1999

Administrators' influence on job satisfaction for West Virginia special education teachers

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ADMINISTRATORS' INFLUENCE
ON JOB SATISFACTION
FOR WEST VIRGINIA
SPECIAL EDUCATION TEACHERS

Jennifer Pitzer Sirk

Dissertation submitted to the
College of Human Resources and Education
at West Virginia University
in partial fulfillment of the requirements
for the degree of

Doctor of Education
in
Education Administration

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1999

Keywords: Administrative Support, Extrinsic, Herzberg, Intrinsic, Job Satisfaction,
Special Education
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ABSTRACT

ADMINISTRATORS' INFLUENCE ON JOB SATISFACTION FOR WEST VIRGINIA SPECIAL EDUCATION TEACHERS

Jennifer Pitzer Sirk

This study examined the relationship between the perceived administrative support levels of special education directors and principals and the perceived intrinsic, extrinsic and overall job satisfaction levels of West Virginia special education teachers. The Supervisory Behavior Description Questionnaire (Form One) was used to measure the perceived administrative support levels. The Mohrman Cooke Mohrman Job Satisfaction Scale was used to measure the perceived intrinsic, extrinsic and overall job satisfaction levels. Ancillary information was also obtained from the respondents concerning gender, Regional Education Service Agency (RESA) area of employment, grade level of employment, special education teaching assignment areas, years of experience teaching special education and general education, college granting special education degree, highest educational degree held, full time principal or part time principal at school of employment, and intent to stay in the special education teaching field. Results. The respondents consisted of 157 special education teachers from West Virginia. Data indicated a significant relationship between the perceived administration support levels of the special education directors and the perceived intrinsic, extrinsic and overall job satisfaction levels of the respondents. Data also indicated a significant relationship between the perceived administrative support levels of the principals and the perceived extrinsic job satisfaction levels of the respondents. Analysis of the ancillary information data indicated a significant relationship between the perceived administrative support levels of the administrators and the perceived job satisfaction levels of the respondents in the following areas: gender, RESAs, grade level, highest degree held, intent to stay in the field of special education, college granting special education degree, class setting area, and teaching experience in special or general education. Conclusions. The level of administrative support from West Virginia special education directors and principals affects the job satisfaction levels of West Virginia special education teachers. The job satisfaction levels of the special education teachers could be improved by providing teachers with more administrative support from the special education directors and principals for the intrinsic and extrinsic factors that are affecting the job satisfaction levels of the West Virginia special education teachers.

DEDICATION

I would like to dedicate this dissertation to the honor and memory of my mother, Mildred King Pitzer. During our last conversation she wanted to know if I was near completion, I believe she knows this goal is finally completed and I am sure she is proud of me. Thanks Mom and Dad, for all of the love and guidance you have provided me with; I am truly blessed.

ACKNOWLEDGEMENTS

Completing this dissertation has been a long process that required support from my professors, friends and family. As I prepared the final submission of this document, I considered all of the time and effort that so many individuals had contributed towards this endeavor.

First and foremost, I want to thank GOD for providing me with the blessings of life that have contributed towards the completion of this degree. What I have accomplished has been completed only through His goodness and mercy.

I would like to thank all of my professors at Marshall University Graduate College and West Virginia University for providing me with an excellent education. Drs. Paul Leary, Michael Sullivan, Powell Toth, Ernest Goeres, and Dee Braley Bodkins composed the most supportive committee that any student could have. I thank each of you from the bottom of my heart for your concern, encouragement and guidance. I could not have completed this task without you. I wish to also thank Drs. Teresa Hardman, and Jack Yeager who provided me with insight, advice and encouragement throughout this process.

To all of my fellow classmates, friends, and family, I owe my gratitude for your patience, understanding and assistance. To my husband Ron and daughters Kelley and Kristen, thank you for understanding and providing me with time to work towards my goal and for tolerating my compulsion to see this study completed.

