

Effects of Reduction in Force on Administrator Job Satisfaction

by

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## ABSTRACT

The purpose of this study is to determine job satisfaction among school administrators who were involved in the teacher RIF (reduction in force) process in the spring of 2009.

The study attempts to ascertain the effects of RIF on administrator job satisfaction in one, large, urban school district in Arizona and what impact, if any, the RIF process may have on the district and its personnel in the future.

This study will question to what extent administrators within sample district are satisfied with their jobs, to what extent demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators, in what ways has administrative job satisfaction been affected by the RIF process, what aspects of the RIF processes correlate with administrative job satisfaction, and what suggestions, if any, do administrators have regarding future RIF notifications during that time.

This study will also recommend methods of notification delivery, advocate for administrator job satisfaction, and report any correlations within our findings to the sample district for review and consideration for the future.

This study found that most administrators are very satisfied

with their jobs, but the RIF process was somewhat influential in affecting their job satisfaction. Additionally, it seems that the higher the job position, the higher the job satisfaction. Advanced age, higher educational accomplishment, and longevity in one's current position also correlated with high job satisfaction.

## DEDICATION

I dedicate this work to my family, who has supported me throughout this process. It was truly a group effort and I don't know what I would have done without you all.

Steve, you are forever my supporter and confidant. You believed in me even when I didn't, and your belief got me through. All that we've been through is starting to come full circle...si se puede!!!

Mommy, thank you for taking care of all of us while I focused on this and my career. Your unlimited encouragement and support is immeasurable.

For my children, Channing and Rowan, Mommy did it and now you get me to yourselves for a while!

And for my grandfather, Poppy, who, at 89-years-old, asks me every time we talk, "Are you a Doctor, yet?" I'm so glad that I didn't disappoint you. I hope that I've made you all very proud!

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## Chapter 1

### **Introduction**

#### **The Problem**

In the wake of the most severe economic crisis since the Great Depression (Scalinger, 2009, p. 21), administrators are finding themselves facing difficult educational challenges. Hiring freezes and workforce reductions, along with a fragile and recovering economy, are creating an environment where district leaders are struggling to maintain quality and functionality (Angelo, 2002, p. 29). According to the article, teachers have lost their jobs and are limited in their occupational choices. Congruently, administrators at both the building and district level are faced with conflicting challenges: deciding which positions to cut (Davis & Chamberlin, 1996), along with analyzing and utilizing district policies that have not been significantly utilized prior to this economic predicament.

It is a complicated time in educational history requiring education to become streamlined. As United States Secretary of Education Arne Duncan stated: “The fact is that we are not just in an economic crisis; we are in an educational crisis . . . We have to educate ourselves to a better economy,” (Ramirez & Clark, 2009, p. 1). The reality of the economic circumstances is forcing changes

and realizations that will alter the field of education for the future.

Still, this is not the first time that education has been blamed for a bad economy or called to solve a crisis. In *Tinkering Toward Utopia*, Tyack and Cuban (1995) discussed policy cycles and trends, reforms, and progress and regression in educational history. They concluded that “Usually some major societal change—typically called a ‘crisis’—triggers a burst of concern about schooling” (Tyack & Cuban, 1995, p. 43). According to Tyack and Cuban, when schools become the focus during a crisis, various tasks are thrust upon them. When schools fail to perform said tasks adequately, there are cries for reform from the media, business leaders, parents, and societal reformers who pressure school systems to adopt their reforms or be accused of limiting progress. Additionally, Lyndon B. Johnson’s war on poverty in 1960 claimed “the answer to all our nations problems comes down to a single word...education” (Tyack & Cuban, 1995, p. 2).

Additionally, in *The Manufactured Crisis*, Berliner and Biddle (1995) studied the myths, frauds, and attacks on America’s schools from and due to various stimuli. Berliner and Biddle reported that schools succeed and fail along with the economy because Americans are generous when the economy is good and thrifty when the economy is poor. To explain further, “Americans

become generous during periods of economic growth . . . . But generosity declines when the economy is not growing, people become less willing to pay taxes for purposes whose benefits are delayed, and support for the public schools becomes threatened” (Berliner & Biddle, 1995, p. 225). While costs and responsibilities of schools increase, the funding either stays the same or is retracted.

The 2009 article “Schools feeling the economy’s pinch,” in the *American School Board Journal* explained that “thirty-seven states plus the District of Columbia are facing combined budget deficits of approximately 66 billion in the 2009 fiscal year.” (p. 14). It appears that about 30% of public school districts are transitioning to larger class sizes, others have frozen teacher salaries, layoffs are pending, graduation requirements will not be increased in Oregon, and a plan to improve childcare in the state of Washington has been cut completely. These are only a few examples of the negative impact the economic recession has had on education. Educational systems across America are revising budgets to save money on remediation programs, early education programs are being modified or cut altogether, teacher contracts are being revised to reduce the workforce, furloughs have been implemented, and educators are being given pink slips (Lewis, 2009; Roellke, 2003).



Neighborhood schools are closing at an astronomical rate. Can the educators and schools that are left expect to take pay cuts, unpaid furloughs, to experience diminished extracurricular prospectus, and shortened school years despite higher needs of remediation? Could this foreshadow a downhill trend in economics and education? Or will the federal stimulus not only save some semblance of quality, but also temper the allurements of living beyond our means as it has for many Americans?

According to Jean Marie Angelo (2002), no one, as of yet, has been able to tackle the looming economic burden of education or produce creative and realistic solutions. Angelo points out, "Who wants to pick between staff cuts, lost programs, or closed schools?" (p. 27). Superintendents are finding themselves making decisions based on what would hurt the least. According to the superintendents interviewed by Angelo, the effort is being focused on mitigating healthcare costs, remedying the lack of cost of living (COL) increases, cutting of programs, consolidating schools, and possibly contracting out some services to out of district, private-sector personnel. In Portland, Oregon, for example, cuts like these have been going on for years, where the school year has been shortened by 8 or 9 days and student-teacher ratios have been increased to 30:1 (p. 29).

In January 2009, legislators within the state of Arizona made the fiscal decision to implement budget cuts for the following 2009-2010 school year, and to partially rescind funding to districts for the second semester. In addition, schools were required to return state funding to the state in various proportions. This forced districts to be creative with their budget responsibilities for the rest of the school year and to reevaluate their current expenditures in case future budgets cause a further reduction in teaching personnel.

While the economic crisis has been in effect for years for some states, it is totally new to some, such as Arizona. Economics are based on growth and, until 2009, the Arizona experienced consistent growth. Mesa Public Schools (MPS), the largest district in Arizona, is financially struggling more than it has in decades. In April 2009, the district issued 205 Reduction in Force (RIF) letters, most of which went to first year elementary teachers (Mesa Public Schools, 2009). MPS has also been concerned about the complete elimination of full-day kindergarten and a loss of Proposition 301 monies, which partially fund the teacher salary schedule, teacher performance pay, and benefit individual schools with auxiliary or discretionary funds. Teacher salary freezes, due to both the cost-of-living increase and the salary schedule, mean that teachers would need to wait to obtain salary credit for professional development,

and they would also be frozen at the pay rate they are at instead of gaining that increase in pay. As reported in the *Mesa Agenda*, teachers may only receive minimal compensation for achieving their goals in student achievement due to the lack of sales tax revenue and Proposition 301 monies. Discretionary funding allows certain programs that might not exist due to categorical specifics from the federal government when using federal funding. All of these measures may mean that teachers who keep their jobs will not necessarily be satisfied with the future stability of the budget any more than the administrators who have to make and implement the decisions.

### **Sample School District's RIF Procedures**

The sample district was notified in February 2009 of Arizona's intent to partially rescind school funding in their district. The district was required to return a significant amount of money back to Arizona in order to help balance the state budget. This reduction created a deficit for districts across Arizona, including the sample district. The reduction resulted in cuts to classified positions, eliminated substitutes for daily absences during the fourth quarter, and reduced the amount of money available for supplies and materials in order to meet the state's requirement.

To adapt to all of the changes, it became necessary to

streamline the certificated staff among the 89 schools within the district. In all, 205 teachers, mostly at the elementary level, were notified that they were subject to RIF procedures. The teachers were notified primarily, and unofficially, through a meeting with their immediate supervisor. Final decisions for choosing the recipients of the RIF notifications were determined both by consulting district policy, which establishes using seniority as a partial determining factor, and by analyzing the individual needs of the schools and the overall needs of the district. Seniority was used after need was assessed. Once the Associate Superintendent of Human Resources made the final decisions, formal notification letters were sent out to all teachers who were being let go as part of the RIF process.

The sample district also held informational meetings to inform and clarify the RIF processes and possible future rehiring. Contact information was obtained from the RIFed teachers. As Arizona's budget became clearer in July 2009, the process of rehiring the majority of the 205 RIFed teachers began. All but 14 teachers ended up being rehired by the start of the 2009-2010 school year. Of the few who did not return, 12 resigned or had accepted jobs in other districts. One teacher simply opted not to take the position offered, and one declined three positions, thus

eliminating him or herself from the rehiring process.

### **Purpose of Study and Importance of Topic**

The purpose of this study is to survey and determine job satisfaction among administrators who were involved in the teacher RIF process in Spring 2009. In the face of the current economic situation, which includes rising teacher layoffs and increased budget cuts for the foreseeable future (“Schools Feeling,” 2009), education in the state of Arizona may affect job satisfaction among administrators who are either directly or indirectly involved the RIF process. The study attempts to determine the effects of RIF on administrator job satisfaction in the profession in a large, urban school district in Arizona and what, if any, policies and procedures for RIF will change in the school district serving in this survey research. This proposed research intends to answer questions regarding administrator job satisfaction after a teacher RIF and what impact, if any, the RIF process may have in the future on the district and on personnel.

### **Research Questions**

In general, what effects do RIF procedures have on the job satisfaction of administrators? Specifically, the research questions for this study are:

1. To what extent, are administrators within sample district

satisfied with their jobs?

2. To what extent does demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators?
3. In what ways has administrative job satisfaction been influenced/affected by the RIF processes?
4. What aspects of the RIF processes correlate with administrative job satisfaction?
5. What suggestions, if any, do administrators have regarding future RIF notification processes?

### **Limitations and Key Assumptions**

This study is limited to participating principals and district administrators in one large, urban, public school district. Not all of principals and district administrators may respond and therefore, the data may be limited. Principals and administrators received different surveys, which helped to gather data appropriate to their role within the district. The principal survey consists of a series of questions allowing participants to not only express their personal information, within relevance and reason, but to articulate their views and feelings about their current job satisfaction in relation to the RIF processes that took place in Spring 2009. The district supervisor survey also consists of demographic and personal

response questions, but the survey includes more detailed questions pertaining to district-level decision-making, policies and procedures, and big picture reasoning. The data collected from the surveys was then used to answer the research questions set forth.

This study will not attempt to recommend options to repair the current economic and educational budget situation; the purpose is to determine principals' and district administrators' perceptions of the effects of the RIF on their job satisfaction and how districts may be forced to revise their policies and procedures within the district. This study will recommend methods of notification delivery, advocate for administrator job satisfaction, and report any correlations within our finding to the sample district for review and consideration for the future.

### **Current Study's Contribution to Research**

This study will provide firsthand knowledge about the level of job satisfaction of Arizona administrators in one, large, urban, public school district during and after they were forced to choose recipients of RIF letters, deliver the news at various levels in the district, and deal with the repercussions at their own site. While the RIF procedures are a result of budget revisions at the state level, the resulting compulsory reductions in force are a long, stressful, and personal process for all involved. Administrators at various

levels may receive insight into some of the thoughts of the participating administrators. The study also revisits what the district and its administrators did to implement the necessary layoffs and the plans for revisions of personnel policies related to reduction in force and furloughs. The study may assist human resources personnel in making informed decisions about administrator job satisfaction and the implementation of policies and procedures in the future.



## Chapter 2

### **Literature Review**

Due to a struggling economy across the nation, public school districts are finding themselves delivering RIFs to educators across the curriculum. According to Merriam-Webster's online dictionary a RIF is a "reduction in force" layoff that becomes necessary during a financial crisis or hardship. Supposedly, it is not impacted by a particular educator's ability to do their job, therefore due process is not warranted, but adequate notice is still required. Because they must implement the RIF, job satisfaction among administrators during this time of financial crisis is tested. Changing roles and higher job expectations of administrators, who already put in enormous amounts of time and energy into their profession, are finding that the challenges that they are facing are multiplying. In fact, "professional literature on the principalship leads one to believe the job is overly demanding...superintendents also couple the demands and time consuming nature of the job with the relatively low compensation" (Malone, Sharp, & Walter, 2001, p. 2).

### **Administrator Job Satisfaction**

While administrators in today's educational system have many roles and responsibilities, it is still undetermined on whether

or not principals are satisfied with their jobs. While some scholars have argued that job satisfaction among administrators is high and continues to grow (Pierson, 2008, p. 4), others have discovered that “principal satisfaction, “fell within the average range,” (p. 108). Young (2008) found that supervisor job satisfaction was based upon several different variables. To some degree, job satisfaction dictates how well and to what extent principals and administrators contribute to their districts and the education environment in their schools.

Pierson (2008) looked at job satisfaction of high school principals in New Jersey using a survey called the Minnesota Satisfaction Questionnaire. Fifty-one surveys were sent and 24 were returned, resulting in larger districts reporting higher satisfaction levels than smaller ones. Larger urban schools in this study also boasted being satisfied with communication and policies and procedures, while smaller urban schools were “significantly” (p. 85), less satisfied in these categories. Overall, three of the four high school groups were above 70% in general satisfaction (p. 111).

One study conducted through University of Arizona discussed the factors that actually influence the job satisfaction of high school principals in Arizona. In the study, Chadwick Wilson (2009) focused on overall job satisfaction and the idea that “leaders are the

individuals in an organization who have the greatest single ability to foster organization success.” (p. 20). This study used a mixed-methods approach that combined both survey research and semistructured interviews of five Arizona principals. Wilson initially proposed that low salaries, increased responsibilities, and high-stakes testing influenced the difficult nature of attaining and retaining quality principals in our country. Overall, he stressed job satisfaction as the key variable in attainment and retention. He found that there was a large commonality between job satisfaction and good professional development, yet no real connection between satisfaction and monetary compensation. This seems to suggest that, with the right support within the district, principals can be, “intrinsically, extrinsically, and generally” satisfied with their job (Wilson, 2009, p. 8).

Similarly, in *What’s Right about the Principalship*, Malone et al. (2001) found that the job is very demanding, yet very satisfying – an interesting observation, yet seemingly a conflicting one. The purpose of this study was to survey principals and obtain their perspective on what is positive about their job. Surveys were used to determine which factors account for their high degree of job satisfaction, whether these factors are currently performed, or if they are motivators for attaining a principalship. Lastly, principals

were asked to reveal what support factors make the job more motivational and satisfying. The surveys were given to 283 elementary, middle, and high school principals, with a 44% return rate. According to Malone et al. (2001), “the negative depiction in the literature is not the picture that principals report when they participate in research studies,” (p. 3). While this study focused on what motivates people to become and stay principals, it also found that 92% of their respondents rated their job satisfaction as either very high or high (p. 12).

Young (2008) researched the district subject supervisor position in 29 suburban districts around New York City. He focused on characteristics of the supervisor, district demographics, their roles and job-specific functions, job satisfaction, and self-assessed efficacy. For job satisfaction, Young found that, “...if the district subject supervisor feels he or she is performing effectively....(they) are more likely to have higher level of job satisfaction” (p. 90). Other correlations of positive job satisfaction include curriculum development, annual salary, years in public education, and administrative self-efficacy. Overall, if self-efficacy is high, so is job satisfaction.

Michelle M. Pengilly’s (2010) dissertation titled *An Examination of Principal Job Satisfaction* studied what attracts

candidates to the job of principal through the use of the Job Satisfaction Survey developed by Spector in 1994. This study surveyed 600 elementary, middle, and high school principals, and resulted in 320 responses and 162 valid surveys (p. 69). The results compared specific demographics to 3 areas: fringe benefits, compensation, and working conditions (p. 93). The demographic areas that showed the most interest were gender, location, age, and experience, each of which were assessed on a 6-point, agree-disagree response choice (lower scores equaled negativity and dissatisfaction and higher scores equaled positivity and satisfaction). The study suggested that:

the budgetary constraints placed on schools during the 2010 school year, after the survey was conducted, may change the correlates of satisfaction for all school administrators considering the loss of revenue, staff, and fringe benefits many may participants may have assessed while responding to the survey. (Pengilly, 2010, p. 94)

The participants gave varied results: 2.4% were dissatisfied, 25.9% were satisfied, and 71.6% were ambivalent, with ambivalent being defined as having mutually different feelings about the subject (p. 75).

The working conditions segment showed results that were

either satisfied or dissatisfied as opposed to ambivalent, assuming a connection between working conditions and a decided feeling of satisfaction versus dissatisfaction. As far as the relationship between gender and working conditions, males on average scored roughly 14/24 while females scored an average 15/24, which indicates that females are slightly more satisfied in their working conditions than males (p. 81-82). It must also be mentioned that far more females responded to the survey than males, which may have affected the numbers in connection with job satisfaction. In the age categories, all three scored the same with a rough average score of 15/24. Lastly, with experience, the three represented categories averaged as follows: between five and fifteen years experience scored 14/24, under five years experience scored 15/24, and more than 15 years experience scored the highest with 16/24, showing a correlation between more years of experience and more job satisfaction (p. 82).

In another satisfaction study, Eileen L. Camasso (2010) researched and discussed the effects of personal, career, and district factors on female superintendents' perceptions of their job satisfaction. In this study, 121 current female superintendents were surveyed regarding what they felt contributed to their overall job satisfaction (p. iii). The surveys focused on three concepts of job

satisfaction: overall experience, career choice, and a combination of specific satisfaction measures. Of the 30 access factors recognized in the literature, 12 were found to be correlated to one or more of the job satisfaction measures, and only six seemed to significantly predict a woman's job satisfaction: age, longevity in position (time), prior mentoring, and professional organizations had positive results, while various experiences with gender discrimination (past, present, and frequency of episodes) had a negative effect on job satisfaction (p. 78).

First, the study found that age was the one variable that had a correlation with all three of the job satisfaction measures. As the reported age of the participants increased, there was a positive correlation to overall experience, career choice, and overall job satisfaction. Age also predicted overall job satisfaction; it seems that in this study, women's perceptions of overall job satisfaction increased with their ages (p. 81). Still, there was not a correlation between age and the number of years in administration; however, there was a correlation with job satisfaction and longevity in a particular position. Camasso (2010) also found that adding longevity to the equation enhanced two out of the three job satisfaction measures. Specifically, making older women and those with greater longevity in a position positively associated with

overall experience, career choice and overall satisfaction (Camasso, 2010,).

### **Reduction in Force**

Because springtime brings imminent budget cuts in Arizona, RIF becomes a reality that administrators must deal with. It also seems that more and more research is being done with regards to RIF, perhaps due to the realization that history repeated itself and society once again finds itself in an economic recession.

RIF policies and procedures are the specific focus of Green's (1983) study on perceptions of administrators in the Pacific northwest. Green surveyed 240 school district superintendents among four northwestern states. Surveys were collected from 60 superintendents in each of the four states: Oregon, Montana, Washington, and Idaho. The goal was to gain the knowledge from the superintendents about creating and implementing RIF policies and procedures. Then, the study attempted to correlate their ideas for a presentation of what RIF policies and procedures should contain and safeguard. The results were to include school boards and professional organizations in the development process, along with hearings to deal with employee challenges. In addition, the superintendents elicited requests for curriculum considerations. Such consideration included ensuring that teacher competency is



considered before seniority, that all races and genders be represented in a balanced way, advance notice is given to all involved in the RIF process, and administrative layoffs occur before teacher layoffs. All in all, this study shows that administrators know and understand the consequences of RIF procedures and truly want to help in any way they can to lessen negative impact.

In respect to teachers, the RIF process is extremely personal and stressful (Cooper, 1992, p. iii). In the study, 15 teachers were surveyed and their reactions tallied through four stages of the RIF process: preliminary notice, final notice, waiting period, and rehire. The effects of the RIF process on teachers are overwhelming and negative, according to the study. As a result, “feelings that participants expressed toward the ABC School District office and administration were strongly negative throughout each stage of the RIF process,” (Cooper, 1992, p. 172). If teachers are suffering, then the administrators who must deliver the news or rehire individuals should share the burden.

Additionally, Michele Rhee, former chancellor of D. C. Schools, experienced many difficulties in her attempt to restructure district schools and implement a reduction in force. Despite smaller enrollment numbers, low achievement, and decrepit buildings, Rhee and her team found that parents were defending

their neighborhood schools vehemently and even suggested racial misunderstanding for Rhee's reasons for closing those same schools, "It was 'You don't understand us or our kids or our schools,'" (Whitmire, 2010, p. 98). Over a span of four years, Rhee found that while she fixed many things, her forceful, yet productive methodology didn't win her popularity within the community, "And as always, Rhee paid a price: one more uptick in unpopularity," (Whitmire, 2010, p. 102). In fact, Rhee successfully closed twenty-three schools despite overwhelming protests, but never bothered to get buy-in from her staff, which proved to be a fatal mistake. Current Mayor Vincent Gray commented about Rhee, "we plan to do what she did...only without all the drama. Michele Lite, if you will," (Whitmire, 2010, p. 237). But, Rhee plans on still fighting for D. C. School reform by rallying for support of Students First and going national, "which means showing up in multiple cities with an innocent-sounding message packed with explosive implications: it's not the kids," (Whitmire, 2010, p. 243).

### **Changing Roles and Responsibilities of Administrators**

The principalship and the superintendency both boast long hours, multiple responsibilities, and leadership as the major focuses of administrative duties. In connection, researchers "in the field of educational administration have discussed the increasing complex

nature of educational leadership,” (Rayfield & Diamantes, 2004, p. 709). Also, Rayfield’s own previous work was discussed, “...in 2002, (he) conducted a study suggesting that the job of a principal is complex and difficult, and many duties of the principalship are not identified as positive factors in job satisfaction,” (Rayfield & Diamantes, 2004, p. 709). In turn, “the environment in which one works is crucial to job motivation and job satisfaction,” (Malone et al., 2001. p. 6). According to Grubb and Flessa (2006), the administrator “is responsible for hiring and perhaps firing teachers, coordinating bus schedules, mollifying angry parents, disciplining children, overseeing the cafeteria, supervising special education and other categorical programs, and responding to all the ‘stuff that walks in the door,’” (p. 519). Suffice it to say, the workload of administrators at any level is challenging and requires stamina.

Similarly, Johnston (2001) discussed strong leadership in conjunction with the administrative workload. Johnston reported that “principals of effective high schools interviewed by Ms. Parker, they have a common theme – they focus on teaching and learning.” (p. 2). Also, according to a North Carolina principal, “the greatest part of her day is spent supporting teachers,” (p. 3). Administrators deal with a host of problems, relationships, and goals. According to Bess Parker from *Education Week*, “good

principals do eight important things” (qtd. in Johnston, 2001, p. 4).

They are:

1. Recognize teaching and learning as the main business of the school
2. Communicate the school’s mission clearly and consistently to staff members, parents, and students
3. Foster standards for teaching and learning that are high and attainable
4. Provide clear goals and monitor the progress of students toward meeting them
5. Spend time in classrooms and listening to teachers
6. Promote an atmosphere of trust and sharing
7. Build a good staff and make professional development a top concern
8. Do not tolerate bad teachers

In effect, if one person were to accomplish all of this, what time would this person have left over for anything else? And in essence, if the major part of a principal’s job was to support and provide for teachers, would the RIF process negatively influence this part of the administrator’s job and ultimately contribute to job dissatisfaction? “Being a principal....the most important job in the school....is also the most difficult....and often the loneliest,” (Johnston, 2002, p. 4).

The changing roles of administrators are significant enough that even the U.S. Department of Education is delving deeper to learn trends and make better decisions on behalf of the public education system. School-based management is a concept involving a school or a district that “decentralizes control from the central district office to individual schools as a way to give school constituents – principalism teachers, parents, and community members – more control over what happens in schools,” (U.S. Department of Education, 2004, p. 1). The focus of the study is on the changing roles of principals within the school-based management system. Completely new roles have emerged, including roles such as designer, motivator, facilitator, and liaison. Each of these helped the principals “empower, train, inform, and reward their staff,” (U. S. Department of Education, 2004, p. 4). Again, the idea of creating a balance within many roles and responsibilities is at the forefront of the issue. As Ted Zigler (2007) stated, “the demands of the principalship today are keeping good people away . . . they do not want to deal with the demands . . . they do not see current principals finding balance and enjoying their job,” (p. 30). With changing roles and increased responsibilities, it seems unlikely that job satisfaction still exists, and where it does exist, it is not at the same level it may have been at when economic

conditions did not have such an impact on education.

One idea to help principals and administrators balance their array of duties and roles is to provide guidelines and specific on-the-job training. In a study done through the Center for the Study of Teaching and Policy (CTP), researchers Knapp, Copland, Plecki, and Portin (2006) reported on leadership support for leaders in the learning community. According to the study, practical experimentation and active learning can allow a principal to be a good leader, and to promote student learning. Activities that can support good leadership practices include positive recruitment methods, clear directions and models for practice, individual mentoring and coaching, and a fair leadership evaluative assessment. Suggested activities for hands-on practice include redefining roles and responsibilities to allow for a learning curve, using data to guide changes and reaffirmations, and again, learning. Ultimately, having the entire staff working together towards a central goal (i.e., student learning) can unify a workforce into leading together.

