional Review Board (IRB) has reviewed the survey and granted approval of this study. Project approval number is: 200507-013. All IRB guidelines for this research will be followed.

If you have questions regarding this survey or research, please contact me at 218-498-2263, my advisor, Dr. Sherryl Houdek at 701-777-2394, or the UND Institutional Review Board at 701-777-4279.

Thank you so much for your assistance with this research. Once the research is completed, an abstract will be submitted to the Minnesota Association of Secondary Principals and the Minnesota Association of Elementary Principals.

Respectfully,

Thomas Gravel, Principal
Dilworth-Glyndon-Felton High School
Glyndon, MN
tgravel@dgf.k12.mn.us

Sherryl Houdek, Ed. D
University of North Dakota
Grand Forks, ND
sherryl.houdek@und.nodak.edu

This cover letter is your copy of granting consent to participate in this study.
Please keep this copy for your records.

APPENDIX B

Pre-Workshop Survey

Time Commitment and Job Satisfaction Before and After an Executive Coaching Workshop Survey

Pre-Workshop Survey

DEMOGRAPHIC INFORMATION:

Please respond by checking (X) in the appropriate option.

CURRENT POSITION:

High school

☐ Principal

☐ Assistant Principal

☐ Other -please specify

Middle/Junior High School

☐ Principal

☐ Assistant Principal

☐ Other -please specify

Elementary School

☐ Principal

☐ Assistant Principal

☐ Other -please specify

GENDER:

☐ Female ☐ Male

YEARS OF ADMINISTRATIVE EXPERIENCE:

☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10+

NUMBER OF TEACHERS YOU SUPERVISE

☐ Full-time ☐ Part-time

NUMBER OF ADMINISTRATIVE STAFF / ASSISTANTS IN YOUR BUILDING: (May include: Assistant

Principals, Dean of Students, Counselors, Secretaries or Administrative Assistants)

☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10+

NUMBER OF STUDENTS ENROLLED IN YOUR BUILDING:

☐ Less than 200 ☐ 201-400 ☐ 401-600 ☐ 601-1000 ☐ 1000+

ADMINISTRATIVE TASKS PERFORMED:

Circle the responses that best represent your current time commitment to the following tasks:

- | | | | | |
|--|-------|-------|-------|-----|
| 1. Average number of hours a week you spend working | 30-40 | 41-50 | 51-60 | 61+ |
| 2. Average number of hours a week you spend completing paperwork | 1-5 | 9-10 | 11-15 | 16+ |
| 3. Average number of hours a week you spend in classrooms | 0-2 | 3-5 | 6-10 | 11+ |
| 4. Average number of hours a week you spend training and developing your staff | 0-2 | 3-6 | 7-12 | 13+ |
| 5. Average number of hours a week you spend supervising, observing, and evaluating staff | 0-2 | 3-6 | 7-12 | 13+ |
| 6. Average number of times a week you eat lunch at work | 0 | 1-2 | 3-4 | 5 |
| 7. Average number of hours a week you spend in off-campus meetings | 0-2 | 2-5 | 6-10 | 11+ |

8. Average number of hours a week you spend handling discipline incidences/issues	2-5	6-8	9-12	13+
9. Average number of hours per week you handle emergencies or crises	0-2	3-6	7-12	13+
10. Average number of nights a week you work at home	0	1-2	3-4	5-7
11. Average number of hours a week you work at home	0	1-2	3-4	5-7
12. Average number of weekends a month you work	0	1-2	3	4
13. Average number of hours a weekend you work	0	1-3	4-7	8+

OVERALL JOB SATISFACTION:

SCALE

On a scale of 1-4, (1= low, 4=high), rate your level of job satisfaction by circling the appropriate number.

(1= low, 4=high)

14. The amount of money you earn, relative to the time you spend working and your job accountabilities	1	2	3	4
15. The quality of continued professional development you receive currently	1	2	3	4
16. Your level of satisfaction with your current working habits and management practices	1	2	3	4
17. The amount of energy you have left at the end of an average work week	1	2	3	4
18. The amount of time you devote to personal hobbies/family/friends	1	2	3	4
19. The current state of your physical health	1	2	3	4
20. Your district/school's record of academic achievement during your tenure	1	2	3	4
21. The contribution you are making to your staff, students, and school community	1	2	3	4

Thank you for completing.