TABLE OF CONTENTS

ABSTRACT.....	III
ACKNOWLEDGEMENTS.....	III
DEDICATION	III
TABLE OF CONTENTS.....	V
LIST OF FIGURES	IX
LIST OF TABLES	X
CHAPTER 1.....	1
INTRODUCTION	1
<i>Special Education Teacher Attrition in West Virginia</i>	4
BACKGROUND	4
REVIEW OF THE LITERATURE.....	6
<i>Job Satisfaction</i>	6
<i>Administrative Support</i>	9
<i>Motivation Factors of Special Educators</i>	11
<i>Hygiene Factors of Special Educators</i>	12
<i>Summary</i>	14
PROBLEM STATEMENT.....	14
OPERATIONAL DEFINITIONS	15
SIGNIFICANCE OF THE STUDY	16
LIMITATIONS OF THE STUDY	19
SUMMARY.....	19
CHAPTER 2.....	21
REVIEW OF THE LITERATURE.....	21
<i>Introduction</i>	21

<i>Special Education Teacher Attrition in West Virginia</i>	24
JOB SATISFACTION	26
ADMINISTRATIVE SUPPORT	41
<i>Administrative Roles</i>	43
<i>Special Education Directors' Administrative Support</i>	45
<i>Principals' Administrative Support</i>	48
<i>Administrative Support and Work Conditions</i>	52
<i>Paperwork</i>	53
<i>Classroom Discipline</i>	54
<i>Insufficient Materials</i>	55
<i>Support Personnel</i>	56
<i>Litigation</i>	56
<i>Administrative Support and Interpersonal Relationships</i>	57
<i>Administrative Support and Educational Policy</i>	60
<i>Summary</i>	62
CHAPTER 3	65
METHODOLOGY	65
<i>Population and Sample</i>	65
<i>Instrumentation</i>	66
<i>Methods and Procedures</i>	69
<i>Data Analysis</i>	72
<i>Summary</i>	72
CHAPTER 4	74
PRESENTATION AND ANALYSES OF THE DATA	74
DESCRIPTIVE DATA	75

<i>Descriptive Report of Supervisory Behavior Description Questionnaire Response Data</i>	<i>84</i>
<i>Descriptive Report of the Mohrman Cooke Mohrman Job Satisfaction Scale Response Data.....</i>	<i>87</i>
STATISTICAL ANALYSES	88
MAJOR FINDINGS	89
COMPARATIVE ANALYSIS OF THE ANCILLARY INFORMATION AND THE RELATIONSHIP BETWEEN THE ADMINISTRATIVE SUPPORT AND JOB SATISFACTION LEVELS	109
<i>Gender</i>	<i>110</i>
<i>RESAs</i>	<i>112</i>
<i>Grade Level Taught.....</i>	<i>117</i>
<i>Highest Degree Earned</i>	<i>120</i>
<i>Full Time or Part Time Principal.....</i>	<i>124</i>
<i>Intent to Stay in Special Education Field.....</i>	<i>125</i>
<i>College Granting Special Education Degree</i>	<i>127</i>
<i>Categorical Teaching Assignments.....</i>	<i>131</i>
<i>Special Education Teaching Experience.....</i>	<i>134</i>
<i>General Education Teaching Experience.....</i>	<i>139</i>
SUMMARY OF RESULTS	143
CHAPTER FIVE.....	151
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	151
<i>Summary of Purpose.....</i>	<i>151</i>
<i>Summary of Procedures.....</i>	<i>152</i>
SUMMARY OF DESCRIPTIVE DATA	154
SUMMARY OF MAJOR FINDINGS	158
SUMMARY OF ANCILLARY FINDINGS	162
<i>Gender</i>	<i>162</i>
<i>RESAs</i>	<i>163</i>

<i>Grade Level</i>	164
<i>Highest Degree Earned</i>	166
<i>Staying or Leaving the Field of Special Education</i>	166
<i>College Granting the Special Education Degree</i>	167
<i>Special Education Categorical Areas</i>	168
<i>Special Education Teaching Experience</i>	169
<i>General Education Teaching Experience</i>	170
CONCLUSIONS	171
<i>Special Education Directors' Administrative Support</i>	172
<i>Principals' Administrative Support</i>	173
<i>Job Satisfaction</i>	174
<i>Ancillary</i>	175
<i>Implications and Recommendations</i>	179
<i>Recommendations for Further Study</i>	182
REFERENCES	184
APPENDICES	202
ANCILLARY INFORMATION SHEET	203
COVER LETTER FOR FIRST AND SECOND MAILING	205
FIRST AND SECOND MAILING REMINDER POSTCARD	207
MAP OF REGIONAL EDUCATION SERVICE AGENCIES OF WEST VIRGINIA	209
PERMISSION TO USE <u>THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE</u>	211
PERMISSION TO USE <u>THE MOHRMAN COOKE MOHRMAN JOB SATISFACTION SCALE</u> ...	213
LIST OF SIGNIFICANT MAJOR AND ANCILLARY FINDINGS.....	215