In an effort to learn more about how administrators balance their roles, Grubb and Flessa (2006) conducted a study that focused on ulterior methods of administrative leadership. It researched various methods of dealing with the complex and sometimes

overwhelming job roles and responsibilities of building-level administrators. Grubb and Flessa found that districts that tried branching out and allowed co-principals, “rather than . . . preparing and searching for competent principals,” (p. 519), were successful and rated higher levels of job satisfaction for all. It also showed that “the frustrations with the lack of time, the lack of resources, and the pressures of external requirements have grown substantially” (Valentine, Clark, Hackmann, & Petzko, 2003; Grubb and Flessa, 2006, p. 519, ). Overall, administrators that receive help and have invested staff are more satisfied and less stressed in their jobs. All things considered, Grubb and Flessa (2006) surmised that if traditional approaches to principal leadership are followed and non-traditional ones are ignored, “we can anticipate ever-worsening conditions for principals, increasing shortages of candidates, continued inattention to instructional leadership, and further domination of the rational bureaucratic model with all its flaws” (p. 546). Historically, the consensus is that if it is not broke, then do not fix it; however, in this case, something needs to be done.

### **Changes and Implications of Arizona Laws**

Currently in Arizona, budget cuts and educational reconfigurations with finances have led all involved to plan ahead. The Arizona State Legislature enacted amendments in educational

laws pertaining to seniority and dates of notification of termination. By eliminating mandatory seniority and dates of notification, judgments against the state and the districts will be null and void. It is now law that anyone can be terminated at any time due to RIF proceedings without fear of elongated employee hearings. With House Bill 2111 in 2009, the state of Arizona revised the laws regarding seniority and tenure for state employees. According to section H, “Notwithstanding any other law, a school district shall not adopt policies that provide employment retention priority for teachers based on tenure or seniority” (qtd. in Pickett, 2009). Other amendments concerning certificated employees include the removal of deadline dates from offers of jobs and or termination on the district’s side, but the certificated employees are still bound by a deadline: acceptance of offer must be received by the district within 30 days.

In connection with RIF policies and procedures, the Arizona State Legislature’s website has even gone so far as to publish a RIF/Layoff Toolkit. This page provides guidelines and links to various tools and amenities that help to outline the entire RIF process. The site includes sample letters and forms, answers to frequently asked questions (FAQs), and rules and suggestions for employee notification. The state government appears to fully grasp



the necessity of such a resource at the pinnacle of RIF procedures, but in the future as well.

In response, the Arizona Education Association (AEA) published answers to some very pertinent questions for teachers. On the whole, the questions relate to teacher's rights as far as RIF procedures, recall, health insurance, and rights and responsibilities for both the educator and the district. Afterall, "School districts have issued reduction-in-force ('RIF') notices to more school employees this year than in recent memory," (Finn-Gartell et al., 2009, p. 1). Perhaps this type of information will become the norm in the current fiscal crisis.

### **Ramifications of Budget Cuts on Education**

This fiscal crisis that is sweeping the nation has many parallels to the Great Depression. One could say that "the parallels between the run-up to the Great Depression and today's economic havoc are stunning," (Scalinger, 2009, p. 21). According to Scalinger (2009), our current crisis and the one in the early 20th century are similar due to the great episodes of monetary expansion, the magic of central banking, and the ability to create new debt by lowering interest rates far below any rational market pricing, but without financing, neither our economy nor our educational systems will improve in the foreseeable future. It appears

increasingly probable that the consequences of these actions could be the same.

School district budgets are partially formed from a state budget formula. Because of that, education is usually the largest part of any state budget, and it can be assumed that school districts will experience a drop in funding when states are in a financial crisis. Moreover, “it appears that the deficit reductions will hit hardest in districts with smaller property tax increases,” (Dougherty, 2009, p. 1-2). In Indiana, for example, a tax reform plan has been initiated: “the state is picking up teacher salaries and other general fund costs, but districts remain saddled with funding capital projects and transportation expenses with property taxes,” (Schnitzler, 2008, p. 1). A similar process is instituted in North Carolina, where “the state provides 70 percent of school funding, with most of the money designated for professional salaries,” (Jones, 2003, p. 2). To further explain school funding, “Each LEA (local education agency) is given an allotment based on ADM for guaranteed positions,” (Jones, 2003, p. 2).

On the whole, RIF procedures are being enforced because there just is not enough financing to support the states, let alone the school districts.

## Chapter 3

### **Methodology**

The focus of this study is to survey administrators who participated in the teacher RIF process that was a result of budget cuts in Arizona for the 2009-2010 school year. The purpose of this study is to determine what effects, if any, the teacher RIF process has had on administrator job satisfaction in one, large, urban school district in Arizona, which will be referred to as the sample district. This chapter will review the process by the study was developed. In addition, the chapter will explain how the survey was created and how the data was collected.

### **Research Design**

The study will be conducted using survey research from 115 administrators in one, large, urban school district. The study will gather data regarding the job satisfaction of administrators in the sample district. The RIF was implemented for the 2010-2011 school year and continues to be dire and repetitious; therefore, this investigation is relevant in assessing how administrators perceive the satisfaction of their roles in their schools. The collection of survey data from the administrators will shed light on their perceptions and experiences as they relate to job satisfaction. According to Fraenkel and Wallen (2000), “survey research is one

of the most common forms of research engaged in by educational researchers,” (p. 431). This particular research project focuses on whether or not teacher RIF procedures have affected the job satisfaction of educational administrators in the sample district. Ultimately, the study helps to contribute to the current body of literature because, “In essence, what researchers want to find out is how the members of a population distribute themselves on one or more variables,” (Fraenkel & Wallen, 2000, p. 432).

In this study, surveys seeking quantitative information are used to determine what impact, if any, RIF procedures have had on the job satisfaction of administrators in one, large, urban school district. This study will focus on the perceptions of administrators who participated in RIF processes in the sample district and their experiences in the implementation of the RIF process, which originated from stringent and on-going legislative budget decisions in Arizona. The research will also provide a variety of statistical and demographical information in regard to age, extent of experience and education, certifications held, and employment. This is a cross-sectional survey because it “collects information from a sample that has been drawn by a predetermined population,” (Fraenkel & Wallen, 2000, p. 432). Additionally, all of the data are being drawn from one point in time. These characteristics allow the

survey to be compared either with other surveys or to compare questions within the same survey.

The data collection will focus on answering the following research questions:

1. To what extent are administrators within this district satisfied with their jobs?
2. To what extent does demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators?
3. In what ways has administrative job satisfaction been influenced by the RIF processes?
4. What aspects of the RIF processes correlate with administrative job satisfaction?
5. What suggestions, if any, do administrators have regarding future RIF notification processes?

### **Data Collection and Selection Processes**

Primarily, the research obtained for this study will come from one, large, urban, public school district, with the permission of the district in Human Resources as well as Research and Development. First, it was important to locate all of the administrators within the district that participated in RIF processes in Spring 2009. Secondly, all participants were asked to participate in a survey about their

experience with the RIF process. This process provided demographic data to help find correlations between administrators' job satisfaction and other variables. Lastly, the data were compiled and analyzed using SurveyMonkey.com, which was an approved online, analysis tool, for correlating trends and synchronicity. The results were then analyzed in an effort to answer the research questions.

In this study, the surveys are the research tool being used to triangulate the investigation. The surveys were field tested among certified administrators within and outside of the district. The surveys are multifaceted in terms of what information they will provide to the research and how the information will be acquired. The surveys will elicit demographic and perceptual information about the administrators and their experience with the RIF process to see if there is a correlation among the statistics. The survey is quantitative in the fact that it contains close-ended questions and steers the participants towards structured answers, but will allow the researcher her own interpretation of the data (Fink, 2009). The survey has three sections: demographic information, reduction in force experience, and job satisfaction. The survey was made available online through SurveyMonkey.com, which has been approved by both the dissertation committee and the university as a

legitimate research tool. The online introduction letter clarifies to the participants that their participation is voluntary and they can discontinue participation at any time. The introduction also indicates that the researcher appreciates their involvement and contributions to the study.

The building leaders of the sample district were surveyed for their perceptions of the possible effects the teacher RIF may have on their job satisfaction. The principal survey contains questions specific to building-level administrators and their experience at their site. The principal survey is made up of close-ended questions (see Appendix A). The RIF section has one question with the option of adding an open-ended response in regards to methods used to notify teachers directly affected by RIF procedures. The survey responses were compared in order to answer the research questions and report correlating findings.

The district administrators of the sample district were also surveyed for their perceptions of the possible effects RIF may have on the job satisfaction of district leaders (see Appendix B). The district survey also has an option at the end for an open-ended response to an RIF question, but it pertains to methods used in dealing with the site administrators. Responses will be compared in order to answer the research questions and report correlating

findings.

It was made clear to administrators that participation was voluntary, that they could withdraw at any time, and that their participation was appreciated. All participants were provided with contact information for the researcher along with an explanation that the research is being done in accordance with the Assistant Superintendent of Human Resources in the sample district.

### **Demographics**

The sample district is a large, urban school district located in Arizona. It consists of approximately 87 schools, 67,000 students, and has more than 12,000 employees. This district services 6500 second language learners incorporating 54 countries and 41 languages. The district houses 58 elementary schools, 13 junior high schools, 7 senior high schools, and 11 alternative schools, for a total of 89 schools district-wide.

### **Participants**

The participants had been involved with teacher RIF procedures in the sample district at the end of the 2008-2009 school year. District permission is needed to conduct research within the district and obtain contact information. The number of males and females may not be equal, age ranges may vary, and education and experience will differ. The participants have taught at many levels



and areas; it is not imperative to have them all be the same in this regard. The sample includes 63 males and 52 females within the age range of 25 to 67. The focus of this study is to discover administrators' perceptions during the teacher RIF process. Though it is outside the scope of this study, their demographic differences are a separate and curious issue that could prove informative to the body of research.

Participants received a copy of the survey via email. The email provided a link that directed administrators to the appropriate survey at SurveyMonkey.com. There, the principals and administrators accessed the surveys. The study ensured that the identities of the respondents were kept anonymous because the researcher opted out of the respondent tracking option that is available through SurveyMonkey.com.

### **Benefits and Risks of Research**

The benefits of the research are adaptable and multipurposeful. First, administrators and legislators need to know what kind of an affect, if any, the teacher RIF process has on the job satisfaction of administrators in the sample district. Job satisfaction and state budget constraints are continuing problems that exist across America. It is important to retain and encourage our administrators to stay at their schools and in the profession. It

is relevant to look at the repercussions that such an unavoidable process could have on the job satisfaction of administrators. The information gained from this study could prove to be beneficial to both the district and future research.

This research will also allow administrators to express their perceptions about the current situation and discuss the decisions they are currently making about their own employment and the employment of others. Ted Zigler (2007) mentioned that “the job of being the principal is a people-intensive position,” (p. 30). Administrators would do well to listen to such declarations seriously—disgruntled workers not only perform inadequately, but they tend to leave their jobs for something less aggravating and trying. Zigler (2007) went on to quote K. Hammonds, who is an author on leadership, saying, “balance is the central myth of the modern workplace: With a few compromises, you can have it all. But it’s all wrong and it’s driving us crazy,” (qtd. in Zigler, 2007, p.#). Having input allows for vested interest, which according to Merriam-Webster Online Dictionary is “a special concern or stake in maintaining or influencing a condition, arrangement, or action.” While the action is defined as selfish, it makes a situation personal, and therefore, important to the individuals involved.

Lastly, it is important to utilize this information for the

academic community. A recession of this magnitude has been, up until now, only a warning or a mere a concern. Now, it is a reality with very definite consequences (Scalinger, 2009). Recognizing and documenting the public opinion of education, especially from educators who are feeling those effects firsthand, need to be recorded and used as a reference for history. How well we deal with this now will determine and foreshadow trends we could be setting for the future of public education.

The risks in this study are minimal. If it is found Even if administrators are unhappy to even the smallest extent, then it is helpful to have more recent research to support schools in defending themselves against budget cuts. Names will be withheld throughout the research process to reduce the chance of any risk. It is research that is being done through this researcher for the sample district. Such research shows that employees are valued and real concern is being noted as to their job satisfaction. Ambiguity is a must in this research project, not only for security purposes, but for a true random sampling.

### **Data Analysis**

The data analysis was conducted by using a coding and categorizing technique that is suggested by Kreuger and Casey (2009) called the Classic Approach. This approach is systemic; it is

a methodical, orderly, manual-labor-based process. While it is time-consuming, it is effective, especially with the transcript-based approach used for the administrative interviews and the survey responses. The Classic Approach, which Krueger & Casey (2009) recommend for first-time qualitative (quantitative) researchers, breaks the job down into doable chunks which helps make analysis a visual and concrete process. The activities practiced to analyze the data, while slow, are very effective for beginners or those who like to take things slowly.

The survey questions are organized according to which research question they answered. All questions and answers for the surveys are visible in the Response Summary page on SurveyMonkey.com, so each survey response will be tallied for response totals, percentages, and response counts for each question. The surveys were also compared in a cross-tab analysis, which is a side-by-side comparison of two or more survey questions, in an effort to discover how some of the questions are interrelated. Basically, certain questions will be used as the control in order to analyze selected variables and determine if administrative job satisfaction is influenced by details of the teacher RIF process and/or demographics.

The categorization of the survey questions and their

responses according to research question aides in the participants' anonymity and the researcher's expediency of analysis. This way, patterns will be more clearly recognizable and obtainable, despite being separated into the columns for the research questions. In accordance with cross-tab analysis, charts and graphs will be created to compare specific responses and questions in order to correlate and show a simple visual analysis of the results.

Kruger and Casey's (2009) recommended analytical framework for this strategy is called a constant comparative analysis. The basic premise is to identify patterns in the data, but this is also influenced by a focus-group framework called critical incidents. Although the critical incident is clear and well-defined (administrator job satisfaction in correlation with teacher RIF processes), it is important to also focus on the manner in which participants describe their opinions. For instance, it is necessary to note how passionate are they about the event and the consequences they perceive to have been the result of the incident. Also, it is typical in survey research to summarize all of the data and then report patterns within it. The percentage of survey respondents will be reported in the following chapter.

### **Limitations, Bias, and Ethics**

Limitations within this research focus mostly on the

availability of participants. Potential concerns involved the willingness and availability of the administrators to take the survey. It was also important to consider the number of participants that would actually complete the survey based upon the number of participants who volunteer their services to the project. Since the first-come, first-served approach was utilized for the study, the sampling of participants could have been either extremely varied, which is good, or extremely similar, which might not have been productive.

This researcher is a teacher at the sample district. While this is helpful for the research project and for obtaining permission to conduct research, it could prove to be biased in analyzing the answers. For example, being familiar with the district could indirectly elicit responses that are automatically favorable for the district. It was imperative to maintain anonymity throughout the data collection to ensure that participants would feel comfortable giving accurate and honest answer. This was complicated by the need to allow committee members access to the information.

To comply with all ethical considerations, permission was acquired from the sample district to conduct research and locate the contact data (i.e., email addresses) of administrators involved in the teacher RIF process within the district. The “Approval to Conduct

Research” form was completed and accepted by the superintendents of the sample district before any actual research was performed. In addition, a letter was supplied to show approval for this research, and to note that this research is being done in coordination with the district (see Appendix C).

The goal is for the data to be retrieved from the survey in approximately 1-2 weeks. As soon as possible, classification and grouping can happen. The goal is to have the research obtained and analyzed within a three week time period.

## Chapter 4

### **Results**

#### **Purpose Statement**

This study focused on the RIF processes conducted in Spring 2009 in the sample district. The study surveyed building-level and district-level administrators as to their perceptions of the RIF process and what impact, if any, it has had on their job satisfaction. The survey collected data to help to determine which demographical factors may correlate with the administrators' perceptions of job satisfaction. These responses will provide insight into the impact RIF processes may have on administrator job satisfaction.

The participants in the study had a direct role in teacher RIF procedures in the sample district at the end of the 2008-2009 school year. The sample includes 63 males and 52 females, within the age range of 25 to 67. Out of 115 proposed participants, 58 are elementary principals, 13 junior high principals, 17 high school principals, and 27 district supervisors.

#### **Research Questions**

These questions were created to categorize the findings and determine of the RIF processes have influenced job satisfaction among administrators in the sample district.

1. To what extent, are administrators within this district



satisfied with their jobs?

2. To what extent does demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators?
3. In what ways has administrative job satisfaction been influenced by the RIF processes?
4. What aspects of the RIF processes correlate with administrative job satisfaction?
5. What suggestions do administrators have regarding future RIF notification processes?

This chapter presents the research questions, results, and a descriptive analysis of the survey data. The data were collected via two survey instruments: a principal survey, which was given to principals and building-level administrators (see Table 1), and a district supervisor survey, which was given to district leaders (see Table 2). The survey given to principals targeted 58 elementary building-level leaders, 13 junior high building-level leaders, and 17 senior high building-level leaders. The district supervisor survey targeted 27 district leaders. The surveys' intent was to collect data on educational leaders' perceptions of the impact the Spring 2009 RIF process had on administrator job satisfaction.

The study's results are presented as a descriptive narrative

with collaborative tables. This chapter has nine sections: purpose statement, research questions, participant information, one section for each research question, and a summary of the findings.

Table 1

*Results of Principal Survey: Total Sample*

Survey Item	n	%
1. What is your gender?		
Male	9	29
Female	22	71
2. Which age bracket best describes you?		
20-24	0	0
25-30	0	0
31-35	0	0
36-40	6	19.4
41-45	2	6.5
46-50	11	35.5
51-55	1	3.2
56-60	7	22.6
61+	4	12.9
3. Check all of the levels that you are certified to administer.		
Pre-K	8	25.8
Elementary K-6	27	87.1
Secondary 7-12	14	45.2
Dist. Sup./Superintendency	6	19.4
4. How many years of experience do you have in education?		
0-3	0	0

Table 1 continues

4-6	0	0
7-10	0	0
11-15	5	16.1
16-20	4	12.9
21-25	5	16.1
26-30	8	25.8
31+	9	29

5. How many years of administrative experience do you have?

0-3	1	3.2
4-6	4	12.9
7-10	7	22.6
11-15	11	35.5
16-20	1	3.2
21-25	3	9.7
26-30	2	6.5
30+	2	6.5

6. What is your highest degree completed?

Bachelors	0	0
Masters	23	74.2
Doctorate	8	25.8

7. What is your current administrative position?

Elementary Principal	23	74.2
Jr. High Principal	3	9.7
Sr. High Principal	3	9.7
District Supervisor	1	3.2
Superintendency	1	3.2

8. Did you RIF teachers at your site in the Spring of 2009?

Yes	22	75.9
No	7	24.1

Table 1 continues

9. How many?

0	7	25
1-3	17	60.7
4-6	3	10.7
7-9	0	0
10+	1	3.6

10. What were the grade levels/subject areas that were affected by the RIF at your site? Mark up to 6.

K	12	54.5
1 <sup>st</sup>	6	27.3
2 <sup>nd</sup>	6	27.3
3 <sup>rd</sup>	5	22.7
4 <sup>th</sup>	4	18.2
5 <sup>th</sup>	1	4.5
6 <sup>th</sup>	5	22.7
P.E.	1	4.5
Art	2	9.1
Music	0	0
English – Secondary	4	18.2
Math – Secondary	2	9.1
Social studies – Secondary	1	4.5
Science – Secondary	1	4.5
Foreign Language – Secondary	0	0
SPED – Secondary	0	0
Vocational – Secondary	0	0

11. Do you think these affected areas will, in turn, affect quality education in the future?

Yes	13	56.5
No	6	26.1
Somewhat	4	17.4

12. Have you been involved in RIF processes, as an administrator, either in this district or another, in previous years?

Yes	10	34.5
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Table 1 continues

No	19	65.5
13. If so, approximately how many teachers did you have to personally notify?		
0	8	42.1
1-3	7	36.8
4-6	4	21.1
7-9	0	0
10+	0	0
14. Do you feel that the policies and procedures were followed when the RIF took place in the Spring of 2009?		
Yes	29	100
No	0	0
Somewhat	0	0
15. Do you know how the RIFs were determined in the Spring of 2009?		
Yes	26	96.3
No	0	0
Somewhat	1	3.7
16. If the district has to RIF again, would you suggest changes in determining which employees to RIF?		
Yes	17	68
No	8	32
17. What was your communication plan in notifying those you supervise about being RIFed? Mark all that apply.		
Informal individual conversation prior to official notice	21	77.8
Individual meeting to provide official notice	11	40.7

Table 1 continues

Group information meeting to explain policy and procedures for RIFs	14	51.9
Other	3	11.1
18. Do you believe the site administrators were adequately involved in the district's RIF process?		
Yes	23	82.1
No	5	17.9
19. I am very satisfied with my job.		
Yes	22	75.9
No	0	0
Somewhat	7	24.1
20. I believe that I will spend the rest of my professional career as an administrator.		
Yes	23	82.1
No	0	0
Unsure	5	17.9
21. I feel that RIF procedures have affected my job satisfaction in some way.		
Yes	13	44.8
No	11	37.9
Somewhat	5	17.2
22. I feel that the RIF process has affected me personally.		
Yes	10	34.5
No	15	51.7
Somewhat	4	13.8

Table 1 continues

23. I feel that the RIF process is necessary.

Yes	21	72.4
No	2	6.9
Unsure	6	20.7

24. What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?

None at all, I am still satisfied	12	41.4
Somewhat influential, it's a difficult process	15	51.7
Very influential, I am no longer completely satisfied with my job.	2	6.9

Table 2

*Results of District Supervisor Survey: Total Sample*

---

Survey Item	n	%
<hr/>		
1. What is your gender?		
Male	5	55.6
Female	4	44.4
2. Which age bracket best describes you?		
20-24	0	0
25-30	0	0
31-35	1	11.1
36-40	2	22.2
41-45	0	0
46-50	1	11.1
51-55	3	33.3
56-60	2	22.2
61+	0	0

Table 2 continues

3. Check all of the levels that you are certified to administer.

Pre-K	3	37.5
Elementary K-6	5	62.5
Secondary 7-12	5	62.5
Dist. Sup./Superintendency	5	62.5

4. How many years of experience do you have in education?

0-3	0	0
4-6	0	0
7-10	1	11.1
11-15	1	11.1
16-20	1	11.1
21-25	2	22.2
26-30	3	33.3
31+	1	11.1

table continues  
Table 2 continues

Survey Item	n	%
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5. How many years of administrative experience do you have?

0-3	0	0
4-6	2	22.2
7-10	1	11.1
11-15	3	33.3
16-20	3	33.3
21-25	0	0
26-30	0	0
31+	0	0

6. What is your highest degree completed?

Bachelor's	0	0
Master's	6	66.7
Doctorate	3	33.3

Table 2 continues



7. What is your current administrative position?

Elementary Principal	0	0
Jr. High Principal	0	0
High School Principal	0	0
District Supervisor	8	88.9
Superintendency	1	11.1

8. Which grade levels/subject areas in the District do you feel were affected the most during the RIF process? Mark up to 6.