Please return this to the box labeled "job satisfaction survey" at the front of the room. If for some reason you would prefer to mail this survey to the researcher, mail to:

**513 Parke Avenue South
Glyndon, MN 56547**

Please complete this sheet and place in the box labeled "mailing address request sheets" located in the front of the room.

The follow up survey will be mailed to the address you listed above in approximately twelve weeks. Your assistance in this research is greatly appreciated and I thank you in advance for your completion and returning of the follow up survey.

Please mail the follow up survey to:

Your name

Mailing address

City

State

Zip Code

APPENDIX C

Post-Workshop Cover Letter

November 2005

Dear Colleague:

Approximately twelve weeks ago at the "Breakthrough Coaching workshop" you assisted me with my research by completing a pre-workshop survey addressing principal time commitment and job satisfaction during the lunch break of the workshop and provided me with an address to mail you the follow up, post-workshop survey.

Once again, participation is voluntary. There are no known risks to participants. Consent by the participants is granted upon completion of the survey and returning it to the researcher. These surveys are anonymous and no signature is required, protecting your confidentiality.

The second phase of my research involves a post-workshop survey asking the same questions as the pre-workshop survey for comparison. I realize your time is precious and even though your daily allowance of seconds measures only 86,400, I hope that you will consider using some of them to assist me in this research by completing the post-workshop survey.

Please take 5-10 minutes to complete this important post-workshop survey. Please return the survey in the enclosed stamped, self-addressed envelope by November 23, 2005.

If you have questions regarding this survey or research please contact me at 218-498-2263, my advisor, Dr. Sherryl Houdek at 701-777-2394, or the UND Institutional Review Board at 701-777-4279.

Thank you so much for your assistance with this research. Once the research is completed an abstract will be submitted to the Minnesota Association of Secondary Principals and the Minnesota Association of Elementary Principals.

Respectfully,

Thomas Gravel, Principal
Dilworth-Glyndon-Felton High School
Glyndon, MN
tgravel@dgf.k12.mn.us

Sherryl Houdek, Ed. D
University of North Dakota
Grand Forks, ND
sherryl.houdek@und.nodak.edu

APPENDIX D

Post-Workshop Survey

Time Commitment and Job Satisfaction Before and After an Executive Coaching Workshop Survey

Post-Workshop Survey

DEMOGRAPHIC INFORMATION:

Please respond by checking (X) in the appropriate option.

CURRENT POSITION:

High school

☐ Principal

☐ Assistant Principal

☐ Other -please specify

Middle/Junior High School

☐ Principal

☐ Assistant Principal

☐ Other -please specify

Elementary School

☐ Principal

☐ Assistant Principal

☐ Other -please specify

GENDER:

☐ Female

☐ Male

YEARS OF ADMINISTRATIVE EXPERIENCE:

☐ 0

☐ 1-3

☐ 4-6

☐ 7-9

☐ 10+

NUMBER OF TEACHERS YOU SUPERVISE

☐ Full-time

☐ Part-time

NUMBER OF ADMINISTRATIVE STAFF / ASSISTANTS IN YOUR BUILDING: (May include: Assistant Principals, Dean of Students, Counselors, Secretaries or Administrative Assistants)

☐ Principals, Dean of Students, Counselors, Secretaries or Administrative Assistants)

☐ 0

☐ 1-3

☐ 4-6

☐ 7-9

☐ 10+

NUMBER OF STUDENTS ENROLLED IN YOUR BUILDING:

☐ Less than 200

☐ 201-400

☐ 401-600

☐ 601-1000

☐ 1000+

ADMINISTRATIVE TASKS PERFORMED:

Circle the responses that best represent your current time commitment to the following tasks:

- | | | | | |
|--|-------|-------|-------|-----|
| 1. Average number of hours a week you spend working | 30-40 | 41-50 | 51-60 | 61+ |
| 2. Average number of hours a week you spend completing paperwork | 1-5 | 9-10 | 11-15 | 16+ |
| 3. Average number of hours a week you spend in classrooms | 0-2 | 3-5 | 6-10 | 11+ |
| 4. Average number of hours a week you spend training and developing your staff | 0-2 | 3-6 | 7-12 | 13+ |
| 5. Average number of hours a week you spend supervising, observing, and evaluating staff | 0-2 | 3-6 | 7-12 | 13+ |
| 6. Average number of times a week you eat lunch at work | 0 | 1-2 | 3-4 | 5 |