LIST OF FIGURES

Figure 1. Special Education Directors and Intrinsic Job Satisfaction Level	93
Figure 2. Special Education Directors and Extrinsic Job Satisfaction Level	97
Figure 3. Special Education Directors and Overall Job Satisfaction Level.....	101
Figure 4. Principals and Extrinsic Job Satisfaction Level	107

LIST OF TABLES

Table 1. Frequencies by Gender.....	75
Table 2. Frequencies within RESAs	76
Table 3. Frequencies by Grade Level	77
Table 4. Frequencies by Special Education Categories	78
Table 5. Frequencies by Years of Special Education Experience.....	79
Table 6. Frequencies by Years of General Education Experience.....	80
Table 7. Frequencies by College Granting Special Education Degree	81
Table 8. Frequencies by Highest Degree Earned	82
Table 9. Frequencies by Full Time/Part Time Principal.....	83
Table 10. Frequencies by Leaving/Staying in Special Education Field.....	84
Table 11. Mean Score for the SBDQ by Principals.....	85
Table 12. Mean Score for the SBDQ by Special Education Directors.....	86
Table 13. Mean Score for the MCMJSS	87
Table 14. Analysis of Variance: Special Education Directors' Support and Intrinsic Job Satisfaction Level.....	91
Table 15. Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Level.....	95
Table 16. Analysis of Variance: Special Education Directors' Support and Overall Job Satisfaction Level.....	99
Table 17. Analysis of Variance: Principals' Support and Intrinsic Job Satisfaction Level	103
Table 18. Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Level	105

Table 19. Analysis of Variance: Principals’ Support and Overall Job Satisfaction Level	108
Table 20. Analysis of Variance: Principals’ Support and Extrinsic Job Satisfaction Level in Female Special Education Respondents	110
Table 21. Analysis of Variance: Special Education Directors’ Support and Intrinsic, Extrinsic, and Overall Job Satisfaction Levels in Female Special Education Respondents	111
Table 22. Analysis of Variance: Special Education Directors’ Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in RESA I Special Education Respondents	113
Table 23. Analysis of Variance: Principals’ Support and Extrinsic Job Satisfaction Level in RESA II Special Education Respondents	114
Table 24. Analysis of Variance: Special Education Directors’ Support and Extrinsic and Overall Job Satisfaction Level in RESA II Special Education Respondents	115
Table 25. Analysis of Variance: Special Education Directors’ Support and Extrinsic and Overall Job Satisfaction Level in RESA III Special Education Respondents.....	116
Table 26. Analysis of Variance: Analysis of Variance: Principals’ Support and Extrinsic Job Satisfaction Level in Elementary Level Special Education Respondents.....	117
Table 27. Analysis of Variance: Special Education Directors’ Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Elementary Special Education Respondents	118
Table 28. Analysis of Variance: Principals’ Support and Extrinsic and Overall Job Satisfaction Levels in Middle School Education Respondents.....	119
Table 29. Analysis of Variance: Special Education Directors’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with a BA+15 Degree....	120
Table 30. Analysis of Variance: Special Education Directors’ Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with a MA Degree	121
Table 31. Analysis of Variance: Special Education Directors’ Support and Overall Job Satisfaction Levels in Special Education Respondents with a MA+30 Degree...	122

Table 32. Analysis of Variance: Special Education Directors’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with a MA+45 / Education Specialist Degree	123
Table 33. Analysis of Variance: Special Education Directors’ Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Full Time Principals.....	124
Table 34. Analysis of Variance: Principals’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents Who are Staying in the Field.....	125
Table 35. Analysis of Variance: Special Education Directors’ Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents Who are Staying in the Field.....	126
Table 36. Analysis of Variance: Special Education Directors’ Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from WVU.....	127
Table 37. Analysis of Variance: Principals’ Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MUGC.....	128
Table 38. Analysis of Variance: Principals’ Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MU.....	129
Table 39. Analysis of Variance: Special Education Directors’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MU.....	130
Table 40. Analysis of Variance: Special Education Directors’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents Teaching Students with Severe/Profound Mental Impairments	131
Table 41. Analysis of Variance: Principals’ Support and Extrinsic Job Satisfaction Levels in Special Education Respondents Teaching Students Within Multicategorical Classrooms	132
Table 42. Analysis of Variance: Special Education Directors’ and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents Teaching Students Within Multicategorical Classrooms.....	133