K	1	12.5
1 <sup>st</sup>	1	12.5
2 <sup>nd</sup>	1	12.5
3 <sup>rd</sup>	1	12.5
4 <sup>th</sup>	1	12.5
5 <sup>th</sup>	1	12.5
6 <sup>th</sup>	1	12.5
P.E.	7	87.5
Art	4	50.0
Music	4	50.0
English – Secondary	2	25.0
Math – Secondary	0	0
Social Studies – Secondary	1	12.5
Science – Secondary	0	0
Foreign Language – Secondary	1	12.5
SPED – Secondary	0	0
Vocational – Secondary	0	0

9. Do you think the affected areas will, in turn, affect quality education in the future?

Yes	6	66.7
No	3	33.3
Somewhat	0	0

10. Have you been involved in RIF processes, as an administrator, either in this district or another, in previous years?

Table 2 continues

Yes	5	62.5
No	3	37.5
11. Do you feel that the policies and procedures were followed when the RIF took place in the Spring of 2009?		
Yes	8	100
No	0	0
Somewhat	0	0
12. Do you feel the RIF process was productive and fair to those you supervise?		
Yes	6	75.0
No	0	0
Somewhat	2	25.0
13. Do you feel that the RIF process was productive and fair to administrators?		
Yes	6	75.0
No	0	0
Somewhat	2	25.0
14. If the district has to RIF in the future, would you suggest changes in making these determinations?		
Yes	2	25.0
No	6	75.0
Somewhat	0	0
15. What was your communication plan for notifying those you supervise about impending RIFs? Mark all that apply.		
Mass email informing them that there would be RIFs	1	12.5
Mass phone message informing them that there would be RIFs	0	0

Table 2 continues

Group information meeting detailing participating schools and methods to take	5	62.5
Individual visits to each one informing them that RIFs would be taking place	7	87.5
Other	2	25.0

Table 2 continues

Survey Item	n	%
16. As a District Supervisor, what communication plan did you suggest be used for notifying RIFed employees? Mark all that apply.		
Informal individual conversation prior to official notice	4	50.0
Individual meeting to provide official notice	7	87.5
Group information meeting to explain policy and procedures	6	75.0
Other	1	12.5
17. Were you, as a District Supervisor, involved in the overall 'decision-making' process for choosing RIF recipients?		
Yes	1	12.5
No	7	87.5
Somewhat	0	0
18. I am very satisfied with my job.		
Yes	7	87.5

Table 2 continues

No	0	0
Somewhat	1	12.5
19. I believe that I will spend the rest of my professional career as an administrator.		
Yes	7	87.5
No	0	0
Unsure	1	12.5
20. I feel that RIF procedures have affected my job in some way.		
Yes	2	25.0
No	3	37.5
Somewhat	3	37.5
21. I feel that the RIF process has affected me personally.		
Yes	2	25.0
No	5	62.5
Somewhat	1	12.5
22. I feel that the RIF process is necessary.		
Yes	7	87.5
No	0	0
Somewhat	1	12.5
23. What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?		
None at all, I am still satisfied	1	12.5
Somewhat influential, it's a difficult process	7	87.5
Very influential, I am no longer completely satisfied with my job	0	0

## **Survey Participants**

The respondents to the survey included the following: the principal survey yielded 9 males and 22 females, for a total of 31, while the district supervisor survey yielded 5 males and 4 females, for a total of 9. Participants had the option to skip questions at their leisure. The answers given in each survey indicated that participants skipped questions or not finish the survey. Male respondents for the principal survey included six elementary principals and one district supervisor. There were 17 female elementary principal respondents, three junior high principals, one high school principal, and one district supervisor. These respondents also included 6 males and 17 females with master's degrees, along with 3 males and 5 females with doctorate degrees. This survey also documented three males with 11-15 years of educational experience, two with 16-20 years, two with 21-25 years, and two with 31+ years of educational experience. Of the female respondents, two had 11-15 years of educational experience, two had 16-20 years, three had 21-25 years, eight had 26-30 years, and seven had 31+ years of educational experience. Of the male respondents, three had 4-6 years of administrative experience, one had 7-10 years, two had 11-15 years, two had 21-25 years, and one had 30+ years of administrative experience. Of the female

respondents, one had 0-3 years, one had 4-6 years, six had 7-10 years, nine had 11-15 years, one had 16-20 years, one had 21-25 years, two had 26-30 years, and one had 30+ years of administrative experience. Tables 3 through 7 will correlate this data.

Table 3

*Number and Percentage of Participants by Gender: Principal*

Survey Item	n	%
What is your gender?		
Male	9	100.0
Female	22	100.0

Table 4

*Number and Percentage of Participants by Gender and Current Administrative Position: Principal*

Current Administrative Position	Gender	
	Male	Female
Elementary Principal	66.7% (6)	77.3% (17)
Jr. High Principal	0.0% (0)	13.6% (3)
Sr. High Principal	22.2% (2)	4.5% (1)
District Supervisor	11.1%	0.0%

Table 4 continues

Superintendency	(1) 0.0%	(0) 4.5%
	(0)	(1)

Table 5

*Number and Percentage of Participants by Gender and Highest Degree Completed: Principal*

Highest Degree Completed	Gender	
	Male	Female
Bachelor's	0.0% (0)	0.0% (0)
Master's	66.7% (6)	77.3% (17)
Doctorate	33.3% (3)	22.7% (5)

Table 6

*Number and Percentage of Participants by Gender and Years of Experience in Education: Principal*

Years of Educational Experience	Gender	
	Male	Female
0-3	0.0% (0)	0.0% (0)
4-6	0.0% (0)	0.0% (0)

Table 6 continues

7-10	0.0%	0.0%
	(0)	(0)
11-15	33.3%	9.1%
	(3)	(2)
16-20	22.2%	9.1%
	(2)	(2)
21-25	22.2%	13.6%
	(2)	(3)
26-30	0.0%	36.4%
	(0)	(8)
31+	22.2%	31.8%
	(2)	(7)

Table 7

*Number and Percentage of Participants by Gender and Years of Administrative Experience: Principal*

Years of Administrative Experience	Gender	
	Male	Female
0-3	0.0%	4.5%
	(0)	(1)
4-6	33.3%	4.5%
	(3)	(1)
7-10	11.1%	27.3%
	(1)	(6)
11-15	22.2%	40.9%
	(2)	(9)
16-20	0.0%	4.5%
	(0)	(1)
21-25	22.2%	4.5%
	(1) (1)	
26-30	0.0%	9.1%
	(0)	(2)
30+	11.1%	4.5%
	(1)	(1)



The district supervisor survey produced the following respondents: four males in district supervisory positions, one male at the superintendency level, and four female district supervisors. These respondents comprised three males and three females with master’s degrees and two males and one female with doctorate degrees. The male group included one participant with 11-15 years experience, one with 16- 20 years experience, and three with 26-30 years of experience in education. The females included one with 7-10 years of experience, two with 21-25 years of experience, and one with 31+ years of experience in education. Administratively, the males included one with 4-6 years of experience, one with 7-10 years, and three with 16-20 years of experience. The females included one with 4-6 years of administrative experience, along with three that have 11-15 years. Tables 8 through 12 will correlate with this data.

Table 8

*Number and Percentage of Participants by Gender: District Supervisor*

Survey Item	n	%
What is your gender?		
Male	5	100.0
Female	4	100.0

Table 9

*Number and Percentage of Participants by Gender and Current Administrative Position: District Supervisor*

Current Administrative Position	Gender	
	Male	Female
Elementary Principal	0.0% (0)	0.0% (0)
Jr. High Principal	0.0% (0)	0.0% (0)
High School Principal	0.0% (0)	0.0% (0)
District Supervisor	80.0% (4)	100.0% (4)
Superintendency	20.0% (1)	0.0% (0)

Table 10

*Number and Percentage of Participants by Gender and Highest Degree Completed: District Supervisor*

Highest Degree Completed	Gender	
	Male	Female
Bachelor's	0.0% (0)	0.0% (0)
Master's	60.0% (3)	75.0% (3)
Doctorate	40.0% (2)	25.0% (1)

Table 11

*Number and Percentage of Participants by Gender and Years of Educational Experience: District Supervisor*

Years of Educational Experience	Gender	
	Male	Female
0-3	0.0% (0)	0.0% (0)
4-6	0.0% (0)	0.0% (0)
7-10	0.0% (0)	25.0% (1)
11-15	20.0% (1)	0.0% (0)
16-20	20.0% (1)	0.0% (0)
21-25	0.0% (0)	50.0% (2)
26-30	60.0% (3)	0.0% (0)
31+	0.0% (0)	25.0% (1)

Table 12

*Number and Percentage of Participants by Gender and Years of Administrative Experience: District Supervisor*

Years of Administrative Experience	Gender	
	Male	Female

Table 12 continues

0-3	0.0%	0.0%
	(0)	(0)
4-6	20.0%	25.0%
	(1)	(1)
7-10	20.0%	0.0%
	(1)	(6)
11-15	0.0%	75.0%
	(0)	(3)
16-20	60.0%	0.0%
	(3)	(0)
21-25	0.0%	0.0%
	(0)	(0)
26-30	0.0%	0.0%
	(0)	(0)
30+	0.0%	0.0%
	(0)	(0)

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### **Research Questions**

**Research question 1.** Overall, are administrators within this district satisfied with their jobs?

For the principal survey, the data suggests that 18 (85.7%) of the respondents were not only very satisfied with their job, but intended to spend the rest of their professional career as an administrator (see Table 13). The other three who were very satisfied with their job were still unsure about the future of their administrative, professional career. Five (71.4%) respondents indicated that they are somewhat satisfied with their job, but still felt that they will spend the rest of their professional career as an administrator. The other two (28.6%) who were somewhat satisfied with their job were unsure whether or not they would spend the rest

of their career as an administrator. Overall, 22 (75.9%) were very satisfied with their job, while 7 (24.1%) were somewhat satisfied (see Table 14). Note that none of the respondents answered that they were not satisfied with their job or that they would not spend the rest of their career as an administrator (see Table 13).

Table 13

*Number and Percentage of Participants by Job Satisfaction and Professional Career as an Administrator: Principal*

Professional Career as an Administrator	Job Satisfaction		
	Yes	No	Somewhat
Yes	85.7% (18)	0.0% (0)	71.4% (5)
No	0.0% (0)	0.0% (0)	0.0% (0)
Unsure	14.3% (3)	0.0% (0)	28.6% (2)

Table 14

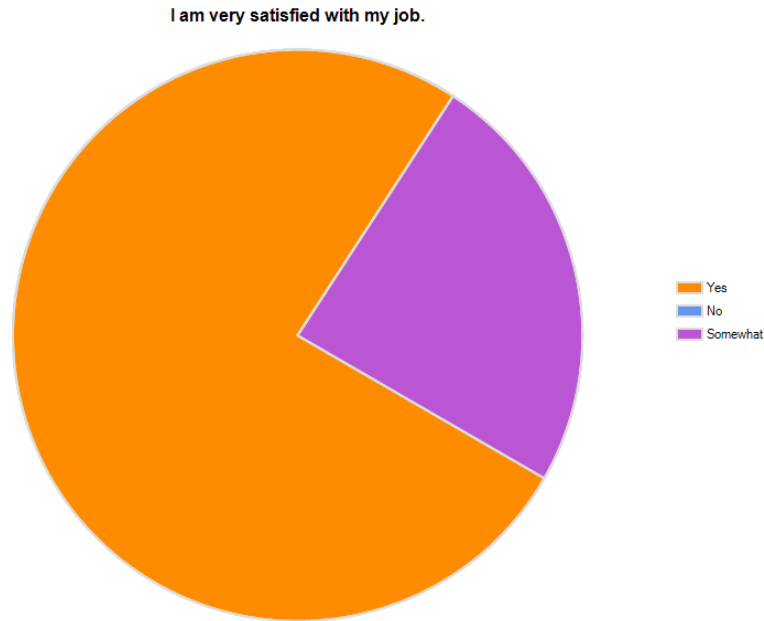
*Number and Percent of Participants' Job Satisfaction: Principal*

Survey Item	n	%
I am very satisfied with my job.		
Yes	22	75.9%

Table 14 continues

No	0	0.0%
Somewhat	7	24.1%

---



*Figure 1.* The level of job satisfaction indicated by surveyed principals in the sample district.

The district supervisor survey indicated that six (85.7%) district supervisors were very satisfied with their job and planned on spending the rest of their career as an administrator, while one (14.3%) was also very satisfied with his/her job, but was unsure about spending the rest of his/her career as an administrator (see Table 15). Similarly, only one (100.0%) answered that they were somewhat satisfied with their job, but affirmed that they would be

spending the rest of their career as an administrator. Overall, seven (87.5%) respondents were very satisfied with their job, while one (12.5%) was somewhat satisfied (see Table 16). It is very telling that none of the district supervisors answered that they were not satisfied with their job or that they would not spend the rest of their career as an administrator (see Table 15).

Table 15

*Number and Percentage of Participants by Job Satisfaction and Professional Career as an Administrator: District Supervisor*

Professional Career as an Administrator	Job Satisfaction		
	Yes	No	Somewhat
Yes	85.7% (6)	0.0% (0)	100.0% (1)
No	0.0% (0)	0.0% (0)	0.0% (0)
Unsure	14.3% (1)	0.0% (0)	0.0% (0)

Table 16

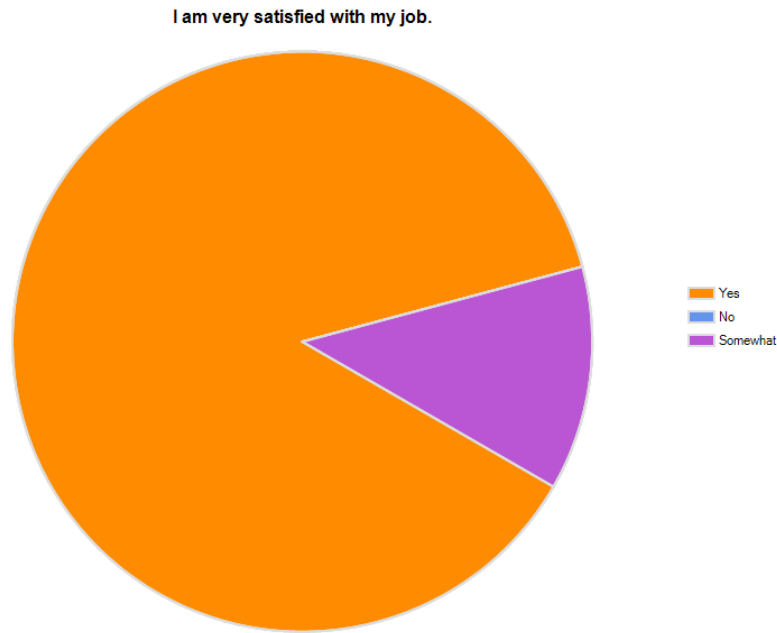
*Number and Percentage of Participants' Job Satisfaction: District Supervisor*

Survey Item	n	%
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I am very satisfied with my job.

Table 16 continues

Yes	7	87.5%
No	0	0.0%
Somewhat	1	12.5%



*Figure 2.* The level of job satisfaction indicated by surveyed district supervisors in the sample district.

**Research question 2.** Does demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators?

Demographically speaking, the majority of the respondents to the principal survey were elementary principals, female, or both. Therefore, when looking at demographics in coordination with job satisfaction, a natural predisposition will be towards elementary, female, or both (see Tables 17 and 18). Also, the majority of



respondents to the principal survey fell within the age bracket of 46-50 (34.5%). While the ages varied for the respondents who were very satisfied with their job (36-61+), those that were somewhat satisfied only fell into 3 categories: 36-40, 46-50, and 56-60, with the majority falling into the 46-50 section (see Table 19).

The principal survey also showed that most of the respondents who were the most satisfied completed their master's degrees (81.8%), while the majority of respondents who were somewhat satisfied have their doctorate degrees (57.1%)(see Table 20). Congruently, the majority of respondents, both very satisfied and somewhat satisfied, were certified to administer elementary K-6 (89.7%). The next largest was secondary 7-12 with 41.4%, then pre-kindergarten (pre-K) with 27.6%, and lastly superintendency with 17.2% (see Table 21). Overall, participants had 11-31+ years of education experience and 0-30+ years of administrative experience (see Tables 22 and 23).

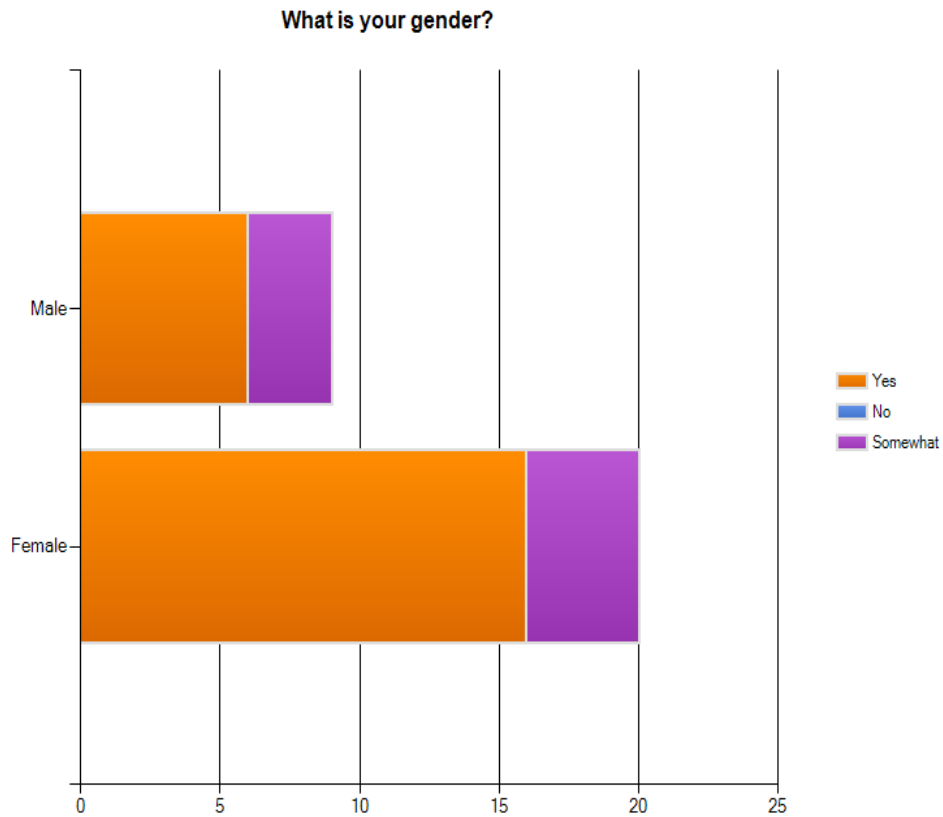
Table 17

*Number and Percentage of Participants by Job Satisfaction and Gender: Principal*

Gender	Job Satisfaction		
	Yes	No	Somewhat

Table 17 continues

Male	27.3%	0.0%	42.9%
	(6)	(0)	(3)
Female	72.2%	0.0%	57.1%
	(16)	(0)	(4)



*Figure 3.* The level of job satisfaction according to gender indicated by the surveyed principals in the sample district.

Table 18

*Number and Percentage of Participants by Job Satisfaction and Current Administrative Position: Principal*

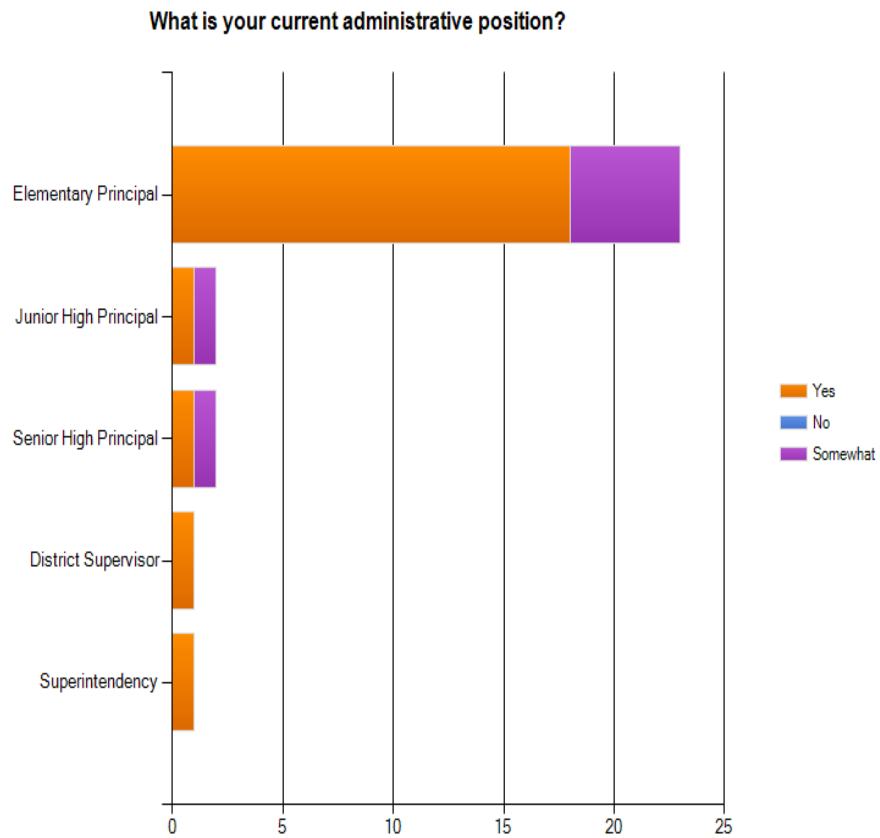
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Job Satisfaction

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Table 18 continues

Current Administrative Position	Yes	No	Somewhat
Elementary Principal	81.8% (18)	0.0% (0)	71.4% (5)
Jr. High Principal	4.5% (1)	0.0% (0)	14.3% (1)
Sr. High Principal	4.5% (1)	0.0% (0)	14.3% (1)
District Supervisor	4.5% (1)	0.0% (0)	0.0% (0)
Superintendency	4.5% (1)	0.0% (0)	0.0% (0)

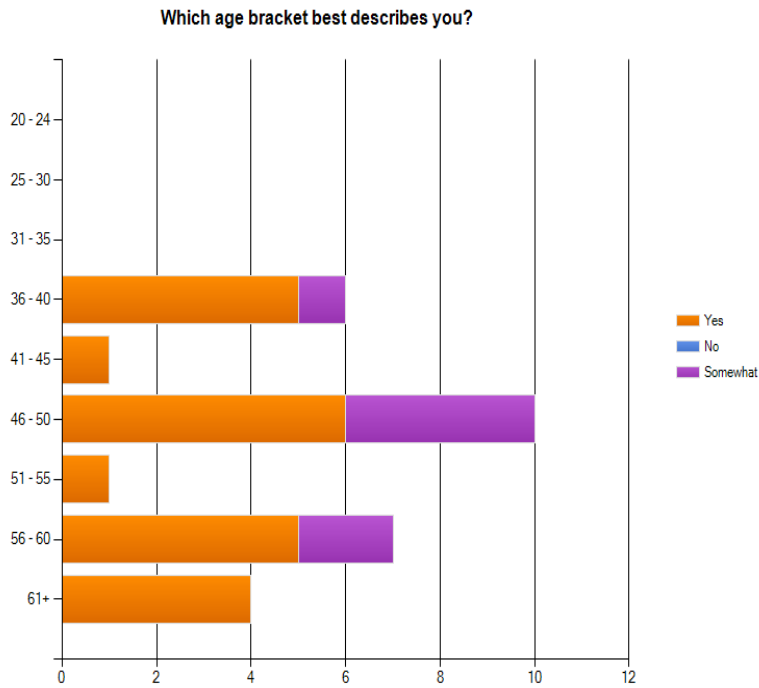


*Figure 4.* The level of job satisfaction according to current position indicated by surveyed principals in the sample district.

Table 19

*Number and Percentage of Participants by Job Satisfaction and Age: Principal*

Age	Job Satisfaction		
	Yes	No	Somewhat
20-24	0.0% (0)	0.0% (0)	0.0% (0)
25-30	0.0% (0)	0.0% (0)	0.0% (0)
31-35	0.0% (0)	0.0% (0)	0.0% (0)
36-40	22.7% (5)	0.0% (0)	14.3% (1)
41-45	4.5% (1)	0.0% (0)	0.0% (0)
46-50	27.3% (6)	0.0% (0)	57.1% (4)
51-55	4.5% (1)	0.0% (0)	0.0% (0)
56-60	22.7% (5)	0.0% (0)	28.6% (2)
61+	18.2% (4)	0.0% (0)	0.0% (0)



*Figure 5.* The level of job satisfaction according to age indicated by surveyed principals in the sample district.