7. Average number of hours a week you spend in off-campus meetings	0-2	2-5	6-10	11+
8. Average number of hours a week you spend handling discipline incidences/issues	2-5	6-8	9-12	13+
9. Average number of hours per week you handle emergencies or crises	0-2	3-6	7-12	13+
10. Average number of nights a week you work at home	0	1-2	3-4	5-7
11. Average number of hours a week you work at home	0	1-2	3-4	5-7
12. Average number of weekends a month you work	0	1-2	3	4
13. Average number of hours a weekend you work	0	1-3	4-7	8+

OVERALL JOB SATISFACTION:

On a scale of 1-4, (1= low, 4=high), rate your level of job satisfaction by circling the appropriate number.

SCALE

(1= low, 4=high)

14. The amount of money you earn, relative to the time you spend working and your job accountabilities	1	2	3	4
15. The quality of continued professional development you receive currently	1	2	3	4
16. Your level of satisfaction with your current working habits and management practices	1	2	3	4
17. The amount of energy you have left at the end of an average work week	1	2	3	4
18. The amount of time you devote to personal hobbies/family/friends	1	2	3	4
19. The current state of your physical health	1	2	3	4
20. Your district/school's record of academic achievement during your tenure	1	2	3	4
21. The contribution you are making to your staff, students, and school community	1	2	3	4

If you have indicated that your current time commitment has or hasn't changed please explain and provide additional information that you care to share.

If you indicated that your job satisfaction has or hasn't changed please explain and provide any additional information that you care to share.

**Thank you for completing.
Please return this survey in the envelope provided.**

APPENDIX E

Follow-Up Post Card

Thank you

This is a special thank you for your help with my research project and for returning the post-workshop survey.

It is also a friendly reminder that if you have not returned the post-workshop survey to please take a few minutes and fill it out and return it in the stamped addressed envelope provided.

I am very aware of how precious your time is and I want you to know that I appreciate it. Thank you again!

Thomas Gravel, DGF HS Principal
513 Parke Avenue South
Glyndon, MN 56547

APPENDIX F

Post-Survey Open-Ended Questions

**Time Commitment and Job Satisfaction
Before and After an Executive Coaching Workshop**

**Post-Workshop Survey
Open Ended Responses**

If you have indicated that your current time commitment has or hasn't changed please explain and provide any additional information that you care to share.

Fergus Falls:

- _____'s class was by far the best workshop I have ever attended. I continue to work toward a healthy balance of work/family/play.
- Breakthrough Coach is working for me as a new administrator.
- I am a workaholic and get great pleasure from work done well so I'll always work a lot. However, TBC has taught me to "walk away." For the first time in my career, I'll leave work and "unbook" for hours at a time. In addition, my work seems more organized.
- This is my "second first year" of the principalship in a two-year period. I am beginning a new job with a new secretary. We both agree that we would like to practice Breakthrough strategies, and we set reasonable goals which are still "in the works": (a) clear the clutter—in progress (18 years of previous principal stuff); (b) conference table in office—did it and love it; (c) my mail is screened by secretaries and much of it tossed; and (d) two half-days a week for coaching (love it).
- I'm actually getting out in the classroom—not enough, but much better.

- Very hard to commit to classroom with continued crisis situations, parent requests, and other responsibilities.
- Because of the approach and structure the Breakthrough Coaching model provides, I am using my time more efficiently, plus my productivity has greatly increased. It has also reduced the amount of time I spend at school. Our two secretaries have found it to be extremely effective in terms of their productivity and efficiency in the office—primarily because of the improved communication between the three of us. Most of all, however, is the increase in time I am spending in the classrooms. It's working great!
- Improvements have been gradual—not a “breakthrough.” I'm satisfied with that.
- Less work at night and on weekends. More time in the classroom and a much better feeling of getting it all done!
- I think my overall time commitment has not changed drastically because many of the things that take extra time (> 40/week) are not within my control (e.g., board meetings, committee meetings, evening community/school meetings). I think I am much better organized in my day-to-day activities and feel more productive.
- I am able to spend more time in classrooms, but still not able to work less hours a day.
- Using the BC method has changed how I handle my job. I find I am more organized and ahead of my work. I enjoy the increased amount of time I spend in classrooms. My job is very different than it has been in the past.