Table 43. Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Teaching Experience from 1-8 Years	135
Table 44. Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with Special Education Teaching Experience from 9-12 Years.....	136
Table 45. Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Experience from 9-12 Years	137
Table 46. Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with No General Education Teaching Experience	138
Table 47. Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with No General Education Teaching Experience	139
Table 48. Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from .5-2 Years.....	140
Table 49. Analysis of Variance: Principals' Support and Intrinsic Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from 3-8 Years.....	141
Table 50. Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from 3-8 Years	142

Administrators' Influence on Job Satisfaction for West Virginia Special Education Teachers

Chapter 1

Introduction

In recent years the number of children in the public school system requiring special education services has steadily increased (National Center for Educational Statistics, 1996). In 1996, the National Center for Educational Statistics (NCES) reported the special education population had increased from 8.3% of the total public school enrollment in 1977 to 11.3% of the total public school enrollment in 1989. However, the number of personnel needed to provide these children the free appropriate public education mandated by the Individuals with Disabilities Education Act (IDEA) has not increased at the same rate (Arick & Krug, 1993; Cooley & Yovanoff, 1996; NCES, 1995). The country is experiencing a shortage of properly trained and experienced special education teachers (Arick & Krug, 1993; Billingsley & Cross, 1991; Boe, Bobbitt & Cook, 1997; Croasmun, Hampton & Herrmann, 1997; Fuchs & Fuchs, 1995; Green, 1993; NCES, August, 1995; Theobald, 1991; Wisniewski & Gargiulo, 1997). The NCES (1995) estimated that 25,829 trained personnel were needed to fill all the vacancies in special education during the 1992-93 school year.

One of the primary roles of the special education administrator is to fill the teaching positions needed for the district (Metzke, 1988). The number of college students electing to enter the field of special education is less than needed to meet the personnel demands of the field. At the same time, the number of special education teachers leaving

their teaching positions is escalating (Arick & Krug, 1993; Boe et al. 1997; Fuchs & Fuchs, 1995; Metzke, 1988; National Association of State Directors of Special Education [NASDSE], 1993; Schnorr & Straugh, 1993; Theobald, 1991; Wisniewski & Gargiulo, 1997). The attrition dilemma creates a critical shortage of properly endorsed special education personnel across America (Croasmun et al., 1997; NCES, August, 1995; Wrobel, 1993). The shortage of appropriately trained personnel results in students in need of classrooms and programs but districts lacking the personnel to fill the needed positions (Braley, 1993; Croasmun et al.). This lack of personnel has created the dilemma of filling positions with educators placed on emergency permits who do not have the necessary training to perform the job (Arick & Krug, 1993; Braley, 1993; Metzke, 1988). Many teachers are unable to manage the stress of these positions and the attrition rate is increasing as more teachers leave special education as a career or transfer into general education positions (Boe et al.; Croasmun et al.). With educators only staying in the field of special education an average of 6.23 years, states are spending money training personnel to fill the needed positions only to have the position vacated when other jobs become available (Billingsley & Cross, 1991, Boe et al.). Special education teachers migrate out of positions, leaving administrators unable to plan programs and prepare staffed classrooms for students (Boe et al.).

The problems that are causing the aforementioned teacher exodus from the field are the central point of many studies (Arick & Krug, 1993; Billingsley & Cross, 1991; Boe et al., 1997; Croasmun et al., 1997; NCES, 1995; Hendricks, 1992; Theobald, 1991;

Wisniewski & Gargiulo, 1997). Research indicates that administrator support, working conditions, interpersonal relationships and education policy are associated with job satisfaction (*Administrator support*: Billingsley & Cross, 1991, 1992; Boe et al.; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George, George, & Gersten, 1995; Gersten, Gillman, & Morvant, 1995; Gersten, Keating & Yovanoff, 1995; Hendricks, 1992; Littrell, Billingsley & Cross, 1994; Singh & Billingsley, 1996. *Working conditions*: Arick & Krug, 1993; Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al., 1995; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991. *Interpersonal relationships*: Billingsley & Cross, 1992; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Keating et al., 1995; Hendricks, 1992; Singh & Billingsley, 1996. *Educational policy*: Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gonzalez, 1995). Job satisfaction is in turn associated with teacher retention. Therefore, administrators need to be aware of the dimensions of special education teaching which may affect job satisfaction and how administrators can provide support to the teaching staff within those areas to increase job satisfaction (Billingsley & Cross, 1991; Boe et al. 1997; Cooley & Yovanoff, 1996; Cross & Billingsley, 1994; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Lobosco & Newman, 1992; Wisniewski & Gargiulo, 1997; Wrobel, 1993). Administrators must strive to maintain those qualified personnel who are currently in special education teaching positions (Boe et al.; Croasmun et al.; Hendricks, 1992).