Table 20

*Number and Percentage of Participants by Job Satisfaction and Highest Degree Completed: Principal*

Highest Degree Completed	Job Satisfaction		
	Yes	No	Somewhat
Bachelors	0.0% (0)	0.0% (0)	0.0% (0)
Masters	81.8% (18)	0.0% (0)	42.9% (3)
Doctorate	18.2% (4)	0.0% (0)	57.1% (4)

Table 21

*Number and Percentage of Participants by Job Satisfaction and Levels Certified to Administer: Principal*

Levels Certified to Administer	Job Satisfaction		
	Yes	No	Somewhat
Pre-K	27.3% (6)	0.0% (0)	28.6% (2)
Elementary K-6	90.0% (20)	0.0% (0)	85.7% (6)
Secondary 7-12	36.4% (8)	0.0% (0)	57.1% (4)
D.S./Superintendency	22.7% (5)	0.0% (0)	0.0% (0)

Table 22

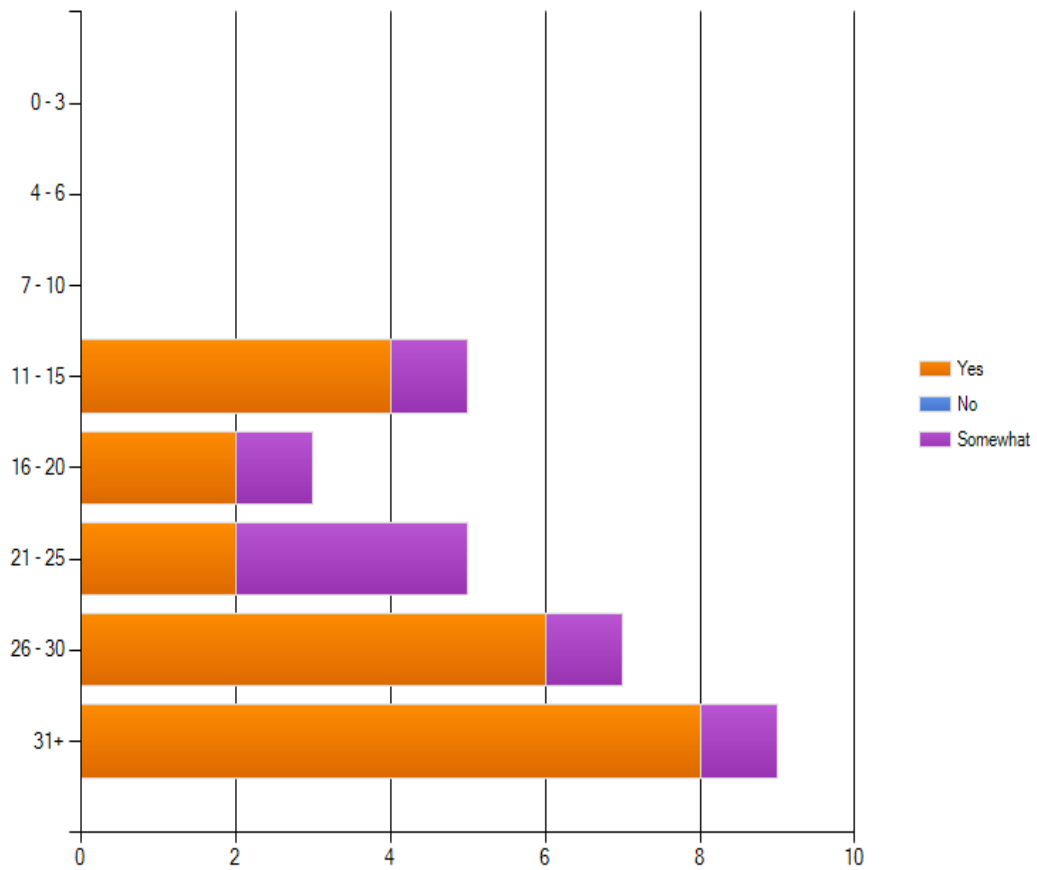
*Number and Percentage of Participants by Job Satisfaction and Years of Education Experience: Principal*

Years of Education Experience	Job Satisfaction		
	Yes	No	Somewhat
0-3	0.0% (0)	0.0% (0)	0.0% (0)
4-6	0.0% (0)	0.0% (0)	0.0% (0)
7-10	0.0% (0)	0.0% (0)	0.0% (0)

Table 22 continues

11-15	18.2%	0.0%	14.3%
	(4)	(0)	(1)
16-20	9.1%	0.0%	14.3%
	(2)	(0)	(1)
21-25	9.1%	0.0%	42.9%
	(2)	(0)	(3)
26-30	27.3%	0.0%	14.3%
	(6)	(0)	(1)
31+	36.4%	0.0%	14.3%
	(8)	(0)	(1)

**How many years of experience do you have in education?**



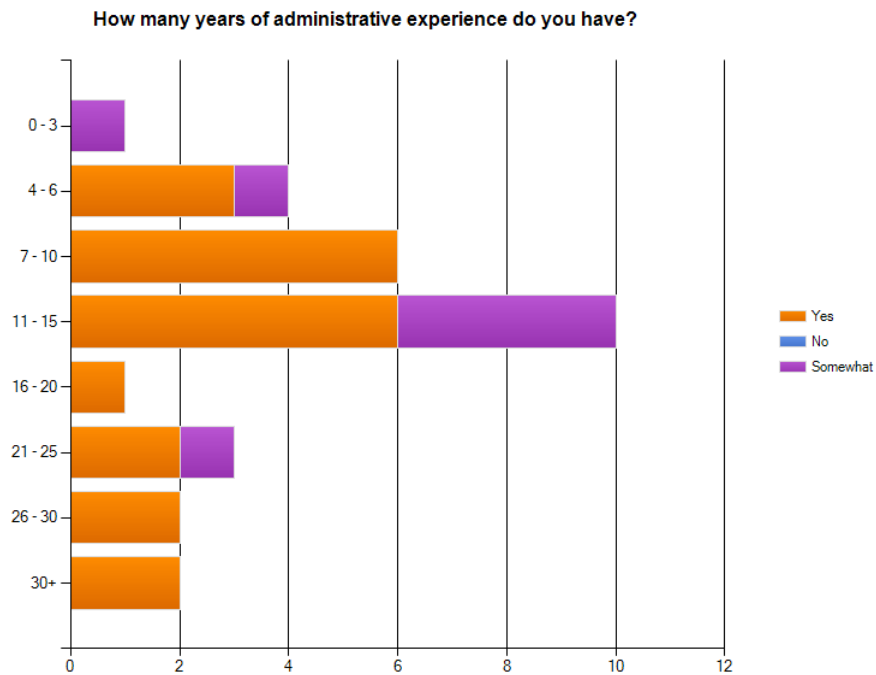
*Figure 6.* The level of job satisfaction according to years of experience indicated by surveyed principals in the sample district.

Table 23

*Number and Percentage of Participants by Job Satisfaction and Years of Administrative Experience: Principal*

Years of Administrative Experience	Job Satisfaction		
	Yes	No	Somewhat
0-3	0.0% (0)	0.0% (0)	14.3% (1)
4-6	13.6% (3)	0.0% (0)	14.3% (1)
7-10	27.3% (6)	0.0% (0)	0.0% (0)
11-15	27.3% (6)	0.0% (0)	57.1% (4)
16-20	4.5% (1)	0.0% (0)	0.0% (0)
21-25	9.1% (2)	0.0% (0)	14.3% (1)
26-30	9.1% (2)	0.0% (0)	0.0% (0)
30+	9.1% (2)	0.0% (0)	0.0% (0)





*Figure 7.* The level of job satisfaction according to administrative experience indicated by surveyed principals in the sample district.

The majority of the respondents for the district supervisor survey were male and very satisfied with their job (62.5%) and female district supervisors who were very and somewhat satisfied with their job (87.5%) (see Tables 24 and 25).

The age range for the district supervisor survey was from 31-60 (see Table 26). The most district supervisors who were satisfied with their job fell into the age range of 51-55, while the somewhat satisfied fell into the 36-40 range. There are six (75%) respondents who completed their master’s degree and five were very satisfied with their job (71.4%) while one (100.0%) was only somewhat

satisfied with their job. Also, two (25%) completed their doctorate and were also very satisfied (see Table 27).

While most respondents (5) were certified to administer at the district level (71.4%), four (57.1%) were certified at the secondary (grades 7-12) and elementary (grades K-6) levels. The fewest number of respondents (2) were certified for the pre-K level (see Table 28). The years of educational experience range from 7-31+ with the majority falling in the 26-30 years of experience category (see Table 29). The responses for years of administrative experience indicated a much lower range: 4-20 years, with the majority being in the 16-20 category (see Table 30).

Table 24

*Number and Percentage of Participants by Job Satisfaction and Gender: District Supervisor*

Gender	Job Satisfaction		
	Yes	No	Somewhat
Male	71.4% (5)	0.0% (0)	0.0% (0)
Female	28.6% (2)	0.0% (0)	100.0% (1)

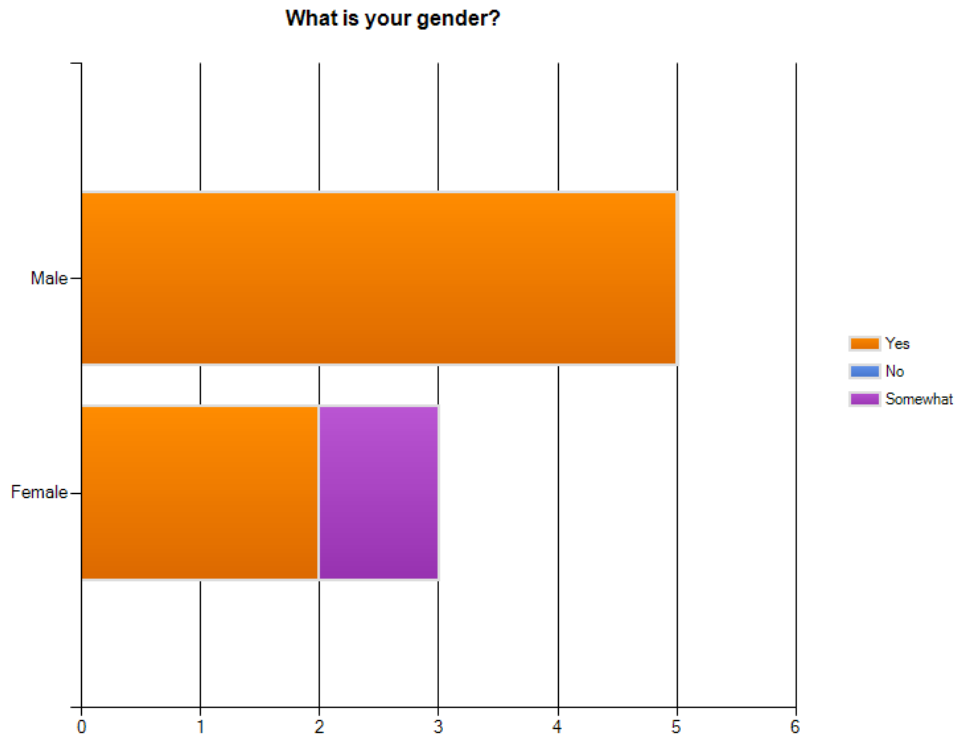


Figure 8. The level of job satisfaction according to gender indicated by surveyed district supervisors in the sample district.

Table 25

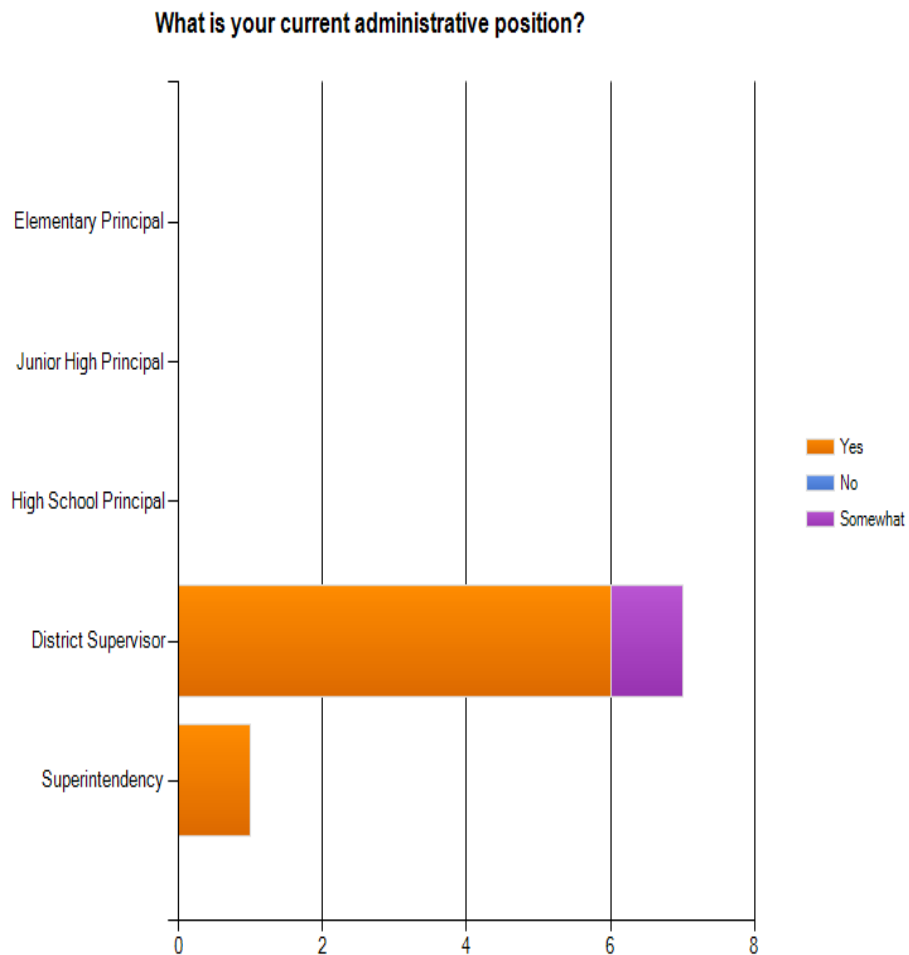
*Number and Percentage of Participants by Job Satisfaction and Current Administrative Position: District Supervisor*

Current Administrative Position	Job Satisfaction		
	Yes	No	Somewhat
Elementary Principal	0.0% (0)	0.0% (0)	0.0% (5)
Jr. High Principal	0.0% (0)	0.0% (0)	0.0% (0)

Table 25 continues

Sr. High Principal	0.0%	0.0%	0.0%
	(0)	(0)	(0)
District Supervisor	85.7%	0.0%	100.0%
	(6)	(0)	(1)
Superintendency	14.3%	0.0%	0.0%
	(1)	(0)	(0)

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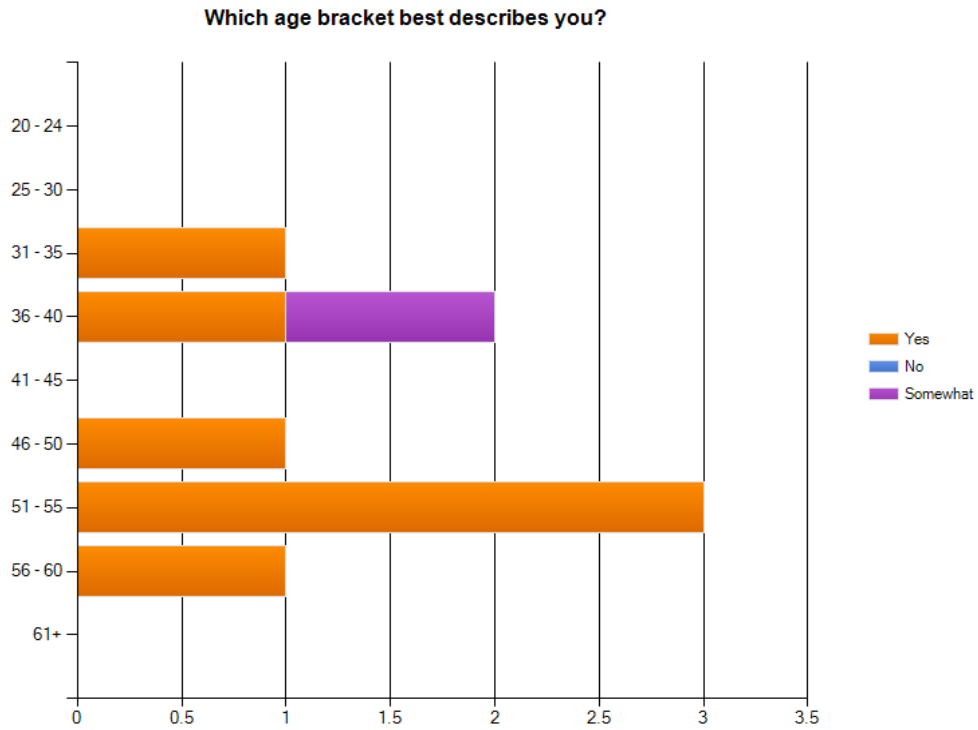


*Figure 9.* The level of job satisfaction according to current position indicated by district supervisors in the sample district.

Table 26

*Number and Percentage of Participants by Job Satisfaction and Age: District Supervisor*

Age	Job Satisfaction		
	Yes	No	Somewhat
20-24	0.0% (0)	0.0% (0)	0.0% (0)
25-30	0.0% (0)	0.0% (0)	0.0% (0)
31-35	14.3% (1)	0.0% (0)	0.0% (0)
36-40	14.3% (1)	0.0% (0)	100.0% (1)
41-45	0.0% (0)	0.0% (0)	0.0% (0)
46-50	14.3% (1)	0.0% (0)	0.0% (0)
51-55	42.9% (3)	0.0% (0)	0.0% (0)
56-60	14.3% (1)	0.0% (0)	0.0% (0)
61+	0.0% (0)	0.0% (0)	0.0% (0)



*Figure 10.* The level of job satisfaction according to age as indicated by surveyed district supervisors in the sample district.

Table 27

*Number and Percentage of Participants by Job Satisfaction and Highest Degree Completed: District Supervisor*

Highest Degree Completed	Job Satisfaction		
	Yes	No	Somewhat
Bachelors	0.0% (0)	0.0% (0)	0.0% (0)
Masters	71.4% (5)	0.0% (0)	100.0% (1)
Doctorate	28.6% (2)	0.0% (0)	0.0% (0)

Table 28

*Number and Percentage of Participants by Job Satisfaction and Levels Certified to Administer: District Supervisor*

Levels Certified to Administer	Job Satisfaction		
	Yes	No	Somewhat
Pre-K	28.6% (2)	0.0% (0)	100.0% (1)
Elementary K-6	57.1% (4)	0.0% (0)	100.0% (1)
Secondary 7-12	57.1% (4)	0.0% (0)	100.0% (1)
D.S./Superintendency	71.4% (5)	0.0% (0)	0.0% (0)

Table 29

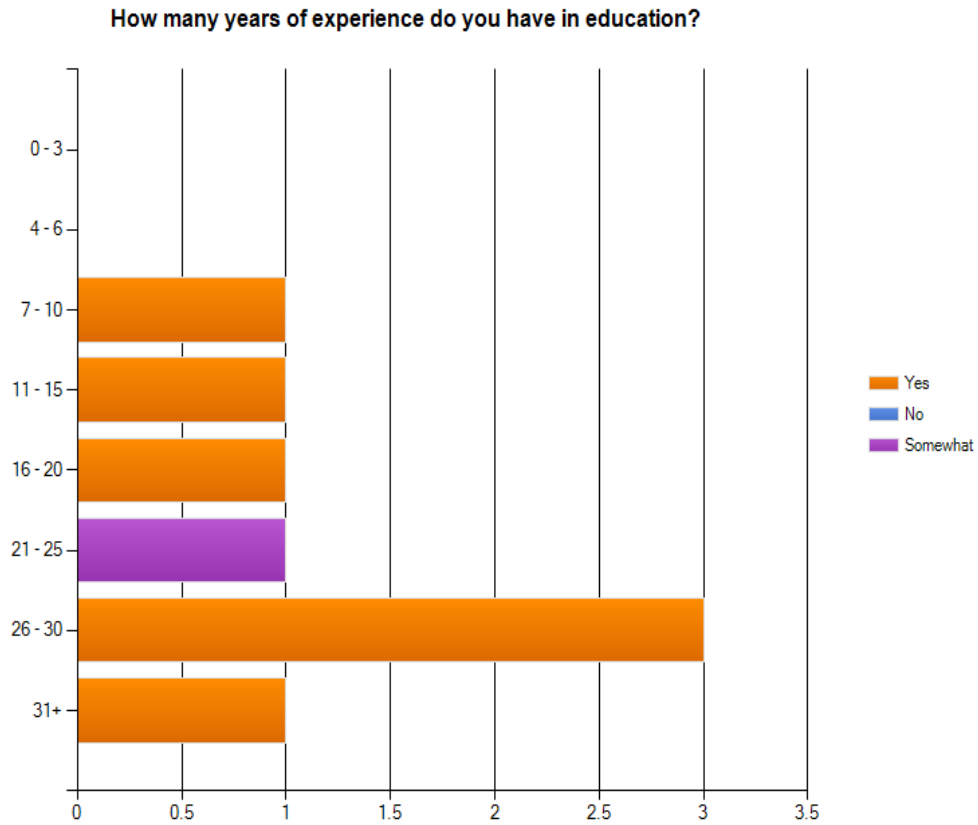
*Number and Percentage of Participants by Job Satisfaction and Years of Education Experience: District Supervisor*

Years of Education Experience	Job Satisfaction		
	Yes	No	Somewhat
0-3	0.0% (0)	0.0% (0)	0.0% (0)
4-6	0.0% (0)	0.0% (0)	0.0% (0)
7-10	14.3%	0.0%	0.0%

Table 29 continues

11-15	(1) 14.3%	(0) 0.0%	(0) 0.0%
16-20	(1) 14.3%	(0) 0.0%	(0) 0.0%
21-25	(1) 0.0%	(0) 0.0%	(0) 100.0%
26-30	(0) 42.9%	(0) 0.0%	(1) 0.0%
31+	(3) 14.3%	(0) 0.0%	(0) 0.0%
	(1)	(0)	(0)

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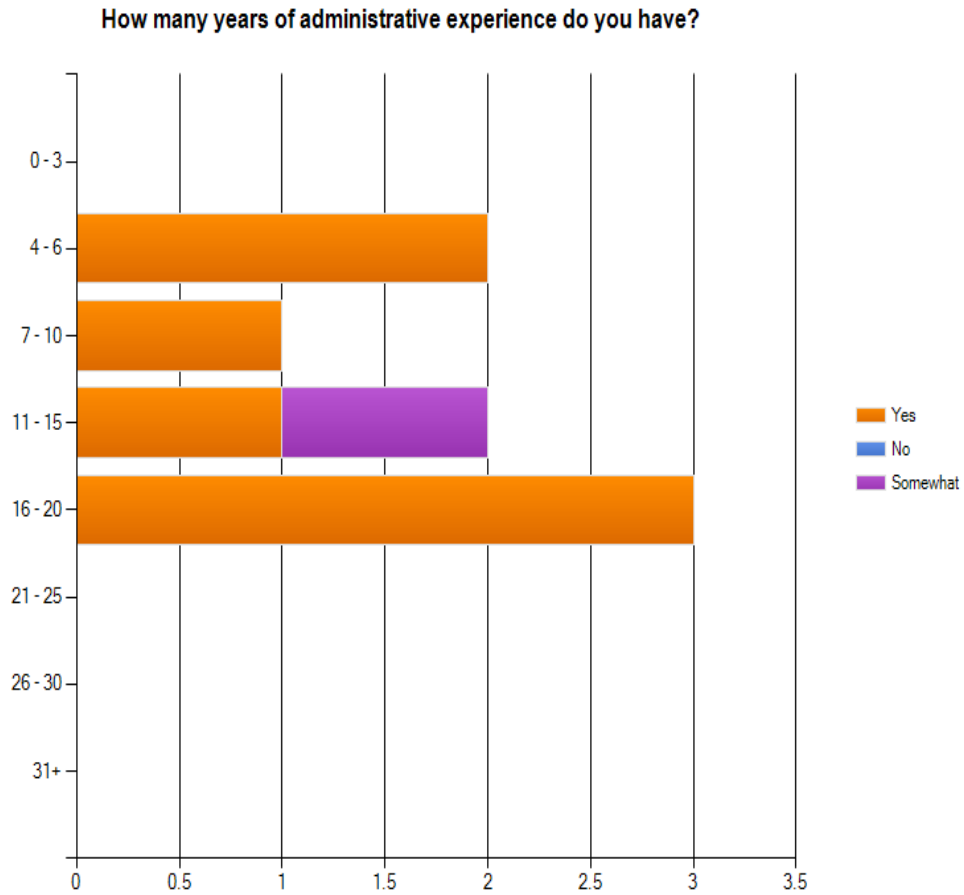
*Figure 11.* The level of job satisfaction according to education experience indicated by surveyed district supervisors in the sample district.



Table 30

*Number and Percentage of Participants by Job Satisfaction and Years of Administrative Experience: District Supervisor*

Years of Administrative Experience	Job Satisfaction		
	Yes	No	Somewhat
0-3	0.0% (0)	0.0% (0)	0.0% (0)
4-6	28.6% (2)	0.0% (0)	0.0% (0)
7-10	14.3% (1)	0.0% (0)	0.0% (0)
11-15	14.3% (1)	0.0% (0)	100.0% (1)
16-20	42.9% (3)	0.0% (0)	0.0% (0)
21-25	0.0% (0)	0.0% (0)	0.0% (0)
26-30	0.0% (0)	0.0% (0)	0.0% (0)
30+	0.0% (0)	0.0% (0)	0.0% (0)



*Figure 12.* The level of job satisfaction according to administrative experience indicated by surveyed district supervisors in the sample district.

**Research question 3.** Has administrative job satisfaction been influenced by the RIF processes?

According to the principal survey results, 13 (44.8%) of the respondents answered yes, RIF processes have influenced their job satisfaction in some way, while 37.9% responded that the reduction in force processes had not influenced their job satisfaction in some

way. Lastly, 17.2% of the respondents answered that RIF processes have somewhat influenced their job satisfaction (see Table 31). To clarify, seven (31.8%) responded that yes the RIF processes had influenced their job satisfaction in some way, but they are still very satisfied with their job. Meanwhile, five (22.7%) respondents answered that RIF processes influenced their job satisfaction somewhat, but they, too, are also very satisfied with their job. Of those that responded no to being influenced by the RIF processes, 10 (45.5%) were very satisfied with their job, while one (14.3%) were somewhat satisfied with their job (see Table 31).

When surveyed about the necessity of the RIF process, 72.4% of the respondents felt that was necessary, 6.9% felt that it was not necessary, and 20.7% were unsure whether the RIF process was necessary or not (see Table 32). Among these responses, 22 (75.9%) were still very satisfied with their job and seven (24.1%) were somewhat satisfied. In connection, 10 (34.5%) of the respondents responded that the RIF process had affected them personally, four (13.8%) responded that it had personally affected them somewhat, and 15 (51.7%) responded that it had not affected them personally at all.

Overall, 12 (41.4%) respondents felt that the RIF process had no effect at all on their job satisfaction and that they are still

satisfied. Still, 15 (51.7%) respondents felt that the RIF process was somewhat influential on their job satisfaction because it was a difficult process and 6.9% believe that the RIF process was very influential because they are no long completely satisfied with their job (see Table 34).