- I am spending more time in the classrooms.
- Time hasn't changed much. The way I think about time has changed. I have met great resistance from staff and parents. I do not have a personal secretary—an office aide tries to help.

St. Paul:

- My current time commitment has improved. I have greatly reduced my weekend work. I have also left work earlier consistently. I need to continue to work on being true to the behaviors I learned in Breakthrough Coaching. I still get way too many interruptions—including from my secretary—but since our training she is more aware!
- I do give my secretary more of the office details to take care of. She also has my phone extension to screen my calls. It has helped tremendously. I have also cleaned out many of my old files. That also has helped clean my office. Thanks for giving me permission to do so!
- I work less and delegate more. I spend more time in classrooms than I ever have in my five years of educational administration. My personal habits (messy/disorganized) are a constant challenge.
- I have been able to spend approximately 5-10 hours less per week at school, which has been significant. I also feel I have been much more on top of timelines, deadlines, etc.
- I've implemented parts of Breakthrough process. We have cleaned my office and moved file cabinets out of office. Meet with assistants once a day for 10-20 minutes. Will visit classrooms twice a week starting in December.

- I have learned to balance my quality of family time with work time. I believe I have become more efficient during the day.
- I have developed better time management skills that have created a lot less work at home and long daily hours.
- The system taught by the Breakthrough Coach has helped me work very few weekends. I used to work practically every Saturday, usually for a half day, to keep up.
- I have many district meetings—no let-up! As I have become more organized, I have been writing grants and organizing more enrichment activities for the children. We are implementing a new behavior plan, so I'm seeing quite a few students daily—need to be available for that.
- Set goals and they are coming through on time. Number of work hours per week is decreasing, at least the last three weeks.
- I have still not fully implemented components of the training. I am hopeful that once I do I will be able to spend more time in hallways and classrooms.
- The training has helped my secretary and me structure our time and priorities differently. It took more time in the beginning, but less time now.
- The time commitment is a great change. Everything seems to run more efficiently—I've found I need to organize my classroom days and maintain a chart of when and what was observed on my visits. Several staff has commented that this is the way it should always have been.
- While my office has become much more paper free, and we have set up a routine to meet daily with my secretary, there still remains an inordinate

amount of paperwork. My goal is to decrease the number of hours worked to 50, rather than the 60 hours I am now working.

- I've struggled to be in the classroom two days per week. My secretary has respected [that] and assumed more responsibility.
- Using the Breakthrough Coach techniques, I handle less discipline and am able to spend more time in classrooms and meeting with teachers concerning observations and curriculum development. My secretary is also able to leave closer to her paid hours.

Massachusetts:

- Still only have a part-time secretary. We've implemented the Breakthrough Coaching activities, which have been very helpful though.
- In order for it to change I would need for my secretary to get on board. This has not happened and I have failed to force the issue.
- Only six months into current position—still learning.
- I have noticed an increase with my time in the classroom. Much more relaxed in my observations with the teachers. I do not feel that I am rushing at all.
- Time has slightly decreased due to my ability to calendar events.

California:

- I will be retiring after 50+ years in public education on my 75th birthday (February 9, 2006). The reasons things haven't changed that much is because I am trying to dot all the Is and cross the Ts before I leave.

- Definitely less of a time commitment as the office is running more efficiently and I am more organized—I delegate more!
- More effective in time management. Trying to spend more time in schools; have increased time spent in schools.
- I refuse to work at home. I work 11-hour days and many weekends—the time demands are enormous. Additional staffing (i.e., administrative, curriculum, and teaching) would help considerably.
- Coming into this position for my first year, and having just attended the coaching workshop, I felt I was at an advantage because I had not yet created bad habits. The workshop gave me the thought to be mindful and stay on top of my days. If it hadn't been for the organizational skills, my mail would build up. I often catch myself filing papers that my secretary can do, etc.
- During the first six weeks of school, my current time commitment to work was reduced significantly! However, with the change in central administration, I have been required to take on several new tasks and assignments that were not included in my previous job description. These activities require that a large amount of my time be involved in outside-of-school meetings as well as an inordinate amount of paperwork.

If you have indicated that your job satisfaction has or hasn't changed please explain and provide additional information that you care to share.