Special Education Teacher Attrition in West Virginia

As compared to West Virginia general education teachers, special education teachers in West Virginia are twice as likely to leave their teaching positions (West Virginia Department of Education, 1998). Dr. Michael Valentine, former Director of West Virginia's Office of Special Education, recognizes there is a need to examine the problems surrounding special education teacher attrition. According to Dr. Valentine, the state lacks studies investigating the reasons that special education teachers may not be satisfied with their jobs (personal communication, February 6, 1998). West Virginians are distinctly different from people in other states, in both culture and tradition, and have a long history of handling problems in a unique manner (DeYoung & Lawrence, 1995; McLaughlin, 1984; Weller, 1965). The uniqueness of West Virginians and the lack of previous studies, merits an investigation of West Virginia special education teachers' job satisfaction and the relationship of job satisfaction to administrative support. The findings of this study will create a better understanding of the importance of administrative support and the administrators' influence on the job satisfaction of West Virginia special education teachers.

Background

Special education services in the United States have developed over the past 40 years and the majority of current practices have been the result of bureaucracy and law (Rothstein, 1995). In order to provide checks and balances throughout the bureaucracy, Individualized Education Plans (IEPs) and various other forms and reports are required to

show that students are receiving the special education and related services mandated by the IDEA (Rothstein, 1995; Skrtic, 1992). Documenting each step of the educational program is necessary to provide the local educational agency (LEA) with the necessary proof of proper educational practices (Jensen, 1996).

In providing all the special education and related services required by the IDEA, teachers must provide an array of services and function in a host of roles (Billingsley & Cross, 1992). Many of these roles are conflicting and cause time and effort to be diverted from curriculum and instruction to the maintenance of paperwork and non-teaching duties (Cohen, 1991). The failure to completely implement every IEP for each student may create a stressful situation that impedes teachers' concentration of duties towards educating students (Cohen, 1991).

The administrator's role is to provide a framework for planning and organization to increase the aspects of work which create motivation and decrease those aspects which create job dissatisfaction (Frataccia & Hennington, 1982; Herzberg, Mausner & Snyderman, 1959). Administrators can provide planning, training and organization to help control the stresses of the special education classroom (Billingsley & Cross, 1992; Bowen & Czaplewski, 1992; Burrows, Munday, Tunnell & Seay, 1996; Cross & Billingsley, 1994; Evans & Johnson, 1990; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Hart, 1990; Hendricks, 1992; Littrell et al., 1994; Miller, Brownell & Smith, 1995; Rinehart & Short, 1994; Whaley, 1994). Administrators of schools and special education offices must address the factors which lead to the job dissatisfaction of the special

education staff if the attrition trend is to be controlled (Arick & Krug, 1993; Billingsley & Cross, 1991; Boe et al., 1997; Croasmun et al., 1997; Hendricks, 1992; Littrell et al.; NCES, 1995; Theobald, 1991; Wisniewski & Gargiulo, 1997).

Review of the Literature

Job Satisfaction

The age of craftsmanship is past and the modern age of work provides fewer opportunities for individuals to actually experience the connection between their work and self esteem or their pride of workmanship in the product (Herzberg et al., 1959; Herzberg, 1966). Many individuals rely on hobbies to satisfy the needs of self actualization, creativity, and self expression because jobs fail to provide an adequate level of satisfaction (Herzberg et al.; Herzberg, 1976). Supervisors also fail to accentuate the positive motivational parts of the job (Frataccia & Hennington, 1982; Herzberg et al.; Herzberg, 1976). Because of this, jobs become mundane and boring since they lack the personal involvement of the worker (Herzberg et al.; Herzberg, 1966). In addition, rules and regulations, developed through the bureaucracy of organizational structure, have reduced the ability of workers to demonstrate their creativity and self expression (Darling-Hammond, 1997; George et al., 1995; Herzberg et al.).