Table 31

*Number and Percentage of Participants by Job Satisfaction and RIF Effect in Some Way on Job Satisfaction: Principal*

RIF Affect in Some Way on Job Satisfaction	Job Satisfaction		
	Yes	No	Somewhat
Yes	31.8% (7)	0.0% (0)	85.7% (6)
No	45.5% (10)	0.0% (0)	14.3% (1)
Somewhat	22.7% (5)	0.0% (0)	0.0% (0)

I feel that reduction in force procedures have affected my job satisfaction in some way.

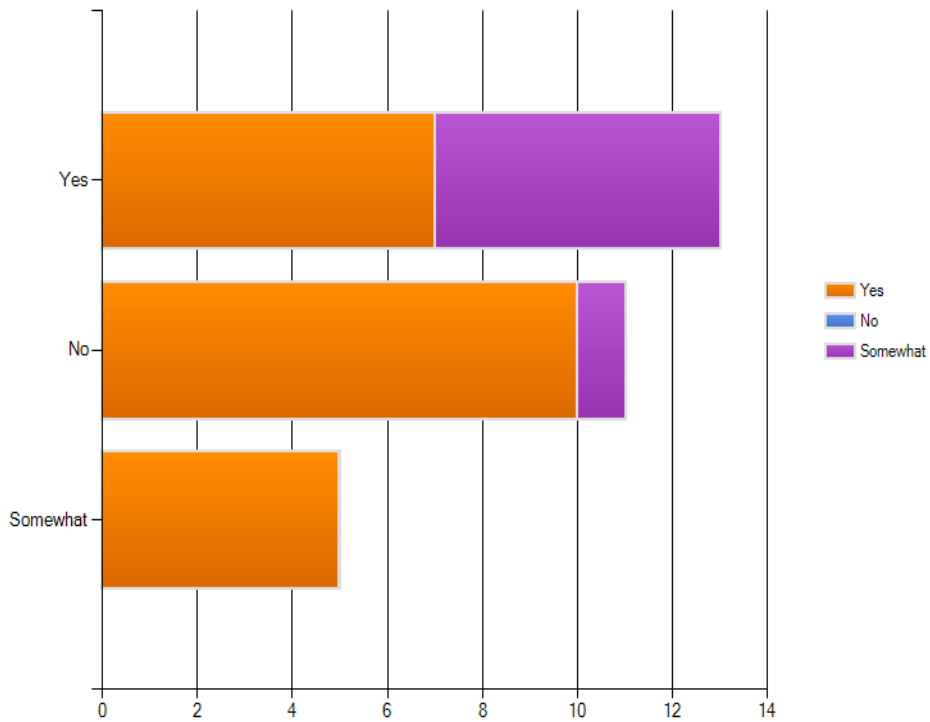


Figure 13. The level of job satisfaction according to the effect of the RIF process indicated by surveyed principals in the sample district.

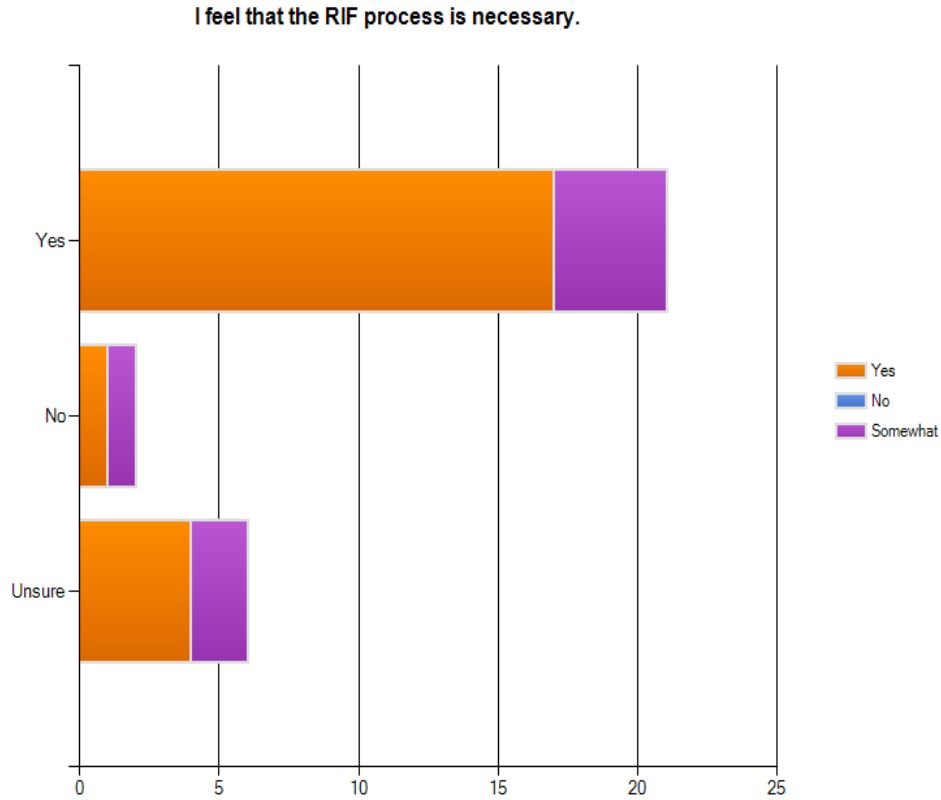
Table 32

Number and Percentage of Participants by Job Satisfaction and RIF Process Necessary: Principal

RIF Process is Necessary	Job Satisfaction		
	Yes	No	Somewhat
Yes	77.3% (17)	0.0% (0)	57.1% (4)

Table 32 continues

No	4.5%	0.0%	14.3%
	(1) (0)	(1)	
Unsure	18.2%	0.0%	28.6%
	(4)	(0)	(2)



*Figure 14.* The level of job satisfaction according to how surveyed principals in the sample district perceived the necessity of the RIF process.

Table 33

*Number and Percentage of Participants by Job Satisfaction and RIF Effect Personally: Principal*

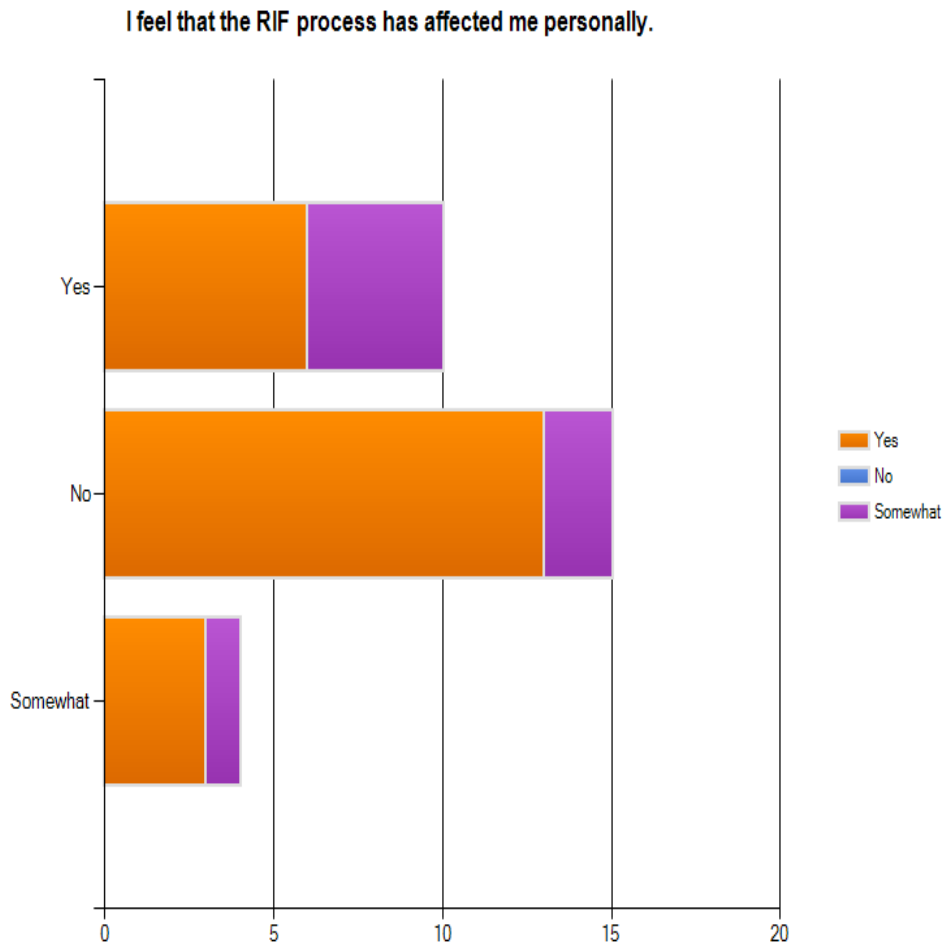
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Job Satisfaction
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Table 33 continues

RIF Effect Personally	Yes	No	Somewhat
Yes	27.3% (6)	0.0% (0)	57.1% (4)
No	59.1% (13)	0.0% (0)	28.6% (2)
Somewhat	13.6% (3)	0.0% (0)	14.3% (1)



*Figure 15.* The level of job satisfaction according to the personal effect of the RIF process on surveyed principals in the sample district.

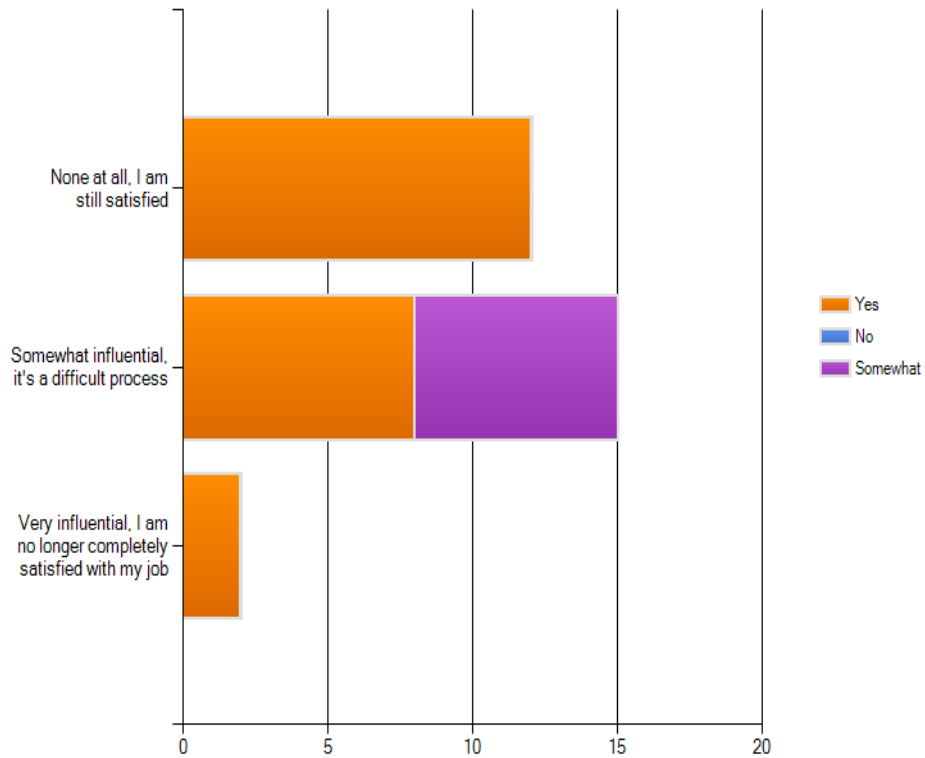
Table 34

*Number and Percentage of Participants by Job Satisfaction and RIF Effect on Job Satisfaction as a Whole: Principal*

RIF Effect on Job Satisfaction as a Whole	Job Satisfaction		
	Yes	No	Somewhat
Yes	54.5% (12)	0.0% (0)	0.0% (0)
No	36.4% (8)	0.0% (0)	100.0% (7)
Somewhat	9.1% (2)	0.0% (0)	0.0% (0)



**What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?**



*Figure 16.* The overall impact of the RIF process on job satisfaction as a whole indicated by the surveyed principals in the sample district.

The results of the district supervisor survey revealed that two (25.0%) of the respondents felt that the RIF process affected their job satisfaction in some way, three (37.5%) felt that it did not effect their jobs satisfaction at all, and three (37.5%) felt that it somewhat affected their job satisfaction in some way (see Table 35). Concurrently, seven (87.5%) respondents answered that the RIF process is necessary while one (12.5%) answered that it is

somewhat necessary. It is important to note that none of the respondents felt that the RIF process is unnecessary (see Table 36).

Also, five (62.5%) participants answered that the RIF process has not affected them personally. Yet, two (25.0%) reported that yes, the RIF process has affected them personally and one (12.5%) felt that the RIF process had affected him or her somewhat personally (see Table 37).

As a whole, seven (87.5%) respondents answered that the RIF process was somewhat influential on their job satisfaction and one 12.5% answered that the RIF process has no influence at all on their job satisfaction. Note that none of the respondents thought that the RIF process was very influential on their job satisfaction (see Table 38).

Table 35

*Number and Percentage of Participants by Job Satisfaction and RIF Effect in Some Way on Job Satisfaction: District Supervisor*

RIF Effect in Some Way on Job Satisfaction	Job Satisfaction		
	Yes	No	Somewhat
Yes	28.6% (2)	0.0% (0)	0.0% (0)
No	28.6%	0.0%	100.0%

Table 35 continues

	(2)	(0)	(1)
Somewhat	42.9%	0.0%	0.0%
	(3)	(0)	(0)

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I feel that reduction in force procedures have affected my job satisfaction in some way.

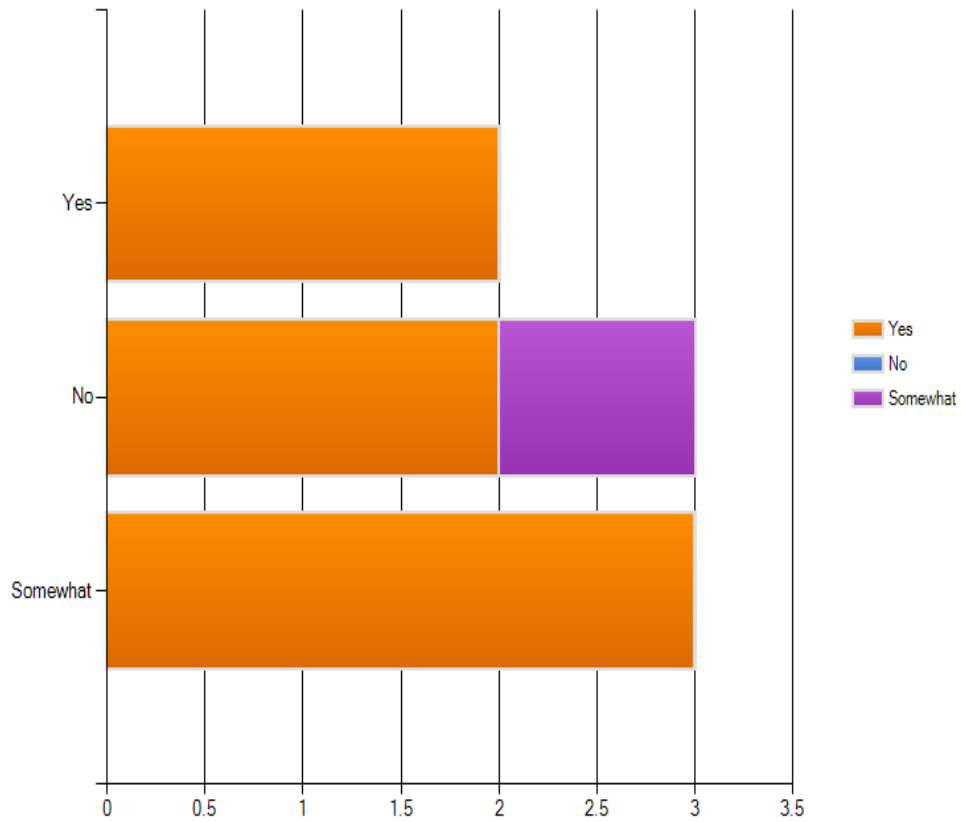


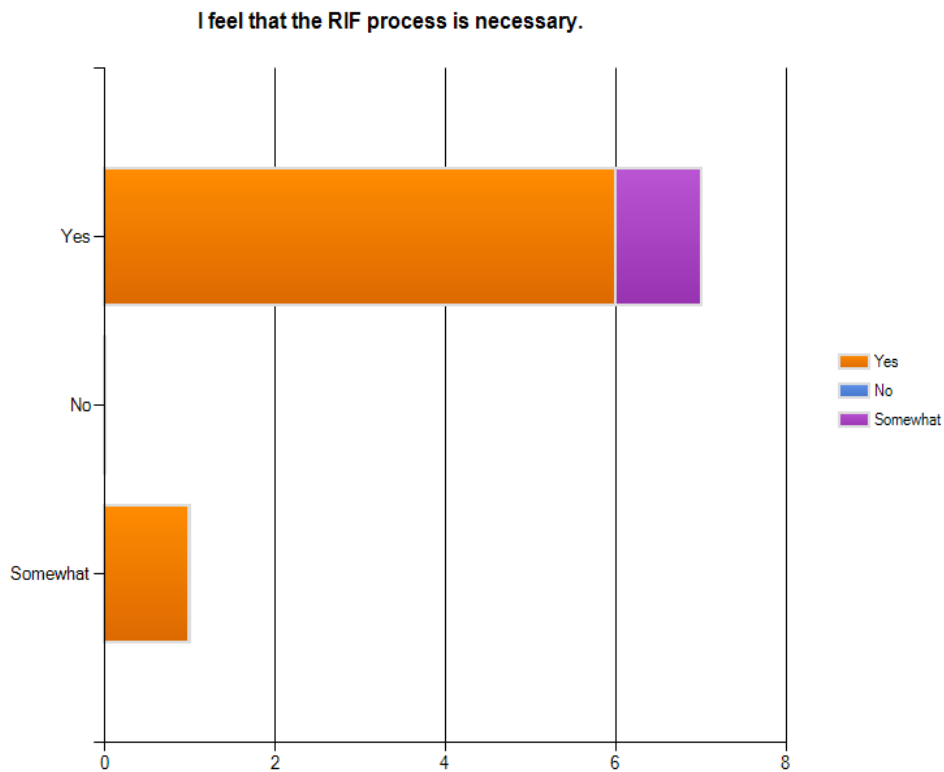
Figure 17. The level of job satisfaction according to the effect of the RIF process indicated by surveyed district supervisors in the sample district.

Table 36

Number and Percentage of Participants by Job Satisfaction and RIF Process Necessary: District Supervisor

Table 36 continues

RIF Process is Necessary	Job Satisfaction		
	Yes	No	Somewhat
Yes	85.7% (6)	0.0% (0)	100.0% (1)
No	0.0% (0)	0.0% (0)	0.0% (0)
Unsure	14.3% (1)	0.0% (0)	0.0% (0)

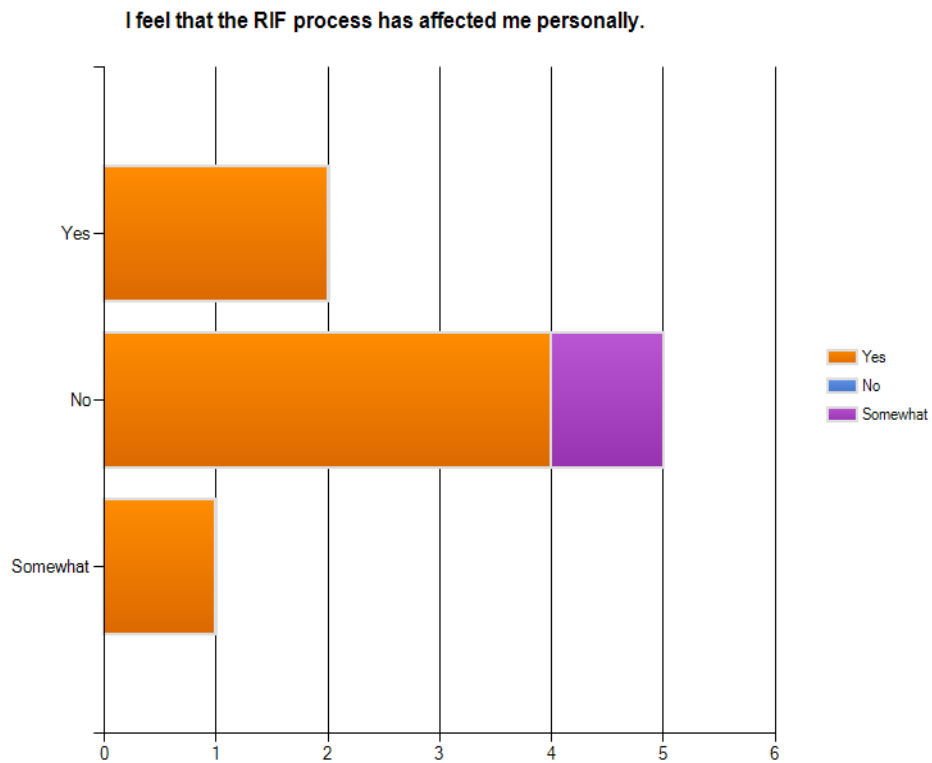


*Figure 18.* The level of job satisfaction according to how surveyed principals in the sample district perceived the necessity of the RIF process.

Table 37

*Number and Percentage of Participants by Job Satisfaction and RIF Effect Personally: District Supervisor*

RIF Effect Personally	Job Satisfaction		
	Yes	No	Somewhat
Yes	28.6% (2)	0.0% (0)	0.0% (0)
No	57.1% (4)	0.0% (0)	100.0% (1)
Somewhat	14.3% (1)	0.0% (0)	0.0% (0)



*Figure 19.* The level of job satisfaction according to the personal effect of the RIF process on surveyed district supervisors in the

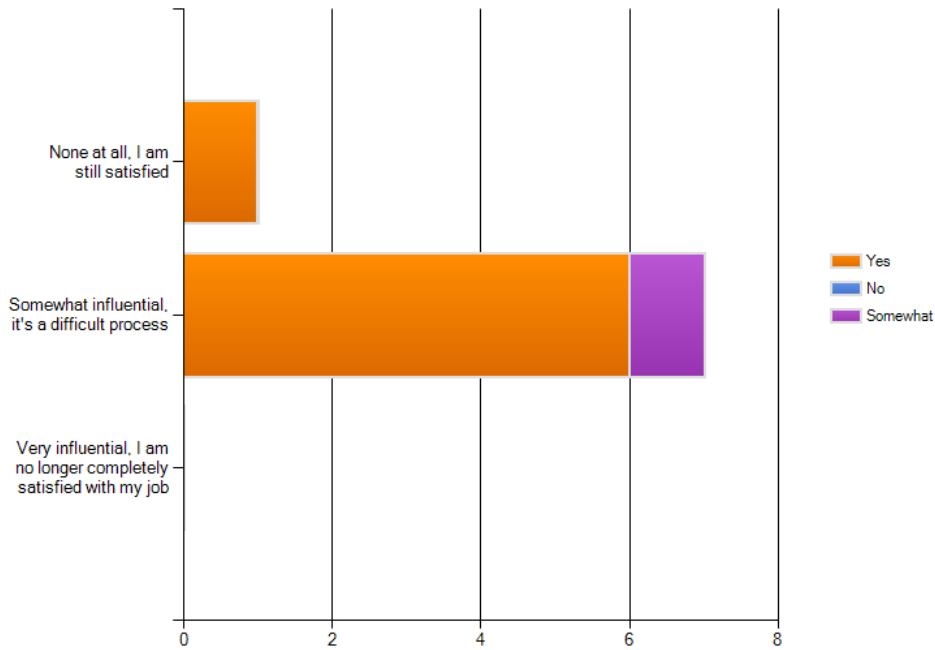
sample district.

Table 38

*Number and Percentage of Participants by Job Satisfaction and RIF Effect on Job Satisfaction as a Whole: District Supervisor*

RIF Affect on Job Satisfaction as a Whole	Job Satisfaction		
	Yes	No	Somewhat
Yes	14.3% (1)	0.0% (0)	0.0% (0)
No	85.7% (6)	0.0% (0)	100.0% (1)
Somewhat	0.0% (0)	0.0% (0)	0.0% (0)

**What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?**



*Figure 20.* The overall impact of the RIF process on job satisfaction as a whole indicated by the surveyed district supervisor in the sample district.

**Research question 4.** Which details of the RIF processes correlate with administrator job satisfaction?

The results of the principal survey indicated two levels of measurable job satisfaction: being very satisfied with their job and what impact they felt the RIF process had on their job satisfaction as a whole. Initially, out of the 22 (75.9%) who participated in the RIF process at their site in spring 2009, 15 were very satisfied with their job, while seven were somewhat satisfied (see Table 39). Yet, the same 22 (75.9%) respondents who experienced the RIF process

at their site in spring 2009 provided responses that were very different when answering what impact the RIF process had on their job satisfaction as a whole. Out of this group, eight (36%) responded that the RIF process had not affected them at all and they were very satisfied, 12 (55%) felt that the RIF process was somewhat influential since it is a difficult process, and two (9%) responded that the RIF process was very influential, and since the RIF they are no longer very satisfied with their job (see Table 40).