Fergus Falls:

- I love working with students. My change of venue has been fun and exciting. I have found working with people to be much the same whether one is in the elementary or high school. Public education and the political climate we are in is absolutely challenging. This is my next battle, to become a savvy salesman of our mission: to educate our young people to be their best!
- So far, BTC is helping me enjoy my job and has changed the culture of our school.
- I've always loved my job. However, I am learning to love my home life and to invest in it more. Overall, we (my administrative team) joke about WWMD (what would Malachi do); we monitor each other; we are more visible. Kids have said, "Mr. (name of principal) or Mrs. _____ is everywhere." That's great. Also, kids are beginning to know who the superintendent is and what she does and that she cares. That's great!
- I feel this will change with time as I develop routines and procedures so that I have more time to get out into classrooms. The whole "balance thing" is crucial. I am working to clear my weekends. Secretary loyalty, competency, and workload is a vital component of all of this!
- Getting better!
- I love my job. At times it gets a bit unbearable, but I love my job.

- Much higher job satisfaction for me, and my staff is becoming more independent in the process. A win-win in my eyes!
- I still feel there is too much to get done in a 40-hour week. We are in the midst of great change and some political difficulty. Many things are not in my control.
- The school district has assigned me additional work responsibilities, which I believe, account for my inability to work less hours a day.
- I am finding time to explore other interests. My job is no longer the only thing I do. I am meeting new people outside education, enjoying leisure activities and my family. The job is now a job—not an obsession.
- We are in the middle of restructuring our central office and rewriting our curriculum after a curriculum audit, so it is hard to know.

St. Paul:

- I am feeling better. I think as I get better at implementation my satisfaction will continue to rise. Several people have commented on my office, which is not “zen-like” but is much better and more conducive to work! I have spent more time in classrooms and I really enjoy that!
- I like being out of my office and more visible. I get lots of positive feedback from staff and students. I still feel I have a long way to go with organization and time management.
- My job satisfaction has increased because I am able to spend more time with teachers and students. I am sleeping better and am more relaxed in my job.

- Feel on top of things because of clean desk, current e-mail and U.S. mail addressed in timely manner. Closer relationship with Linda, my assistant.
- I feel more in control of my time and am able to spend more time in classrooms focusing on instruction.
- I am totally organized. Office is "pristine." I meet daily with my secretary. She answers my phone. But the coaching has drifted off in a sea of other initiatives. I am signing up for the refresher next June—perhaps after conferences I can make a fresh start.
- In a way, the workshop created some inconsistencies in my values and thinking that impacted my attitude negatively. Finding a "balance" is a difficult endeavor, but will prove worthwhile in the future.
- I work in a complex, complicated school setting. My standards are very high. Even if I were able to change my work structure to support greater instructional leadership, I would still not be satisfied.
- I am enjoying my job more.
- I'm enjoying more time at home—no weekends working and far less stress. I also feel I'm handling the difficult and tense situations much more calmly.
- I truly enjoy being principal of an immersion school, which is why I am willing to put in all the extra time.
- I love learning. SD is a high priority. Breakthrough Coach has helped me even though I still feel buried at times. Good luck.
- My job satisfaction is good. Now that I have less stress at work I am enjoying it more.

Massachusetts:

- Too much time spent working on paperwork and in office. Need more time in classrooms.
- Same as above. The relaxed time that I have in the classroom allows me to give my attention to the teachers in the classroom.
- I believe it is about the same.

California:

- Good luck.
- Has changed due to: (a) more time in classrooms, (b) better quality of time with secretary, (c) office runs more efficiently, (d) retirement and transfers of three very negative staff.
- Job satisfaction has increased because I feel better able to cope with problems.
- Job satisfaction is low—as specter of Corrective Action by DOE looms due to our inability to meet AYP over the past three years. I am being measured by how our school performs on the MIAS test—plain and simple.
- I love this job and all of its complexities. Again, this is my first year. Thank you.
- My job satisfaction increased tremendously during the first six weeks of school. It was the best start ever! Due to the circumstances mentioned above, my satisfaction has decreased significantly.