Herzberg et al. (1959) examined the aforementioned phenomenon in a study of engineers and accountants. That study, as well as others, revealed two aspects of job satisfaction that are not directionally related (Ellis, 1984; Frataccia & Hennington, 1982;

Herzberg et al.; Herzberg, 1966, 1976). Herzberg et al. assumed the worker functioned at a neutral point in relation to job satisfaction; thus, aspects of the job would either create motivation in the worker or create dissatisfaction (Ellis, 1984; Frataccia & Hennington, 1982; Herzberg et al.; Ward & Holdaway, 1994). Herzberg et al. referred to these two parts as the motivational or intrinsic factors and the hygiene or extrinsic factors of job satisfaction theory.

The motivational or intrinsic side of the job satisfaction theory states that certain aspects of jobs, when present, create a deeper, intrinsic type of satisfaction (Derlin & Schneider, 1994; Ellis, 1984; Herzberg et al., 1959; Herzberg, 1976; Hill, 1987; Holdaway, 1978; Maidani, 1991). Examples of motivational factors include: achievement, recognition, professional growth, the work itself, responsibility, and advancement (Herzberg et al.; Derlin & Schneider, 1994). Intrinsic motivational factors can increase job satisfaction well beyond what extrinsic factors, such as money, can. The motivation to create a job well done for self esteem or self actualization is far more satisfying than the tangible rewards of money (Herzberg et al.; Herzberg, 1976; Ellis, 1984; Frataccia & Hennington, 1982). If these motivational factors are not present, they do not create dissatisfaction, but the worker regresses back to the neutral point (Herzberg et al.; Herzberg, 1976; Hill, 1987; Holdaway, 1978).

Herzberg's theory is supported by Maslow's (1970) theory of hierarchical needs which placed self esteem and self actualization at the top of the need pyramid of the human psyche. Individuals need to feel needed and accepted in organizations. People need

to be an important part of their work and to know their individual knowledge and ability is vital to the organization, thus creating a sense of satisfaction in the job (Derlin & Schneider, 1994; Herzberg et al.; Herzberg, 1976; Holdaway, 1978; Maidani, 1991). The higher the level of intrinsic motivation, the more the individual can withstand poor hygiene conditions (Herzberg et al.).

The hygiene or extrinsic factors are the parts of jobs which can create dissatisfaction but, if not present, only return the worker to a neutral point of job satisfaction (Herzberg et al., 1959; Herzberg, 1966). Herzberg (1966) compared these factors to a hospital's hygienic conditions used to prevent infections. Hygienic conditions do not cure disease; they only prevent or control disease (Herzberg, 1966). Therefore, hygiene factors are not ways to gain job satisfaction but only ways to prevent dissatisfaction (Herzberg, 1966). Examples of factors which have the potential to contribute to job dissatisfaction include: supervision, interpersonal relations with subordinates, interpersonal relations with peers, policy and administration, benefits, job security, salary and working conditions (Herzberg et al.; Hill, 1987; Frataccia & Hennington, 1982; Kaufman, 1984). If allowed to become a negative aspect of the job, any of these factors can become a dissatisfying factor (Herzberg et al.). The positive perception of these factors does not create job satisfaction but allows the worker to return to a state of neutrality (Herzberg et al.; Herzberg, 1976).

The illusion of job satisfaction can be created when a hygiene factor, which has been causing dissatisfaction, is corrected and is no longer a problem (Herzberg et al.,

1959). In this case, the worker is not finding actual job satisfaction but is only being temporarily satisfied with the job conditions (Herzberg et al.; Herzberg, 1966). Meeting hygiene needs will serve as a satisfying factor for only a short period of time (Herzberg et al.; Maslow, 1970). Maslow's (1970) theory states that once something is no longer a need in the hierarchy of self-actualization, the need stops functioning as such and the person finds another need to take the former's place thereby causing the feeling of dissatisfaction to continue. Herzberg et al. stated that once a negative hygiene factor was eliminated, other factors of hygiene, if not managed, created dissatisfaction.

In summary, job satisfaction can only come from motivational factors and hygiene factors can only create dissatisfaction (Herzberg et al., 1959). Administrators must control the effects of the hygiene factors in order to form a base upon which to build the job satisfaction of special education teachers (Billingsley & Cross, 1992).