The number of teachers who were a part of the RIF at each site also yielded different results. Principals recorded that 21 (75%) of them were very satisfied with their jobs and seven (25%) were somewhat satisfied, despite the number of RIF teachers at their site (ranging from 1 to 10+), if at all (see Table 41). When comparing the same number of teachers who were fired as a result of RIF at each site for each respondent, the numbers and percentages change, but not the range for the number of teachers involved in the RIF. In Table 42, 11 (39.3%) respondents noted that the RIF process had no effect at all on their job satisfaction because they are still very satisfied. This percentage is a drop from the previous results on job satisfaction and the number of teachers who were given RIF letters at each site. Though a there is a drop, the category still shows that between zero and six teachers per principal were given RIF letters.



More principals (15 or 53.6%) felt that the RIF process was somewhat influential because it is a difficult process (number of teachers given RIF letters ranged from 0 to 10+) while two principals (7.1%) felt that the RIF process had been very influential and they are no longer completely satisfied with their job, yet the number of teachers given RIF letters ranged between 0-6.

The principal survey also revealed that 10 (34.5%) respondents had been involved in a previous RIF process while 19 (65.5%) respondents had not been involved in a previous RIF process (see Table 43). When the same numbers and percentages are compared to what impact they feel the RIF process had on their job satisfaction, 12 (41.4%) are still satisfied, 15 (51.7%) are somewhat satisfied due to the difficult nature of the process, and two (6.9%) are no longer satisfied and feel that the RIF process was very influential to their job satisfaction as a whole (see Table 44). There were respondents that did give RIF letters to teachers at their site that answered that they were very satisfied with their job, but in comparing these data to what impact the RIF process had on their job satisfaction as a whole, the total number who felt satisfied and not influenced went from 16 to 8, while six answered that they were somewhat satisfied and two answered that they were no longer satisfied (see Table 44). In addition, when responding to questions

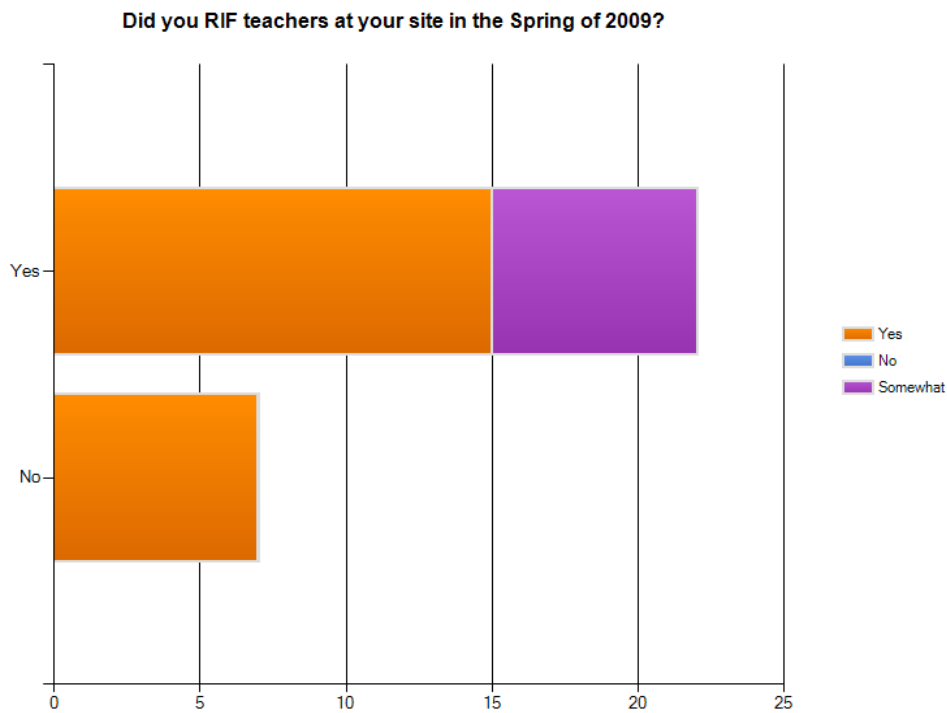
about both job satisfaction and the RIF's impact, the number of teachers that the principals had to personally notify, in their opinion, had a similar impact on their job satisfaction. While respondents who answered very satisfied had a notification range of 0-6 teachers notified, the somewhat satisfied category showed a notification range of 0-3 (see Table 45). When surveyed about the RIF's impact, respondents who notified 0-6 teachers indicated that they are still satisfied, the somewhat satisfied notified 0-3 teachers, and the no longer satisfied notified 4-6 teachers (see Table 46).

Respondents were also asked to select up to six areas that they felt were the most affected by the RIF process at their site. The highest numbers came from kindergarten with 12 (54.5%), followed next by first and second grade with 6 (27.3%) each, then third and sixth grades with 5 (22.7%) each, fourth and secondary English with 4 (18.2%) each, and then smaller numbers and percentages all the way to 0 (0.0%) (see Table 47). To continue, principals were asked if they felt the highly affected areas, in their opinion, would affect the quality of education in the future. In response, 13 (56.5%) respondents answered yes, it would affect quality education in the future, six (26.1%) answered no, it would not, and four (17.4%) answered that it would somewhat effect the quality of education in the future (see Table 48).

Table 39

*Number and Percentage of Participants by Job Satisfaction and RIF at Site: Principal*

RIF at Site	Job Satisfaction		
	Yes	No	Somewhat
Yes	68.2% (15)	0.0% (0)	100.0% (7)
No	31.8% (7)	0.0% (0)	0.0% (0)



*Figure 21.* The level of job satisfaction according to the occurrence of the RIF process at Site indicated by surveyed principals in the sample district.

Table 40

*Number and Percentage of Participants by RIF Impact on Job Satisfaction and RIF at Site: Principal*

RIF at Site	RIF Impact on Job Satisfaction		
	None at all, I am still satisfied	Somewhat influential, difficult process	Very influential, no longer completely satisfied
Yes	66.7% (8)	80.0% (12)	100.0% (2)
No	33.3% (4)	20.0% (3)	0.0% (0)

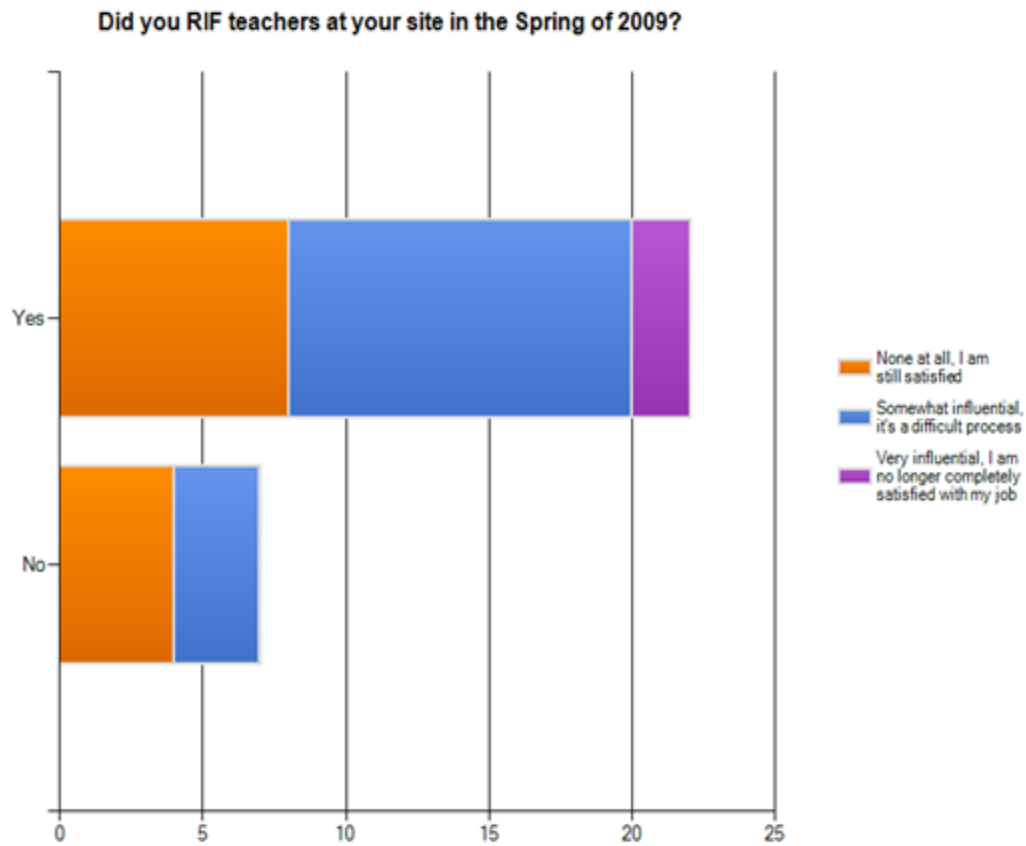


Figure 22. The impact of the RIF process on job satisfaction as indicated by surveyed principals in the sample district at sites where the RIF process did and did not occur.

Table 41

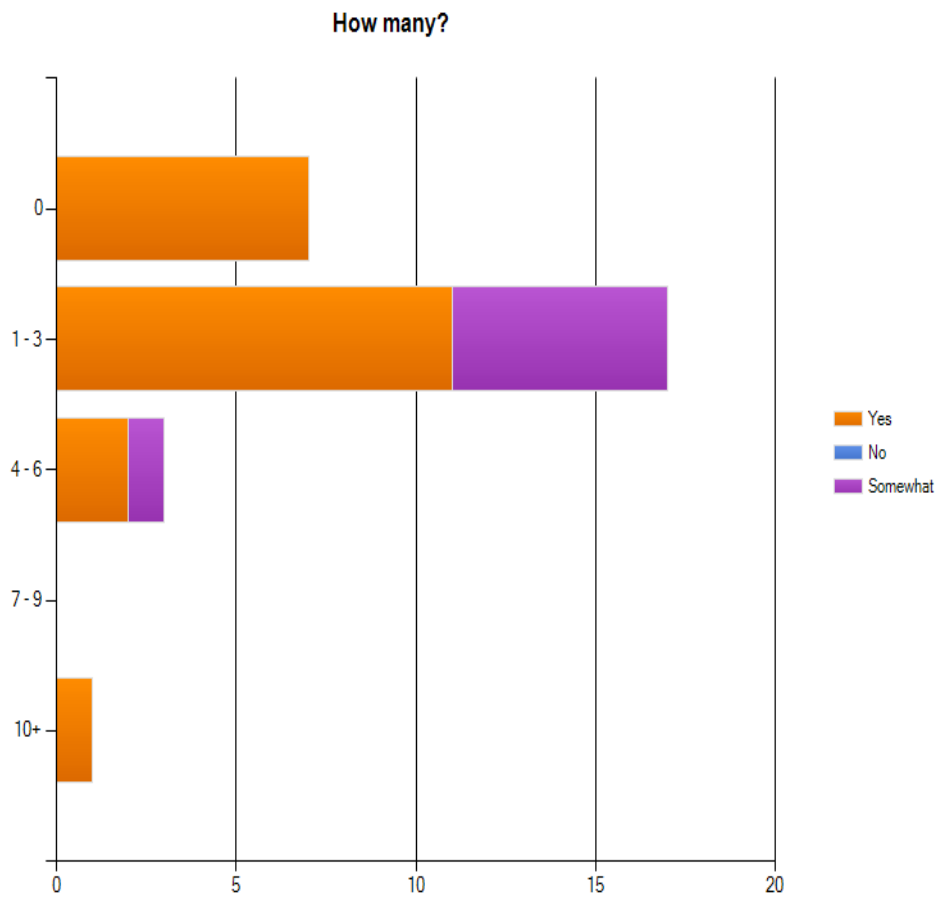
Number and Percentage of Participants by Job Satisfaction and Number and Percentage of RIFs at Site: Principal

RIFs at Site	Job Satisfaction		
	Yes	No	Somewhat
0	33.3% (7)	0.0% (0)	0.0% (0)

Table 41 continues

1-3	52.4%	0.0%	85.7%
	(11)	(0)	(6)
4-6	9.5%	0.0%	14.3%
	(2)	(0)	(1)
7-9	0.0%	0.0%	0.0%
	(0)	(0)	(0)
10+	4.8%	0.0%	0.0%
	(1)	(0)	(0)

---



*Figure 23.* The level of job satisfaction according to the number of RIFs at the school site indicated by surveyed principals in the sample district.

Table 42

*Number and Percentage of Participants by RIF Impact on Job Satisfaction and Number and Percentage of RIFs at Site: Principal*

Number of RIFs at Site	RIF Impact on Job Satisfaction		
	None at all, I am still satisfied	Somewhat influential, difficult process	Very influential, no longer completely satisfied
0	36.4% (4)	20.0% (3)	0.0% (0)
1-3	54.5% (6)	66.7% (10)	50.0% (1)
4-6	9.1% (1)	6.7% (1)	50.0% (1)
7-9	0.0% (0)	0.0% (0)	0.0% (0)
10+	0.0% (0)	6.7% (1)	0.0% (0)

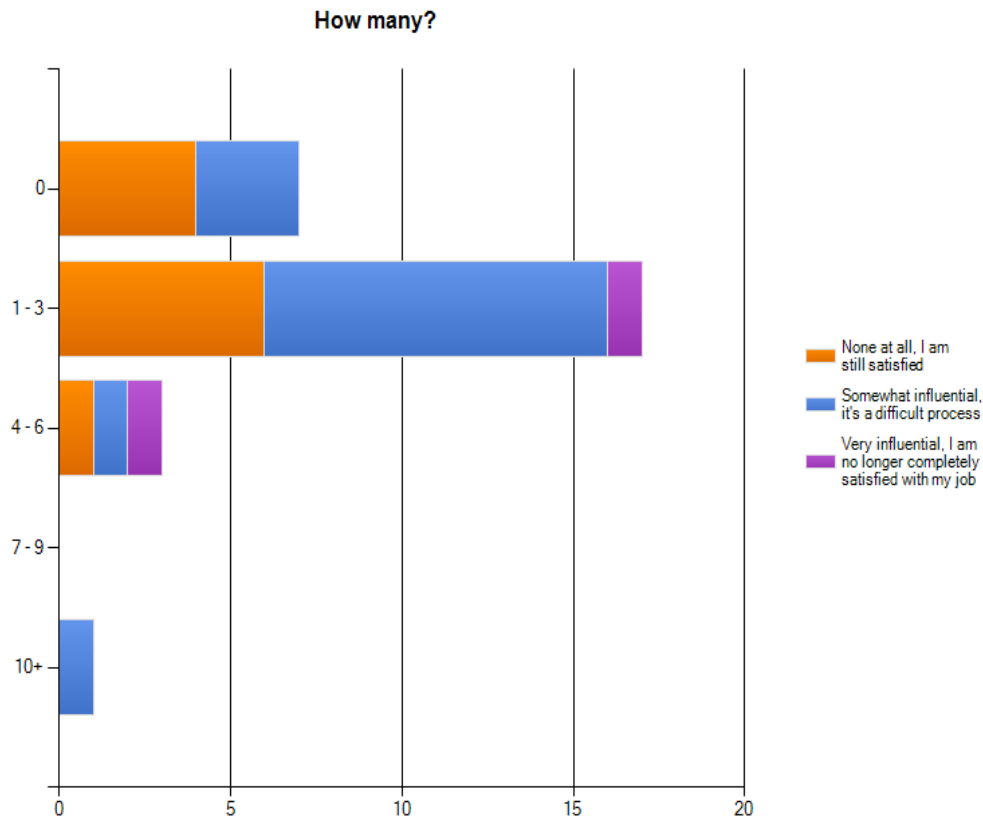


Figure 24. The impact of RIFs on job satisfaction according to the number of RIFs that occurred at the school site indicated by the surveyed principals in the sample district.

Table 43

Number and Percentage of Participants by Job Satisfaction and Previous RIF Experience: Principal

Previous RIF Experience	Job Satisfaction		
	Yes	No	Somewhat
Yes	36.4% (8)	0.0% (0)	28.6% (2)

Table 43 continues



No	63.6% (14)	20.0% (3)	71.4% (5)
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Table 44

*Number and Percentage of Participants by RIF Impact on Job Satisfaction and Previous RIF Experience: Principal*

RIF Impact on Job Satisfaction			
Previous RIF Experience	None at all, I am still satisfied	Somewhat influential, difficult process	Very influential, no longer completely satisfied
Yes	25.0% (3)	40.0% (6)	50.0% (1)
No	75.0% (9)	60.0% (9)	50.0% (1)

Table 45

*Number and Percentage of Participants by Job Satisfaction and Number of RIFs Personally Notified (Previously): Principal*

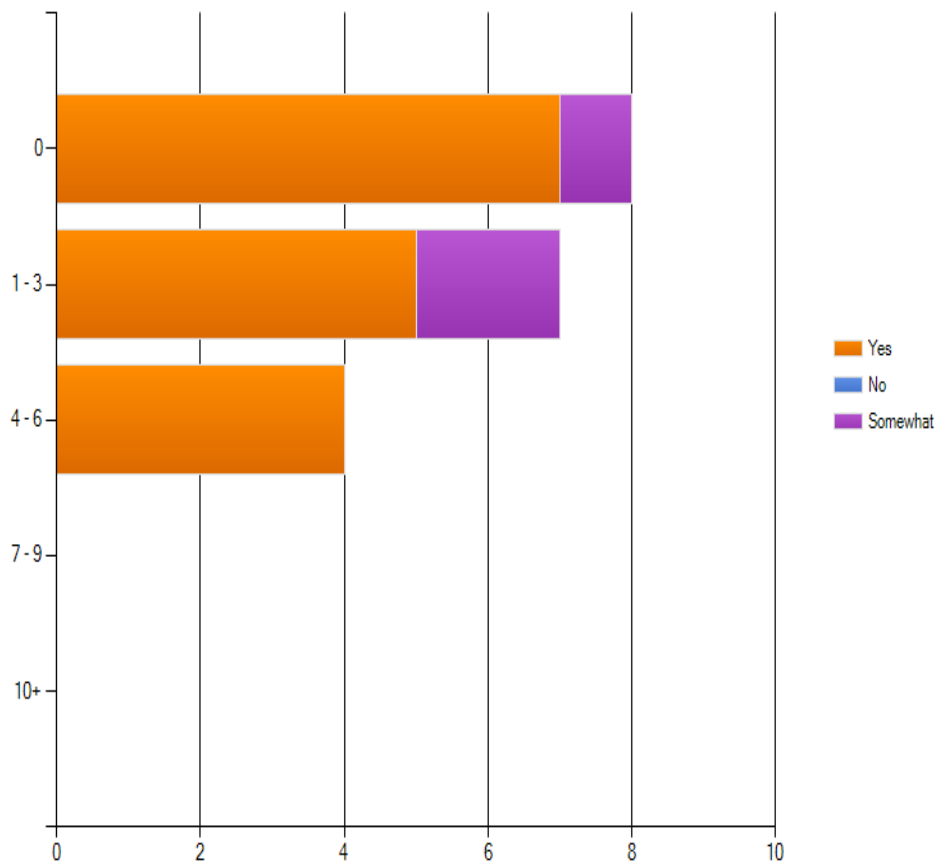
Job Satisfaction			
# RIFs Personally Notified (Previously)	Yes	No	Somewhat
0	33.3% (7)	0.0% (0)	0.0% (0)

Table 45 continues

1-3	52.4%	0.0%	85.7%
	(11)	(0)	(6)
4-6	9.5%	0.0%	14.3%
	(2)	(0)	(1)
7-9	0.0%	0.0%	0.0%
	(0)	(0)	(0)
10+	4.8%	0.0%	0.0%
	(1)	(0)	(0)

---

**If so, approximately how many teachers did you have to personally notify?**



*Figure 25.* The level of job satisfaction according to the number of personal notifications personally delivered on previous occasions indicated by surveyed principals in the sample district.

Table 46

*Number and Percentage of Participants by RIF Impact on Job Satisfaction and Number and Percentage of RIFs at Site: Principal*

RIF Impact on Job Satisfaction			
Number of RIFs Personally Notified	None at all, I am still satisfied	Somewhat influential, difficult process	Very influential, no longer completely satisfied
0	62.5% (5)	33.3% (3)	0.0% (0)
1-3	12.5% (1)	66.7% (6)	0.0% (0)
4-6	25.0% (2)	0.0% (0)	100.0% (2)
7-9	0.0% (0)	0.0% (0)	0.0% (0)
10+	0.0% (0)	0.0% (0)	0.0% (0)

If so, approximately how many teachers did you have to personally notify?

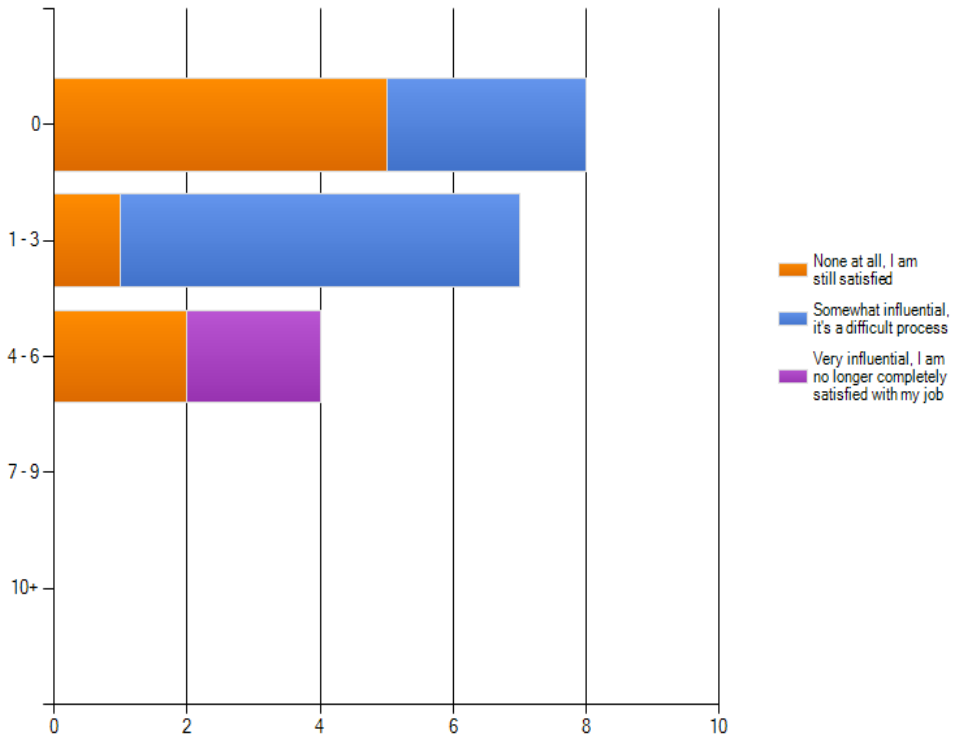


Figure 26. The impact of RIFs on job satisfaction according to the number of teachers personally notified by the surveyed principals in the sample district.

Table 47

*Number and Percentage of Participants by Job Satisfaction and How RIF at Site Affected Grades and Subject Areas: Principal*

Grade/Subject	Job Satisfaction		
	Yes	No	Somewhat
K	60.0% (9)	0.0% (0)	42.9% (3)

Table 47 continues

1 <sup>st</sup>	26.7%	0.0%	28.6%
	(4)	(0)	(2)
2 <sup>nd</sup>	26.7%	0.0%	28.6%
	(4)	(0)	(2)
3 <sup>rd</sup>	20.0%	0.0%	28.6%
	(3)	(0)	(2)
4 <sup>th</sup>	26.7%	0.0%	0.0%
	(4)	(0)	(0)
5 <sup>th</sup>	6.7%	0.0%	0.0%
	(1)	(0)	(0)
6 <sup>th</sup>	26.7%	0.0%	14.3%
	(4)	(0)	(1)
P.E.	6.7%	0.0%	0.0%
	(1)	(0)	(0)
Art	6.7%	0.0%	14.3%
	(1)	(0)	(1)
Music	0.0%	0.0%	0.0%
	(0)	(0)	(0)
English – Secondary	20.0%	0.0%	14.3%
	(3)	(0)	(1)
Math – Secondary	6.7%	0.0%	14.3%
	(1)	(0)	(1)
S.S. – Secondary	6.7%	0.0%	0.0%
	(1)	(0)	(0)
Science – Secondary	6.7%	0.0%	0.0%
	(1)	(0)	(0)
F.L. – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)
SPED – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)
Vocational – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)

---

Table 48

*Number and Percentage of Participants by Job Satisfaction and Future Effects on Quality of Education: Principal*

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Job Satisfaction

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Table 48 continues

Future Affect On Education	Yes	No	Somewhat
Yes	62.5% (10)	0.0% (0)	42.9% (3)
No	31.3% (5)	0.0% (0)	14.3% (1)
Somewhat	6.3% (1)	0.0% (0)	42.9% (3)

The district supervisor survey focused on previous RIF experience, affected areas throughout the district, and their opinion on what effect, if any, these highly affected areas will have on quality education in the future. To start, 62.5% of district supervisors had been involved in a RIF process prior to the one in spring 2009, while 37.5% did not have prior RIF process experience. Overall, 87.5% of respondents were very satisfied with their job and 12.5% were somewhat satisfied (see Table 49). As far as what impact, in their opinion, the RIF process had on their job satisfaction as a whole, one (12.5%) reported no impact and was still satisfied, while seven (87.5%) were somewhat influenced in their job satisfaction by the RIF process (see Table 50).