REFERENCES

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67 (5), 422-436.
- Adams, K. L. & Hambright, W. G. (May-June 2004). Encouraged or discouraged? Women teacher leaders becoming principals. *The Clearing House*, 75 (5), 209-211.
- Beck, L. & Murphy, J. (1993). *Understanding the principalship: A metaphorical analysis from 1920-1990*. New York: Teacher College Press.
- Blades, J. (2002, October), Mastering the new 3Rs. *Principal Leadership*, 3 (2), 52-26.
- Bowles, B., King, D. & Crow, G. (2000). *Viable principal candidates: Superintendents' perspective*. Paper presented at the annual meeting of the American Educational Research Association, 24-28 April, New Orleans, LA.
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Air Traffic Controllers. Retrieved August 31, 2006, <http://www.bls.gov/oco/ocos108.htm>
- Burke, R. & McKeen, C. (1994). Training and development activities and career success of managerial and professional women. *The Journal of Management of Development*, 13 (5), 53-63.
- Carr, N. (2003). The toughest job in America. *Education Vital Signs. American School Board Journal, Supplement*. Retrieved August 22, 2005 from the American School Board Journal Web site: <http://www.asbj.com/evs/>
- Campbell, L. & Williamson, J. (1991). Do principals have time to do it all? *NASSP Bulletin*, 114-116.
- Chambers, J. (1999). The job satisfaction of managerial and executive women. Revisiting the assumptions. *Journal of Education for Business*, 75 (2), 69-74.
- Chan, T. C. & Pool, H. (April, 2002). Principals' priorities versus their realities: Reducing the gap. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

- Chubb, J. E. (1987). Effective schools and the problems of the poor. Policy options for the future of compensatory education (UD 026 334). Washington, D.C.: The Brookings Institution. (ERIC Document Reproduction Service No. ED 298 212)
- Covey, S., Merrill, A. & Merrill, R. (1994). *First things first*. New York: Simon & Schuster.
- Cushing, K. S., Kerrins, J. A. & Johnstone, T. (2004). Work worth doing. *Leadership*, (January/February), 12-15.
- Daresh, J. C. & Capasso, R. (2002). Where are the future principals? Explaining a lack of interest. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Del Boca, F. K., Darkes, J., Goldman, M. S. & Smith, G. T. (2002). Advancing the expectancy concept via the interplay between research and theory. *Alcoholism: Clinical and Experimental Research*, 26, 926-935.
- Donaldson, G. A., Jr., Buckingham, D. A. & Coladarci, T. (2003). *The Maine principal study: stability and change among Maine principals, 1997-2001*. Occasional Paper No. 42 published by the College of Education & Human Development at the University of Maine and the Penquis Superintendents' Association, Orono, ME.
- Drucker, P. (1993). *The effective executive*. New York: Harper Collins.
- Eckman, E. W. (2004). Similarities and differences in role conflict, role commitment and job satisfaction for female and male high school principals. *Educational Administration Quarterly*, 40 (3), 366-387.
- Educational Research Service (ERS). (1998). Is there a shortage of qualified candidates for openings in the principalship? An exploratory study. Arlington, VA: ERS.
- Fenwick, L. (2000). *The principal: who will lead?* The Principal's Center, Harvard Graduate School of Education. Cambridge, MA.
- Ferrandino, V. L. (2000, September 27). The principal shortage: issues and recommendations. Testimony presented to the Commission on Teacher and School Administrator Shortage and Minority Recruitment, Connecticut State Legislature, Hartford, CT.
- Fitzwater, I. (1996). *Time management for school administrators*. Lancaster, PA: Pro Active Publications.

- Furman, R. (1999). 14 ways to make more time for leadership. *High School Magazine*, 7 (1), 41-44.
- Galbraith, J. & Cummings, L. L. (1967). An empirical investigation of the motivational determinants of task performance of task performance: Interactive effects between instrumentality-valence and motivation-ability. *Organization Behavior and Human Performance*, 2, 237-57.
- George, P. (2001). Priorities and barriers in high school leadership. *Principal Leadership*, 2 (4), 50-52.
- Glisson, C. & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organization. *Administrative Science Quarterly*, 33 (1), 61-81.
- Goldberg, M. (2001). *Lesson from exceptional school leaders*. Alexandria, VA: ASCD.
- Gruneberg, M. M. (1979). *Understanding job satisfaction*. New York: The Macmillan Press, Ltd.
- Gunn, J. A. & Holdaway, E. A. (1986). Perception of effectiveness influences and satisfaction of senior high school principals. *Educational Administration*, 22 (2), 43-62.
- Johnson, N. A. & Holdaway, E. A. (1994). Facet importance and the job satisfaction of school principals. *British Educational Research Journal*, 20 (1), 17-35.
- Harung, H. (1998). Reflections: Improved time management through human Development. Achieving most with least expenditure of time. *Journal of Management Psychology*, 13 (5/6), 406-428.
- Herzberg, F., Mausner, B. & Bloch Snyderman, B. (1959). *The motivation to work*. New York: John Wiley & Sons.
- Hoy, W. K. & Miskel, C. E. (1996). *Educational administration: theory, research, and practice* (5th ed.). New York: McGraw-Hill.
- Keller, B. (1998). Principal matters. *Education Week on the Web*. Retrieved October 15, 2006, from www.edweek.org/ew/current/11prin.h18
- Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). New York: CBS College.