Table 51 provides the data on district supervisors' perceptions on which areas were affected the most during the RIF process of spring 2009. Almost unanimously, the respondents felt

the area of physical education (PE) was the most affected, with seven (87.5%) respondents selected PE as an affected area. PE was followed by music and art, which received four responses (50.0%) each, secondary English with two (25.0%) responses, and the rest received one (12.5%) or zero (0.0%) responses (see Table 51).

Most respondents (6 or 75.0%) indicated they were very satisfied with their job, but felt that education would be affected in the future by the areas that were affected by the spring 2009 RIF. Only two (25.0%) felt that education would not be affected by this spring 2009 RIF in the future (see Table 52).

Table 49

*Number and Percentage of Participants by Job Satisfaction and Previous RIF Experience: District Supervisor*

Previous RIF Experience	Job Satisfaction		
	Yes	No	Somewhat
Yes	57.1% (4)	0.0% (0)	100.0% (1)
No	42.9% (3)	0.0% (0)	0.0% (0)

Have you been involved in reduction in force processes, as an administrator, either in this district or another, in previous years?

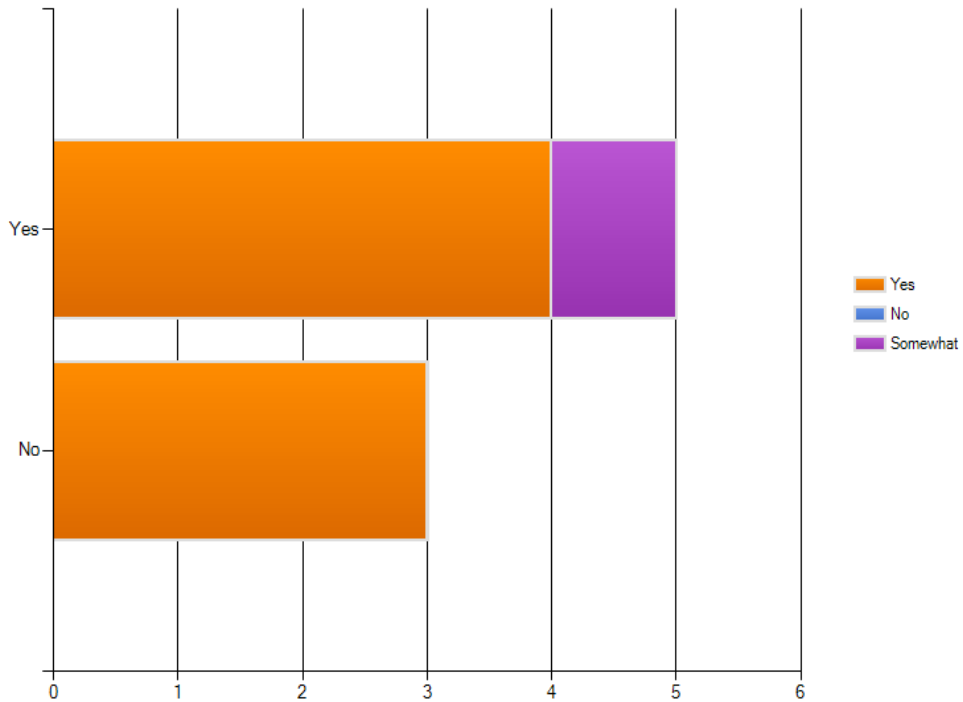


Figure 27. The level of job satisfaction according to previous RIF experience indicated by surveyed district supervisors in the sample district.

Table 50

Number and Percentage of Participants by RIF Impact on Job Satisfaction and Previous RIF Experience: District Supervisor

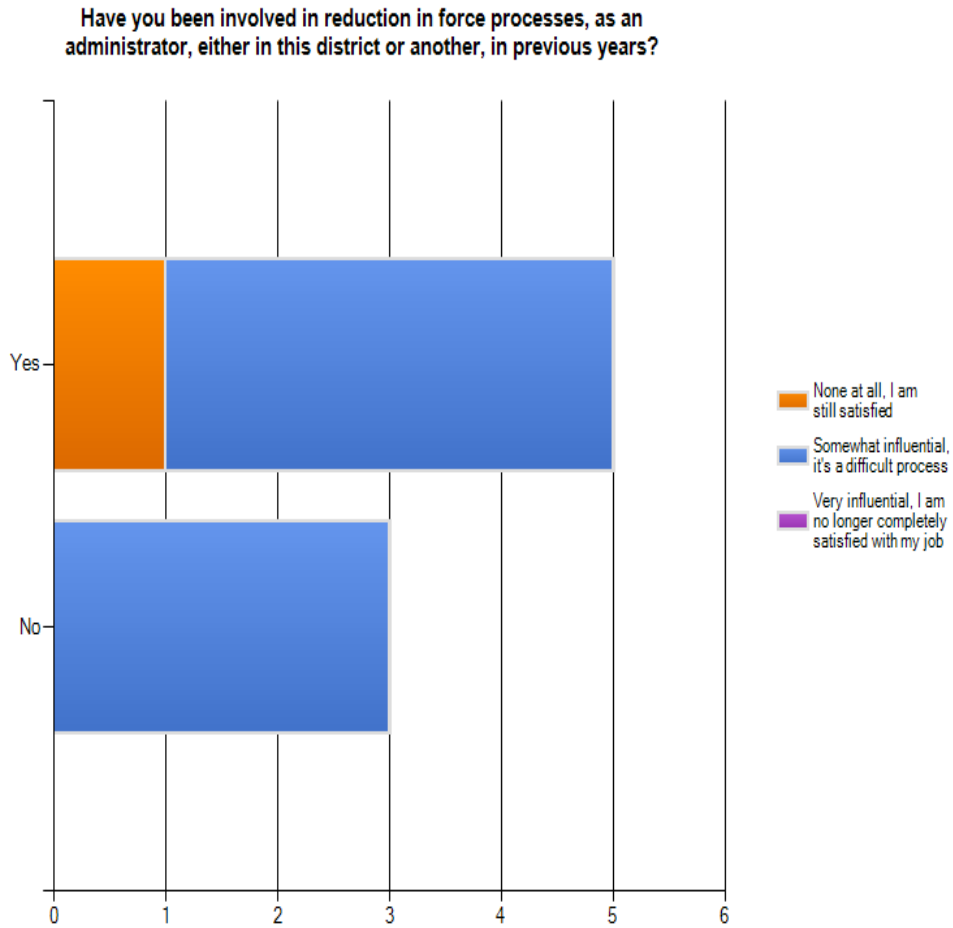
Previous RIF Experience	RIF Impact on Job Satisfaction		
	None at all, I am still satisfied	Somewhat influential, difficult process	Very influential, no longer completely satisfied
Yes	100.0%	57.1%	0.0%

Table 50 continues



No	(1) 0.0%	(4) 42.9%	(0) 0.0%
	(0)	(3)	(0)

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*Figure 28.* The impact of the RIF process on job satisfaction according to previous RIF experience indicated by surveyed district supervisors in the sample district.

Table 51

*Number and Percentage of Participants by Job Satisfaction and Affected RIF Areas in District: District Supervisor*

Table 51 continues

Grade/Subject	Job Satisfaction		
	Yes	No	Somewhat
K	14.3%	0.0%	0.0%
	(1)	(0)	(0)
1 <sup>st</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
2 <sup>nd</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
3 <sup>rd</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
4 <sup>th</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
5 <sup>th</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
6 <sup>th</sup>	0.0%	0.0%	100.0%
	(0)	(0)	(1)
P.E.	85.7%	0.0%	100.0%
	(6)	(0)	(1)
Art	42.9%	0.0%	100.0%
	(3)	(0)	(1)
Music	42.9%	0.0%	100.0%
	(3)	(0)	(1)
English – Secondary	14.3%	0.0%	100.0%
	(1)	(0)	(1)
Math – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)
S.S. – Secondary	0.0%	0.0%	100.0%
	(0)	(0)	(1)
Science – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)
F.L. – Secondary	14.3%	0.0%	0.0%
	(1)	(0)	(0)
SPED – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)
Vocational – Secondary	0.0%	0.0%	0.0%
	(0)	(0)	(0)

Table 52

*Number and Percentage of Participants by Job Satisfaction and Future Effects on Quality of Education: District Supervisor*

Future Affect On Education	Job Satisfaction		
	Yes	No	Somewhat
Yes	71.4% (6)	0.0% (0)	100.0% (1)
No	28.6% (2)	0.0% (0)	0.0% (0)
Somewhat	0.0% (0)	0.0% (0)	0.0% (0)

**Research question 5.** What suggestions do administrators have regarding future RIF notification procedures?

In the principal survey, all 29 (100.0%) respondents, whether they were very satisfied or somewhat satisfied with their job, felt that the policies and procedures of the district were followed (see Table 53). Also, the most respondents, 26 (96.3%), felt that they knew how the RIFs were determined in spring 2009, while only one (3.7%) felt they he or she was somewhat aware of how the RIFs were determined (see Table 54). In reference to future RIFs, 17 (68.0%) principals felt that they would suggest changes in determining which employees to RIF and eight (32.0%) responded

that they would not suggest changes (see Table 55). Also, 23 (82.1%) principals felt that site administrators were adequately involved in the district’s RIF process, while 5 (17.9%) disagreed and felt that they were not adequately involved (see Table 56).

Principals also recorded their communication plan with those they supervised for informing them about receiving an RIF letter (see Table 57). Within this table, principals were encouraged to mark all answers that apply as well as provide additional strategies and clarifications that they used in an open-ended response format (see Table 57). Strategies used included informal individual conversation prior to official notice (21 or 77.8%), group information meeting to explain policy and procedures for RIFs (14 or 51.9%), individual meeting to provide official notice (11 or 40.7%), and another category where three (11.1%) respondents provided another method for informing those they supervised about their impending RIF (see Table 57).

Table 53

*Number and Percentage of Participants by Job Satisfaction and Policies and Procedures Followed: Principal*

	Job Satisfaction		
	Yes	No	Somewhat
Policies/Procedures Followed			

Table 53 continues

Yes	100.0% (22)	0.0% (0)	100.0% (7)
No	0.0% (0)	0.0% (0)	0.0% (0)
Somewhat	0.0% (0)	0.0% (0)	0.0% (0)

Table 54

*Number and Percentage of Participants by Job Satisfaction and Knowledge of RIF Determination Process: Principal*

Knowledge of RIF Determination Process	Job Satisfaction		
	Yes	No	Somewhat
Yes	95.0% (19)	0.0% (0)	100.0% (7)
No	0.0% (0)	0.0% (0)	0.0% (0)
Somewhat	5.0% (1)	0.0% (0)	0.0% (0)

Table 55

*Number and Percentage of Participants by Job Satisfaction and Suggestions for RIF Determination: Principal*

Suggestion for RIF Determination	Job Satisfaction		
	Yes	No	Somewhat

Table 55 continues

Yes	61.1%	0.0%	85.7%
	(11)	(0)	(6)
No	38.9%	0.0%	14.3%
	(7)	(0)	(1)

---

Table 56

*Number and Percentage of Participants by Job Satisfaction and Site Leaders Adequately Involved in RIF Process: Principal*

Adequate Site Admin. RIF Involvement	Job Satisfaction		
	Yes	No	Somewhat
Yes	81.0%	0.0%	85.7%
	(17)	(0)	(6)
No	19.0%	0.0%	14.3%
	(4)	(0)	(1)

---

Do you believe the site administrators were adequately involved in the district's RIF process?

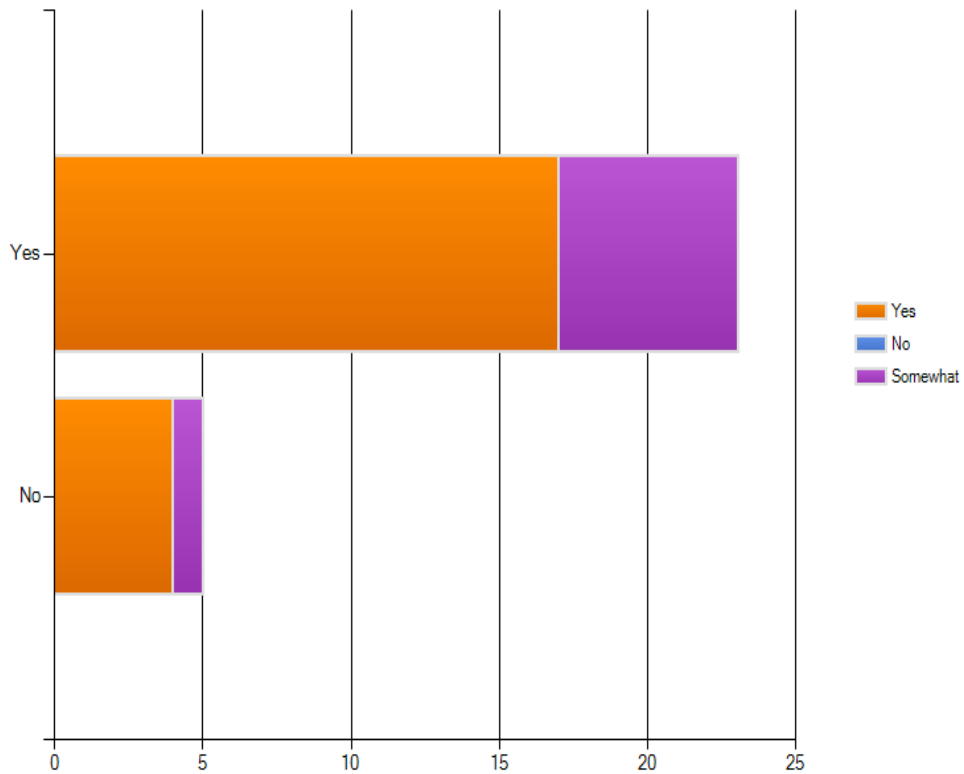


Figure 29. The perception of adequate involvement by site leaders in the RIF process according to job satisfaction indicated by surveyed principals in the sample district.

Respondents were also asked to comment on other methods that they used in order to notify teachers of impending RIFs. Some answers included:

- Giving a formal letter from the district at the same time as having an informal, individual conference with each teacher

- Holding follow-up meetings as things changed from initial announcements to final placements
- No RIFs (unclear and in the ‘very satisfied with my job’ category)

The responses to the district supervisor survey showed that eight (100.0%) respondents felt that the policies and procedures of the district were followed during the RIF process held during spring 2009 (see Table 58). Also, six (75.0%) respondents felt that the RIF process was productive and fair to administrators, while two (25.0%) felt that it was somewhat productive and fair to administrators (see Table 59).

As far as being a part of the decision-making process for choosing RIF recipients, seven (87.5%) respondents felt that they were not involved in this process while one (12.5%) felt that yes he or she was involved in this process (see Table 60). If the district has to RIF in the future, only two (25.0%) would make suggestions in determining which employees to RIF while six (75.0%) would not (See Table 60)..

As for communication plans that were suggested for notifying RIFed employees, seven (87.5%) held individual meetings to provide official notice, six (75.0%) used group information meetings to explain policy and procedures, four (50.0%) used



informal individual conversations prior to the official notice, and one (12.5%) provided an additional, open-ended response suggestion (see Table 61).

Table 57

*Number and Percentage of Participants by Job Satisfaction and Policies and Procedures Followed: District Supervisor*

Policies/Procedures Followed	Job Satisfaction		
	Yes	No	Somewhat
Yes	100.0% (7)	0.0% (0)	100.0% (1)
No	0.0% (0)	0.0% (0)	0.0% (0)
Somewhat	0.0% (0)	0.0% (0)	0.0% (0)

Table 58

*Number and Percentage of Participants by Job Satisfaction and RIF Fair to Administrators: District Supervisor*

RIF Fair to Administrators	Job Satisfaction		
	Yes	No	Somewhat
Yes	71.4% (5)	0.0% (0)	100.0% (1)
No	0.0%	0.0%	0.0%

Table 58 continues

	(0)	(0)	(0)
Somewhat	28.6%	0.0%	0.0%
	(2)	(0)	(0)

Table 59

*Number and Percentage of Participants by Job Satisfaction and RIF Fair to Those Supervised: District Supervisor*

RIF Fair to Those Supervised	Job Satisfaction		
	Yes	No	Somewhat
Yes	71.4%	0.0%	100.0%
	(5)	(0)	(1)
No	0.0%	0.0%	0.0%
	(0)	(0)	(0)
Somewhat	28.6%	0.0%	0.0%
	(2)	(0)	(0)

Table 60

*Number and Percentage of Participants by Job Satisfaction and Involvement in RIF Determination: District Supervisor*

Involvement in RIF Determination	Job Satisfaction		
	Yes	No	Somewhat
Yes	14.3%	0.0%	0.0%
	(1)	(0)	(0)
No	85.7%	0.0%	100.0%
	(6)	(0)	(1)

Table 60 continues

Somewhat	0.0%	0.0%	0.0%
	(0)	(0)	(0)

---

Table 61

*Number and Percentage of Participants by Job Satisfaction and Suggestions for RIF Determination: District Supervisor*

Suggestion for RIF Determination	Job Satisfaction		
	Yes	No	Somewhat
Yes	28.6%	0.0%	0.0%
	(2)	(0)	(0)
No	71.4%	0.0%	100.0%
	(5)	(0)	(1)
Somewhat	0.0%	0.0%	0.0%
	(0)	(0)	(0)

---

Respondents were also asked to comment on other methods that they used in order to notify those they supervise of impending RIFs. Respondents supplied the following answers:

- Met with individuals to discuss options
- Met with individuals to listen to concerns
- Met with individuals to follow up

### **Summary of Findings**

For the principal survey, 22 (75.9%) were very satisfied with

their job, while seven (24.1%) were somewhat satisfied (see Table 14). Note that none of the respondents answered that they were not satisfied with their job or that they would not spend the rest of their career as an administrator (see Table 13).

The majority of the respondents to the principal survey were elementary principals, female, or both. So when looking at demographics in coordination with job satisfaction, a natural predisposition will be towards elementary, female, or both (see Tables 17 and 18). Also, the majority of respondents to the principal survey fell within the age bracket of 46-50 (34.5%). While the ages varied for the respondents who were very satisfied with their job (36-61+), those that were somewhat satisfied only fall into three categories: 36-40; 46-50; and 56-60, with the majority falling into the 46-50 section (see Table 19).

The principal survey also showed that most of the respondents who were the most satisfied completed their master's degrees (81.8%), while the majority of respondents who were somewhat satisfied have their doctorate degrees (57.1%) (see Table 20). Congruently, the majority of respondents, both very satisfied and somewhat satisfied, were certified to administer elementary (grades K-6) with 89.7%. The next largest was secondary (grades 7-12) with 41.4%, then pre-K with 27.6%, and lastly superintendency

with 17.2% (see Table 21). Overall, participants have 11-31+ years of education experience and 0-30+ years of administrative experience (see Tables 22 and 23).

The principal survey revealed two levels of measurable job satisfaction: overall job satisfaction, and what impact they feel the RIF process had on their job satisfaction as a whole. Initially, out of the 75.9% (22) who RIFed teachers at their site in the Spring of 2009, 15 were still very satisfied with their job, while 7 were somewhat satisfied (see Table 39). Yet, out of the same 75.9% (22) who RIFed at their site in the Spring of 2009, the responses were very different when answering what impact the RIF process had on their job satisfaction as a whole. Out of this group, 8 responded that the RIF process hadn't affected them at all and they were still very satisfied, 12 felt that the RIF process was somewhat influential since it is a difficult process, and 2 believe that the RIF process was very influential, since they are no longer very satisfied with their job (see Table 40).

To add, the principal survey also revealed that 34.5% (10) of respondents had been involved in a RIF process before while 65.5% (19) of respondents had not been involved in a previous RIF process (see Table 43). When the same numbers and percentages are compared to what impact they feel the RIF process has had on their

job satisfaction, 41.4% (12) are still satisfied, 51.7% (15) are somewhat satisfied due to the difficult nature of the process, and 6.9% (2) are no longer satisfied and feel that the RIF process was very influential to their job satisfaction as a whole (see Table 44).

The number of teachers RIFfed at each site also yielded different results. Principals recorded that 21 (75%) of them are very satisfied with their jobs and 7 (25%) are somewhat satisfied, despite the number of teachers RIFfed at their site (the number of teachers being RIFfed ranges from 1 to 10+), if at all (see Table 41). When comparing the same number of teachers RIFfed at each site for each respondent, the numbers and percentages change, but not the range for the number of teachers RIFfed. In Table 42, 11 (39.3%) note that the RIF process had no affect at all on their job satisfaction since they are still very satisfied, a drop from the previous table on job satisfaction and the number of teachers RIFfed at each site, but still shows the RIFfing of between 0 and 6 teachers per principal. More principals (15 = 53.6%) felt that the RIF process was somewhat influential because it is a difficult process (the number of RIFfed teachers in this category range from 0 to 10+) while 2 principals (7.1%) felt that the RIF process had been very influential and they are no longer completely satisfied with their job, yet their range for the number of teachers RIFfed is from 1 to 6.

The District Supervisor survey indicated that 6 (85.7%) are very satisfied with their job and plan on spending the rest of their career as an administrator, while 1 (14.3%) is also very satisfied with his/her job, but is unsure about spending the rest of his/her career as an administrator (see Table 15). Similarly, only 1 (100.0%) answered that they were somewhat satisfied with their job, but affirmed that they would be spending the rest of their career as an administrator. Overall, 7 (87.5%) are very satisfied with their job, while 1 (12.5%) is somewhat satisfied (see Table 16). It is very telling that none of the district supervisors answered that they were not satisfied with their job or that they would not spend the rest of their career as an administrator (see Table 15).

For the District Supervisor survey, the majority of the respondents were male and very satisfied with their job (62.5%) and district supervisors who were very and somewhat satisfied with their job (87.5%) (see Tables 24 and 25).

The age range for the district supervisor survey was from 31-60 (see Table 26). Those most satisfied with their job fell into the age range of 51-55, while the somewhat satisfied fell into the 36-40 age range. There are 6 (75%) who completed their Masters degree and 5 were very satisfied with their job (71.4%) while 1 (100.0%) was only somewhat satisfied with their job. Also, 2 (25%)

completed their Doctorate and were also very satisfied (see Table 27).

While most (5) are certified to administer at the district level (71.4%), secondary 7-12 (4 at 57.1%) and elementary K-6 (4 at 57.1%) come in tied for second, with Pre-K (2) coming in last at 28.6% (see Table 28).

The years of educational experience range from 7-31+ with the majority falling in the 26-30 years category (see Table 29). The years of administrative experience settles in a much lower range: 4-20 years, with the majority being in the 16-20 category (see Table 30).

The District Supervisor survey revealed that 25.0% (2) felt that the RIF process affected their job satisfaction in some way, while 37.5% (3) felt that it did not affect their jobs satisfaction at all and 37.5% (3) felt that it somewhat affected their job satisfaction in some way (see Table 35).

Concurrently, 87.5% (7) respondents believed that the RIF process is necessary while 12.5% (1) believed that it is somewhat necessary. It is important to note that none of the respondents feel that the RIF process is unnecessary (see Table 36).

Also, 62.5% (5) participants answered that the RIF process has not affected them personally. Yet, 25.0% (2) reported that yes



the RIF process has affected them personally and 12.5% (1) feels that the RIF process has affected somewhat personally (see Table 37).

As a whole, 87.5% (7) respondents answered that the RIF process was somewhat influential on their job satisfaction and 12.5% (1) answered that the RIF process has no influence at all on their job satisfaction. Note that none of the respondents thought that the RIF process was very influential on their job satisfaction (see Table 38).

The District Supervisor survey focused on previous RIF experience, affected areas throughout the district, and their opinion on what affect, if any, these highly affected areas will have on quality education in the future.

To start, 62.5% of district supervisors have been involved in a RIF process prior to the one in the spring of 2009 while 37.5% do not have prior RIF process experience. Overall, 87.5% of respondents are very satisfied with their job and 12.5% is somewhat satisfied (see Table 49). As far as what impact, in their opinion, the RIF process had on their job satisfaction as a whole, 1 (12.5%) reported no impact and is still satisfied, while 7 (87.5%) are somewhat influenced in their job satisfaction by the RIF process (see Table 50).

Table 51 reflects on district supervisors perceptions on which areas were affected the most during the RIF process of Spring 2009. Almost unanimously, the respondents felt the area of PE (physical education) was the most affected at 7 (87.5%), followed by music and art at 4 (50.0%) each, secondary English with 2 (25.0%), and the rest falling into the 1 (12.5%) or 0 (0.0%) categories (see Table 51).

Most are very satisfied with their job, 75.0% (6), and feel that education will be affected in the future by the areas that were affected by the Spring 2009 RIF. Only 2 (25.0%) feel that education will not be affected by this Spring 2009 RIF in the future (see Table 52).

## Chapter 5

### **Conclusions**

This study has examined administrators' perspectives on the effects RIF procedures have had on the job satisfaction of administrators in one, large urban, public school district in Arizona. This chapter will discuss the data, draw conclusions from the surveys, and offer recommendations for school leaders as to the impact RIF has had on administrator job satisfaction, what commonalities can be found among the most dissatisfied, and what strategies seemed to be the most efficient in notifying RIF recipients.