- Kennedy, C. (2002). Summary of responses to NAESP/NASSP/NMSA survey questions. Washington, D.C.: Principals' Leadership Summit.
- Kessor, C. A. (2005). Administrative visibility and its effects on classroom behavior. *NASSP Bulletin*, 89(643), 64-73.
- Kmetz, J. & Willower, D. (1982). Elementary school principals' work behavior. *Educational Administration Quarterly*, 18 (4), 62-78.
- Latham, G. P. & Locke, E. A. (1991). Self-regulation through goal setting. *Organizational Behavior and Human Decision Process*, (50), 212-247.
- Lawler, E. E., Hackman, J. R. & Kaufman, S. (1973). Effects of job redesign: a field experiment. *Journal of Applied Social Psychology*, 3(1), 49-62.
- Leedy, P.D. & Ormrod, J. E. (2001). *Practical research: planning and design* (7th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Lezotte, L. W. (1984, April 23-27). *School effectiveness research: a tribute to Ron Edmonds*. "One perspective on an effective schools' research agenda." Paper presented at the Annual Meeting of the American Education Research Association, New Orleans, LA.
- Locke, E. A. & Latham, G. P. (1990). *A theory of motivation and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *The handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.
- Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior Human Performance*, (3), 157-189.
- Long, F. A. (1989). Connecticut middle school principals job satisfaction with respect to selected motivators and hygenes. Unpublished doctoral dissertation, University of Connecticut, Storrs.
- Lovely, S. (1999). Developing leaders from within. Association of California School Administrators Online. Retrieved November 15, 2004, from http://www.acsa.org/publications/pub_detail.cfm?leadership_PubID=1335
- Lyons, J. E. (1999, Winter). How school principals perceive their roles, rewards, and challenges. *ERS Spectrum*, 18-23.

- Malone, B. G., Sharp, W. L. & Walter, J. K. (2001, October 24-27). *What's right about the principalship?* Paper presented at the Midwest Research Association Annual Conference, Chicago, IL.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Brothers Publishers.
- Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Brothers Publishers.
- Mayer, J. (1995). *Time management for dummies*. Foster City, CA: International Data Group.
- McAdams, R. P. (1998). A systems approach to school reform. *Phi Delta Kappan*, 72 (9), 138-42.
- Milkovich, G. and Newman, J. (1990), *Compensation*. Burr Ridge, IL: BPI/Irwin.
- Murphy, J. & Beck, L. G. (1994). Restructuring the principalship: challenges and possibilities. In *Reshaping the principalship: insights from transformational reform efforts* (J. Murphy and K.S. Louis, Eds.). Thousand Oaks, CA: Corwin Press.
- National Association of Secondary School Principals (2001). *Priorities and barriers in high school leadership: a survey of principals*. Reston, VA: NASSP.
- Norton, M. S. (2002-2003). Let's keep our quality school principals on the job. *The High School Journal*, 86 (2), 50-56.
- Newton, R. M., Giesen, J., Freeman, J., Bishop, H. & Zeitoun, P. (2003). Assessing the reactions of males and females to attributes of the principalship. *Educational Administration Quarterly*, 39(4), 504-562.
- Ohio Department of Education (1999). *Ohio teacher, principal and superintendent supply and demand information*. Columbus, OH.
- Oldham, G. R. & Hackman, R. (1981). Relationships between organizational structure and employee reactions: Comparing alternative frameworks. *Administrative Science Quarterly*, 26(1), 66-83.
- Olson, L. (1999, March 3). Demands for principals growing, but candidates aren't applying. *Education Week*, 1, 20-22.
- Palmore, E. (1974). *Normal Aging II*. Durham, NC: Duke University Press.