### **Discussion and Conclusions**

The first research question sought to answer the question: Overall, are administrators within this district satisfied with their jobs? Other studies that examined job satisfaction, such as Pierson (2008), reported that job satisfaction was high and continued to grow among administrators. Malone et al. (2001) also found that 92% of the respondents in their study reported their job satisfaction was either high or very high. According to this current study, that assessment continues to be correct. Out of the 31 principals and nine district supervisors that responded to the survey, 22 (75.9%) principals and seven (87.5%) district supervisors were very

satisfied with their job; 7 (24.1%) principals and 1 (12.5%) district supervisor were somewhat satisfied; and 2 principals and 1 district supervisor declined to answer the question. Also, none of the respondents indicated that they were dissatisfied with their job. Overall, roughly 78% of administrators in this district were either very or somewhat satisfied with their jobs and none responded negatively when asked about remaining an administrator for the remainder of their careers.

The second research questions asked: Does demographic information such as years of experience, age, gender, district position, and school level correlate with job satisfaction of administrators? In this study, in terms of demographic connections with overall job satisfaction, most of the very satisfied respondents for both the principal and the district supervisor survey were older, female, and in higher-level positions. Pierson (2008) referenced the research done by Janson and Martin (1982), Kallegurg and Loscocco (1983), and Brush, Moch, and Pooyan (1987), which noted that a higher level of job satisfaction was found in older workers. Pierson (2008) also credited Danziger and Dunkle (2005) for reporting that the higher-level positions are usually held by older workers, which might be more fulfilling than entry-level positions. The difference in age and length of time in the position

of the respondents may have attributed to the higher impact that the RIF process had on principals than it did on district supervisors.

Pengilly (2010) recognized age, gender, and years of experience as factors that impact overall job satisfaction. She found that women were more satisfied in their jobs than men, that job satisfaction was equally configured for all three age brackets, and that the more years of experience one has, the more satisfied they are with their job. One drawback of the gender argument is since more females answered the survey than males, so it seems obvious that more females would be satisfied than males.

The principal survey in this study rendered a similar gender distribution, with nine males and 22 females. It is likely that the data show that females are more satisfied with their jobs than males because the majority of the respondents are female. Conversely, the district supervisor survey yielded five males and four females, making this sample more balanced. Of the nine district supervisors, all but one answered very satisfied. These results indicated that the higher the administrative position of the respondent, the higher the job satisfaction. Similar to what Camasso (2010) found in her study, this study found that as age increased, so did one's job satisfaction, despite gender differences. Essentially, administrative level respondents and administrators who had longevity in their current

positions also had higher job satisfaction (see Tables 22, 23, 29 and 30). Therefore, older, more experienced, higher-level administrators foster more feelings of job satisfaction than their younger, less-experienced, lower-level counterparts.

Another conclusion to be made from the data includes higher job satisfaction with higher educational accomplishment for both principals and district supervisors (see Tables 20 and 27).

The third research question sought to discover if the RIF process had influenced administrative job satisfaction. When asked about their perception of the impact of the spring 2009 RIF on their job satisfaction, 13 (44.8%) principals responded that yes, RIF processes had influenced their job satisfaction in some way, while 37.9% responded that the reduction in force processes had not influenced their job satisfaction in some way, and 17.2% responded that RIF processes had somewhat influenced their job satisfaction. Seven (87.5%) district supervisor respondents answered that the RIF process was somewhat influential on their job satisfaction and one (12.5%) answered that the RIF process had no influence at all on their job satisfaction. Note that none of the respondents thought that the RIF process was very influential on their job satisfaction. Young (2008) detailed that the participants in his study who rated themselves as not satisfied also reported excessive anxiety

regarding job security and educational challenges. Also, dealing with RIFs could be considered an educational challenge, hence the drastic difference between the job satisfaction percentages and the impact of RIF on job satisfaction percentages for principals.

Cooper (1992) described that the RIF process is extremely personal and stressful for teachers. According to his study, the affects of the RIF process on teachers are overwhelming and negative. If the principals were the ones who are dealing with delivering the news to teachers, then it would follow that the process would be stressful and personal for administrators.

The current study also examined which factors of the RIF processes correlated with administrative job satisfaction. In a similar study, Rayfield (2002) conducted a study that suggested the job of a principal is complex and difficult, and many duties of the principalship are not identified as positive factors in terms of job satisfaction. In the current study, out of the number of principals who had to deal with RIFs at their site, eight responded that the RIF process had not affected them at all and they were still very satisfied. Meanwhile, 12 felt that the RIF process was somewhat influential because it is a difficult process, and two believed that the RIF process was very influential, and they are no longer very satisfied with their job. This can be interpreted as meaning that the

more directly involved an administrator is, the level that an administrator works, and years of experience all play a part in overall job satisfaction. In addition to those factors, the RIF process also appeared to have some influence on the job satisfaction of principals and district leaders. Grubb and Flessa (2006) said it best when they described factors that affect the administrator:

He or she is responsible for hiring and perhaps firing teachers, coordinating bus schedules, mollifying angry parents, disciplining children, overseeing the cafeteria, supervising special education and other categorical programs, and responding to all the “stuff that walks in the door.” (p. 519)

With a workload such as this, it is a wonder why administrators continue in their jobs, let alone how they can maintain job satisfaction.

In connection, 10 (34.5%) of the respondents believed that the RIF process had affected them personally, while four (13.8%) believe that it had personally affected them somewhat, and fifteen (51.7%) believed that it had not affected them personally at all. District supervisors on the other hand had 62.5% (5) participants that answered that the RIF process has not affected them personally. Yet, 25.0% (2) reported that yes the RIF process has affected them personally and 12.5% (1) feels that the RIF process has affected



somewhat personally.

The current study also wanted to determine what suggestions administrators in the sample district have regarding future RIF notification procedures. According to Brenda J. Green's 1983 study titled *Perceptions of selected school administrators concerning reduction in force policies and procedures in four Pacific Northwest states*, administrators are well aware of the importance of the RIF process and suggest guidelines to follow. For example, maintaining gender and racial equality is important, considering teacher quality not just seniority is also important, and laying off administrators before teachers needs to be considered. Most importantly, they felt that giving advanced notice to all who would be fired due to the RIF was imperative. Similarly, the current study's principal respondents mentioned having informal, individual conversations prior to the official notice so that recipients of RIF letters would be better prepared for the news. Both principals and district supervisors discussed holding informal, follow-up meetings as things changed from initial announcements to final placements. Also, district supervisors held group information meetings at various locations to provide answers for questions and concerns about the RIF process and procedures.

## **Implications**

For policy makers, information gained from this study could lead to positive changes in education. The constant pressure on schools to perform could be alleviated with additional resources such as money, time, professional development, not the cutting of resources through decreased funding. Maybe the additional expectations placed on school personnel and district administrators could be supplemented with additional funding or policies that reward and support educators and administrators in education. Alternate strategies for funding education are needed also. The lack of state funding is forcing RIF procedures, which correlates with some measure of job dissatisfaction among administrators at various levels.

For district supervisors, acknowledging that the RIF process did have some effect on job satisfaction among administrators, particularly building-level leaders, may allow for changes in future RIF processes. Recognition of this sort could aid building leaders in the RIF process by having district leaders share the burden. District leaders are usually promoted from principal positions, so encourages positive job satisfaction is an investment. At the core of the issue is the question of where district-level employees will come from if the stress of the principalship is too much and hence,

deters teachers from advancing in their career.

The current RIF system also seems to have district leaders making the decisions and principals delivering the notifications. If this continues, principals may continue to decrease in their job satisfaction. Young (2008) showed how district subject supervisors are a good addition because they create a communication segway between building and district levels. District subject supervisors have duties at both levels, such as getting and giving reports, thus communicatively connecting them. It is hard to fire an educator, especially if the educator is known to be an excellent teacher, if the principal likes the educator, if the educator needs the job, or if the principal knows that the educator is going to be upset and not take the news very well. RIF notification is an extremely personal and emotional process, "Perhaps the most significant implication for district administrators is the importance of understanding the devastating and harmful effects that RIFing has on teachers," (Cooper, 1992, p. 197). Giving the RIF task to principals without any support or participation in the delivery process leaves principals alone and they must often deal with the severe effects of the RIF process on their own. Because principals do not make the decisions to relieve teachers of their contracts, it is suggested that the district supervisor be there to support both the teacher and the

principal. With the right support within the district, principals can be, “intrinsically, extrinsically, and generally” satisfied (Wilson, 2009, p. 8).

For principals, while job satisfaction overall is still positive, it cannot be ignored that the RIF process does have a negative effect on administrative job satisfaction. For building-level leaders, this can mean negative effects on morale, achievement, or management of the organization. If principals are dissatisfied with their job, the teachers will know and so will the students. This is based on the idea that “leaders are the individuals in an organization who have the greatest single ability to foster organization success” (Wilson, 2009, p. 20). Also, having more responsibilities can mean less efficiency on behalf of the principal. When the principal is focused on master schedules and RIF notifications, smaller duties can fall through the cracks in the management of the organization. One person can only be expected to do so much. Dissatisfaction can be a downward-spiraling effect within a school—one that can negatively affect the organization, its participants, and how smoothly the day passes by without negative incidence.

The changing and multiple responsibilities of building principals are increasing and becoming more stressful. Young

(2008) found that principals who were not satisfied reported excessive anxiety with job security and educational challenges. With long hours, student achievement requirements, student discipline, teacher supervision, dealing with parents, on-campus duties, and random impromptu situations, the job of principal is not glamorous or appealing, and the frustrations with the lack of time, the lack of resources, and the pressures of external requirements have grown substantially” (Valentine et al., 2003, ).

If the role of the administrator continues to include so many and so unappealing responsibilities, then it may become more difficult to recruit principals. What teacher would want to leave the security of their classroom for the insecurity of their front office? As Zigler mentioned, “the demands of the principalship today are keeping good people away...they do not want to deal with the demands...they do not see current principals finding balance and enjoying their job” (2007, p. 30). It is going to be difficult to advertise and hire for a job where the stress is undeniable, multi-tasking is a job requirement, and satisfaction is subjective.

In business, the hiring and firing of employees is typically the responsibility of human resources, but in education it is the principal who primarily doles out notifications to teachers. In this instance, it was given to principals, who supposedly know the

teachers and staff on a more personal basis. Overseeing the RIF process had a negative effect on principals' job satisfaction. The RIF process in the sample district was long, drawn out, and undecided, which inspires much insecurity and a lack of faith in the profession and the organization. While all but 11 of the RIF recipients were rehired over the summer, the effects of such a negative process can leave lasting impressions on both principals and teachers alike. Educational institutions must consider how it is going to encourage students to become teachers, or better yet, to get teachers, who go through one or more years of this process, to remain teachers. If year after year, teachers are selected for RIF notification and then rehired, then it creates a concern regarding how much confidence will be instilled in the rest of the staff, in the district, principal, or the system. A lack of confidence may result in teachers deciding that being a teacher is not steady employment. As a result, teachers may decide to move districts or leave teaching altogether. Once again, if these teachers leave, there is no pool from which to select new principals and district supervisors, thus putting the education system at risk of lack of leadership.

For teachers, the RIF process not only affects them personally if they are targeted for such a lay-off, but dealing with an intensely personal and negative situation can lead to questions about job

security and their loyalty to districts and to the profession. Cooper (1992) also found that the effects of RIFs on teachers are overwhelming and negative, and “feelings that participants expressed toward . . . district office and administration were strongly negative throughout each stage of the RIF process,” (p. 172). If teachers are sad, angry, or upset about their RIF notification, it is only logical to assume that feelings regarding this particular career choice and the particular district will also be negative. This negativity will create a less-motivated employee that will not work as hard, knowing that there is a possibility they will be affected by RIFs.

For students, having building-level leaders who are not very satisfied with their jobs or who are stressed out by the RIF process at certain times of the year is problematic. Students may be subjected to a staff that is not only discouraged, but also not as effective as they could be with more support. The entire organization can suffer when job dissatisfaction is involved. When RIFs are involved, principals, teachers, and even the students can suffer from the negative effects, which can lead to a lack of achievement for all.

### **Recommendations**

The one recommendation for Arizona legislators is that it

consider the new law banning the use of seniority and tenure as a means of determining RIFs is excessive. The old law was at one end of the spectrum, while the current law is at the other. The state of Arizona should seek a healthy balance that considers factors beyond seniority and tenure, though establishes those factors as reasonable guidelines. While a revised law that says that using only seniority and tenure as a means of determining RIFs is unlawful, completely banning seniority and tenure for teachers that have earned it is unfair and leaves areas that can be considered to be extremely interpretive. Leaving too much subjectivity in a very sensitive and stressful situation can lead to negative feelings, spur rebellion and lawsuits for unfair termination and can cause dissatisfaction among both administrators and teachers.

For districts, finding specific factors that contribute to satisfaction or dissatisfaction can reveal ways to help principals increase their job satisfaction and productivity. One recommendation is to interview or survey the current principals. The survey should ask about the difficulties principals specifically have during the delivery of the RIF notifications. It should also discover the questions they still have regarding the RIF process and what questions, if any, arose during this process. It is important to know what principals think would have made this process easier for



each administrator and what suggestions, if any, they have for the process in the future. Such information could provide insight and suggestions on how to support principals during this process.

As for workload and stress of principals, the district would do well to implement strategies where some of the stress and responsibility of the RIF process is shared—something other than determining RIF recipients. If district supervisors accompany principals to address the RIF recipients it shows a united front while simultaneously supporting principals and teachers alike. From a human resources perspective, this strategy would give RIF recipients a chance to ask questions that can be quickly answered and personal attention can be given to the recipients who may need it.

Based on the results of this study, it is also recommended that districts support their principals by having an in-service on how to handle RIF notification situations, both in what to say and in what not to say. This will also allow principals to practice the strategies in various scenarios during the in-service and be better prepared for RIF notifications. Because principals are mediators between the district and teachers, principals need to balance pleasing both sides while still being productive, positive, and achieving the school's goals.

In respect to teachers and staff that may receive RIF notifications, it is important to offer fair processes and additional support concerning RIFs. Advanced notification, opportunities for questions, and relocation support should be components of any RIF notification process. Hold a mass informational meeting offering information about what levels and areas will be hit the hardest in the district and what the process entails. Such meetings could also take place at each school with the staff so that the general population can be addressed as opposed to singling out individuals. Relocation support can come in the form of resume forums, interview practice, and other positive information in regards to finding a job, such as being marketable or dealing with change or loss. This process is extremely personal and stressful. Offering help where needed may aide recipients in their transition. At the same time, such support systems may help teachers retain confidence in the school system, which will be highly beneficial if those teachers are rehired.

In Arizona, deadlines for notification of termination and seniority no longer exist. The absence of such deadlines should only increase a district's respect for early notification and professional etiquette. Cooper (1992) found that his research subjects actively engaged I n activities that could help with keeping or seeking a job,

“In fact, the job seeking activities of participants increased over time,” (p. 179). As a courtesy, it is recommended that districts continue to support the employees who have been affected by the RIF by helping with resumes and interview strategies while they are still under contract. Holding workshops for the faculty and staff who received RIFs will not only make them feel empowered and more prepared for what the future may hold, but show a personal interest in keeping some of the best of our profession within the profession.

The results of this study have provided insights that lead to several recommendations. Principals should be accessible for questions and concerns about the RIF process, but a principals’ days are full and challenging. While being available is important, time is very valuable and should be used efficiently. Having specific times that a principal is available for questions both limits stress on the principal and affords structure and limits on their time. It is also important for principals to be able to communicate with their supervisors freely. Expressing one’s needs and concerns to a district supervisor, who may be more experienced and knowledgeable about RIF processes, could prove to be stress-relieving and invaluable. The advice and suggestions from district mentors could prove useful and efficient, leaving the principal

feeling more confident, secure, and less stressed.

Advanced notification and availability for questions could be as simple as having personal, unofficial, yet documented meetings with staff who could be included in the RIF process. Preparing people for possible RIF occurrences is a courtesy that should be practiced due to the sensitive nature of the situation. If individual notifications are uncomfortable, then hold a faculty meeting addressing the RIF process and all that it entails so that the staff can be prepared and aware. Also, offering a central place for teachers and staff to have access to information about various RIF processes is empowering to the staff and relieves the constant pressure from the principal.

Lastly, principals should collaborate with each other at all levels to share ideas and strategies that are beneficial and detrimental. Having a support system and colleagues to turn to during these times is very productive and helpful. Good ideas should be shared and used, and bad or failed ideas should also be shared so that others can avoid similar mishaps. Young (2008) felt that “The leadership of these individuals could be seen as bridging the gap between the instruction....and the academic improvement often required by federal, state and local mandates,” (p. 111). Collaboration is an excellent resource that should be utilized at all

levels.

For further studies, it is recommended that this study be replicated for principals and district supervisors separately in order to allow for more focus on each group. This study should also be replicated with a larger sample, so that each administrative level can experience a deeper form of analysis and a better sample for study. In addition, this study should be turned into a longitudinal study with a more concentrated group of participants so that long term effects can be analyzed over time.

It is also recommended that this research be conducted as a mixed-methods approach, allowing for interviews with a random sample of building-level and district-level administrators. Descriptive data should be recorded and discussed. It is recommended that this study's method of surveying and analyzing also be changed to a Likert scale. This would allow for more varied specifics and details, along with more in-depth discussion of feelings and reactions.

In terms of other comparative research projects, it would be interesting to compare the RIF modification and legal processes between Los Angeles, California's RIF staffing battles and the new RIF selection process created by Mesa Unified School District in Arizona. While Arizona legislators have extricated seniority as a

deciding factor for RIF, California has modified their RIF criteria to include other requirements, not just seniority. Both point systems count different elements toward measurement of RIF qualification, thus creating a ranking system of layoffs, which needs to be compared and analyzed.

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APPENDIX A  
PRINCIPAL SURVEY

1. What is your gender?

- Male
- Female

2. Which age bracket best describes you?

- 20-24
- 25-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61+

3. Check all of the levels that you are certified to administer.

- Pre-K
- Elementary K-6
- Secondary 7-12
- Dist. Sup./Superintendency

4. How many years of experience do you have in education?

- 0-3
- 4-6
- 7-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

5. How many years of administrative experience do you have?

- 0-3
- 4-6
- 7-10
- 11-15

- 16-20
- 21-25
- 26-30
- 30+

6. What is your highest degree completed?

- Bachelors
- Masters
- Doctorate

7. What is your current administrative position?

- Elementary Principal
- Jr. High Principal
- Sr. High Principal
- District Supervisor
- Superintendency

8. Did you RIF teachers at your site in the Spring of 2009?

- Yes
- No

9. How many?

- 0
- 1-3
- 4-6
- 7-9
- 10+

10. What were the grade levels/subject areas that were affected by the RIF at your site? Mark up to 6.

- K
- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>
- 4<sup>th</sup>

- 5<sup>th</sup>
- 6<sup>th</sup>
- P.E.
- Art
- Music
- English – Secondary
- Math – Secondary
- Social studies – Secondary
- Science – Secondary
- Foreign Language – Secondary
- SPED – Secondary
- Vocational – Secondary

11. Do you think these affected areas will, in turn, affect quality education in the future?

- Yes
- No
- Somewhat

12. Have you been involved in RIF processes, as an administrator, either in this district or another, in previous years?

- Yes
- No

13. If so, approximately how many teachers did you have to personally notify?

- 0
- 1-3
- 4-6
- 7-9
- 10+

14. Do you feel that the policies and procedures were followed when the RIF took place in the Spring of 2009?

- Yes
- No
- Somewhat

15. Do you know how the RIFs were determined in the Spring of 2009?

- Yes
- No
- Somewhat

16. If the district has to RIF again, would you suggest changes in determining which employees to RIF?

- Yes
- No

17. What was your communication plan in notifying those you supervise about being RIFed? Mark all that apply.

- Informal individual conversation prior to official notice
- Individual meeting to provide official notice
- Group information meeting to explain policy and procedures for RIFs
- Other

18. Do you believe the site administrators were adequately involved in the district's RIF process?

- Yes
- No

19. I am very satisfied with my job.

- Yes
- No
- Somewhat

20. I believe that I will spend the rest of my

professional career as an administrator.

- Yes
- No
- Unsure

21. I feel that RIF procedures have affected my job satisfaction in some way.

- Yes
- No
- Somewhat

22. I feel that the RIF process has affected me personally.

- Yes
- No
- Somewhat

23. I feel that the RIF process is necessary.

- Yes
- No
- Unsure

24. What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?

- None at all, I am still satisfied
- Somewhat influential, it's a difficult process
- Very influential, I am no longer completely satisfied with my job.



APPENDIX B  
DISTRICT SUPERVISOR SURVEY

1. What is your gender?

- Male
- Female

2. Which age bracket best describes you?

- 20-24
- 25-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61+

3. Check all of the levels that you are certified to administer.

- Pre-K
- Elementary K-6
- Secondary 7-12
- Dist. Sup./Superintendency

4. How many years of experience do you have in education?

- 0-3
- 4-6
- 7-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

5. How many years of administrative experience do you have?

- 0-3
- 4-6
- 7-10
- 11-15

- 16-20
- 21-25
- 26-30
- 31+

6. What is your highest degree completed?

- Bachelors
- Masters
- Doctorate

7. What is your current administrative position?

- Elementary Principal
- Jr. High Principal
- High School Principal
- District Supervisor
- Superintendency

8. Which grade levels/subject areas in the District do you feel were affected the most during the RIF process? Mark up to 6.

- K
- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>
- 4<sup>th</sup>
- 5<sup>th</sup>
- 6<sup>th</sup>
- P.E.
- Art
- Music
- English – Secondary
- Math – Secondary
- Social Studies – Secondary
- Science – Secondary
- Foreign Language – Secondary
- SPED – Secondary
- Vocational – Secondary

9. Do you think the affected areas will, in turn, affect quality education in the future?

- Yes
- No
- Somewhat

10. Have you been involved in RIF processes, as an administrator, either in this district or another, in previous years?

- Yes
- No

11. Do you feel that the policies and procedures were followed when the RIF took place in the Spring of 2009?

- Yes
- No
- Somewhat

12. Do you feel the RIF process was productive and fair to those you supervise?

- Yes
- No
- Somewhat

13. Do you feel that the RIF process was productive and fair to administrators?

- Yes
- No
- Somewhat

14. If the district has to RIF in the future, would you suggest changes in making these determinations?

- Yes
- No
- Somewhat

15. What was your communication plan for notifying those you supervise about

impending RIFs? Mark all that apply.

- Mass email informing them that there would be RIFs
- Mass phone message informing them that there would be RIFs
- Group information meeting detailing participating schools and methods to take
- Individual visits to each one informing them that RIFs would be taking place
- Other

16. As a District Supervisor, what communication plan did you suggest be used for notifying RIFed employees? Mark all that apply.

- Informal individual conversation prior to official notice
- Individual meeting to provide official notice
- Group information meeting to explain policy and procedures
- Other

17. Were you, as a District Supervisor, involved in the overall 'decision-making' process for choosing RIF recipients?

- Yes
- No
- Somewhat

18. I am very satisfied with my job.

Yes  
No  
Somewhat

19. I believe that I will spend the rest of my professional career as an administrator.

Yes  
No  
Unsure

20. I feel that RIF procedures have affected my job in some way.

Yes  
No  
Somewhat

21. I feel that the RIF process has affected me personally.

Yes  
No  
Somewhat

22. I feel that the RIF process is necessary.

Yes  
No  
Somewhat

23. What impact, in your opinion, did the RIF process have on your job satisfaction as a whole?

None at all, I am still satisfied

Somewhat influential, it's a difficult process

○ Very influential, I am no longer completely satisfied with my job

APPENDIX C  
SURVEY COVER LETTER

EFFECTS OF REDUCTION IN FORCE ON ADMINISTRATIVE JOB SATISFACTION  
May 17, 2010

Dear Participant:

I am a graduate student under the direction of Dr. Kay Hartwell Hunnicutt Professor in the College of Education at Arizona State University and Dr. xxxxx, Assistant Superintendent of Human Resources.

I am conducting a research study to examine the possible effects of teacher reduction in force procedures on administrator job satisfaction. I am inviting your participation, which will involve taking a short survey at the link provided. The survey will assess demographic data, reduction in force data, and job satisfaction information to show what kind of an impact, if any, the reduction in force process has had on your job satisfaction as a school administrator.

Your participation in this study is voluntary. You can skip questions if you wish. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. Please be advised that without a proper sample of responses, the research will not be as successful or beneficial as it could be. There are no foreseeable risks or discomforts to your participation.

Your responses to the survey website will code all respondents, so that your responses will be completely anonymous. The results of this study may be used in reports, presentations, or publications but your name will not be known or used. Results will only be shared in the aggregate form.

If you have any questions concerning the research study, please contact the research team at: Dr. Kay Hartwell Hunnicutt at (480) 965-6357; Mrs. Morgan C. Garcia at (480) 818-3899. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire will be considered your consent to participate. Thank you in advance for your participation to this research. This is an excellent opportunity to explore personal and professional aspects of the effects of the teacher reduction in force phenomenon and process.

Sincerely,

Mrs. Morgan C. Garcia  
EdD Doctoral Student  
Arizona State University