- Pancoast, M. (2004, August). How to work less, play more, and still get the job done in a normal school week: assuming your proper role as "executive" in today's education environment. Paper presented at a meeting of The Breakthrough Coach workshop, Fergus Falls, MN.
- Pancoast, M. (2006). The Breakthrough Coach. Retrieved September 18, 2006, from <http://www.the-breakthroughcoach.com/pages/overview.html>
- Pardini, P. (2003, November). Executive coaching: A growing recognition of coach-client relationships in school leadership circles. *The School Administrator*, 60.
- Pierce, M. (2004 November/December). Portrait of the super principal. Harvard Education Letter Research. Retrieved July 18, 2005, from <http://www.edletter.org/past/issues/2000-so/principal.shtml>
- Porter, L. W. & Lawler, E. E., III. (1968). *Managerial Attitudes and Performance*. Homewood, IL: Dorsey.
- Portin, B., Shen, J. & Williams, R. (1998). The changing principalship and its impact: voices from principals. *NASSP Bulletin*, 82 (602), 1-8.
- Potter, L. (2001). Solving the principal shortage. *Principal*, 80 (4), 34-37.
- Pounder, D. G. & Merrill, R. J. (2001). Lost Luster: Redesigning the principalship could have a positive impact on the pipeline supply. *The School Administrator Web Edition*. Retrieved July 18, 2005, from http://www.aasa.org/publications/sa/2001_11/contents_011.htm
- Pounder, D. G. & Merrill, R. J. (2001b). Job desirability of the high school: a job choice theory perspective. *Educational Administration Quarterly*, 37 (1), 27-57.
- Quarstein, V. A., McAfee, R. B. & Glassman, M. (1992). The situational occurrences theory of job satisfaction. *Human Relations*, 45 (8), 859-873.
- Rayfield, R. & Diamantes, T. (2003). Principal satisfaction and the shortage of educational leaders. *Connections*, 5. Retrieved August 6, 2005, from http://www.findarticles.com/p/articles/mi_qa3673/is_200407/ai_n9421980
- Richard, A. (2000). Panel calls for fresh look at duties facing principals. *Education Week*, 11, 1-5.
- Robertson, P. J. (1999). Time management practices of school principals in the United States. Unpublished dissertation. Virginia Polytechnic Institute and State University, Blacksburg, VA.

- Roza, M. (2003, January). "A matter of definition: Is there truly a shortage of school principals?" Executive Summary from the Center for Reinventing Public Education at the University of Washington. Retrieved November 29, 2005, from <http://www.crpe.org/pubs/introMatterOfDefinition.shtml>
- Schaffer R. (1953). Job satisfaction as related to need-satisfaction at work. *Psychological Monographs*, 67 (14), 1-29.
- Schiff, T. (2001). Priorities and barriers in high school leadership: A survey of principals. National Association of Secondary School Principals. Santa Monica, CA: Reston, VA, and Milken Family Foundation.
- Shipman, N., Martin, J., McKay, A. & Anastasi, R. (1987). *Effective time-management techniques for school administrators*. Englewood Cliffs, NJ: Prentice Hall.
- Skinner, N. J. (2002). The role of goal setting in workforce development. In *Catching clouds. Exploring workforce development for the alcohol and other drug field* (A. M. Roche & J. McDonald (Eds.)). Adelaide, Australia: National Centre for Education and Training on Addition, Flinders University.
- Stemple, J. D., Jr. (2004). Job satisfaction among high school principals in Virginia. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.
- Tucker, P. & Tschannen-Moran, M. (2002). School leadership in an era of accountability. Paper commissioned by the Commonwealth Educational Policy Institute, Richmond, VA.
- Vadella, R. & Willower, D. (1990). High school principals discuss their work. *NASSP Bulletin*, 74 (525), 108-118.
- Van Saane, N., Sluiter, J., Verbeek, J. & Frings-Dresen, M. (2003). Reliability and validity of instruments measuring job satisfaction—a systematic review. *Occupational Medicine*, 53 (3), 191-200.
- Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley & Sons.
- Weldy, G. R. (1974). *Time: a resource for the school administrator*. Washington, DC: National Association of Secondary School Principals. (ERIC Document Reproduction Service No. ED094475)
- Whitaker, K. S. (2000b). Where are the principal candidates? Perceptions of superintendents. *NASSP Bulletin*, 85 (625), 82-92. The National Association of Secondary School Principals.

Whitaker, T. & Turner, E. (2000). What is your priority? *NASSP Bulletin*, 84 (617), 16-21.