Administrative Support

Administrator support is identified in the literature as having an effect on the job satisfaction of special education teachers (Billingsley & Cross, 1991, 1992; Billingsley et al., 1995; Boe et al., 1997; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Hendricks, 1992; Littrell et al., 1994; McKnab, 1993; Metzke, 1988; Miller et al., 1995; NASDSE, 1993; Quaglia, McCaul, Davis & Benton, 1991; Schnorr & Straugh, 1993; Singh & Billingsley, 1996; Westling & Whitten, 1996;

Wisniewski & Gargiulo, 1997). The amount of support from the building principal and the central office administration is a factor which can increase the job dissatisfaction of the special education teacher and affect the teacher's decision to stay in the field of special education (Billingsley & Cross, 1992; Boe et al. 1997; Cohen, 1991; Dunnick-Karge & Freiberg, 1992; Gersten, Gillman et al., 1995; Hendricks, 1992; Littrell et al.; McKnab, 1993; Metzke, 1988; Quaglia et al., 1991; Schnorr & Straugh, 1993; Singh & Billingsley, 1996, Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). Principals and special education directors can supply the needed support that beginning and experienced special education teachers need in order to remain committed to the organization. The special education administrators can reduce the factors which cause job dissatisfaction (Billingsley & Cross, 1992). Administrators can also control some aspects of the organizational structure to reduce the effect the dissatisfying factors of the job have on the field of special education (Berry & Sistrunk, 1989; Clark-Chiarelli, 1994; Cooley & Yovanoff, 1996; Lobosco & Newman, 1992).

Administrators need to continually reevaluate themselves and their responsiveness to their staff's problems (Berry & Sistrunk, 1989; Bowen & Czaplewski, 1992; Duffy, 1997). They need to maintain the effectiveness of the organization in meeting the schools' goals (Bowen & Czaplewski, 1992; George et al., 1995; Hart, 1990). School bureaucracy can hinder the efficiency of educational practices, but administrators can reduce the amount of bureaucratic control to enhance the staff's job satisfaction (Darling-Hammond, 1997; George et al., 1995).

Poor supervisor support, both at the central office and the local school, has been cited as one of the most common complaint of teachers in the special education field (Billingsley & Cross, 1991,1992; Billingsley et al., 1995; Boe et al. 1997; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Gillman et al.; Gersten, Keating et al.; Hendricks, 1992; McKnab, 1993; Metzke, 1988; Quaglia et al.; Schnorr & Straugh, 1993; Singh & Billingsley, 1996; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). Supervisors who give little support to the teachers in special education and place the burden of the job solely on the teachers are increasing the likelihood the teachers will leave the field for a more conducive job (Billingsley et al.; Cooley & Yovanoff, 1996; George et al., 1995; Gersten, Gillman et al.; Hendricks, 1992; McKnab, 1993; Metzke, 1988; Singh & Billingsley, 1996).

Motivation Factors of Special Educators

Administrators should accentuate the motivational factors of teaching special education such as recognition for motivating academic success in students, advancement of degrees and dedication to the field (Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Littrell et al., 1994). Motivational factors are more difficult to create in the special education teaching field because the nature of the job makes motivational rewards difficult (Littrell et al.). According to Herzberg et al. (1959), supervisors are the source from which recognition for good work must come. Teachers must feel their efforts are

valuable to the organization (Burrows et al., 1996; Kaufman, 1984). Motivational factors have the potential to increase the job satisfaction of teachers (Ellis, 1984).

Special education has a limited amount of motivational factors with which to provide teachers with an opportunity to increase job satisfaction (Littrell et al., 1994). Teaching achievements in the special education classroom are seldom the source of recognition for a job well done (Littrell et al.). Some recognition can come through awards presented from various groups but not all teachers can gain recognition through awards (Littrell et al.). Professional growth can be a motivator. Research has shown that teachers who hold higher degrees in special education stay in the field longer (Billingsley & Cross, 1992; Metzke, 1988). Professional growth may be achieved through advanced college degrees, well planned workshops (Herzberg, 1976) and training in special education (Billingsley & Cross, 1992; Metzke, 1988).

Hygiene Factors of Special Educators

The field of special education has many of the potential dissatisfying factors identified in Herzberg's et al. (1959) theory (Billingsley & Cross, 1991, 1992; Billingsley et al., 1995; Boe et al., 1997; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991; Littrell et al., 1994; McKnab, 1993; Metzke, 1988; Miller et al., 1995; NASDSE, 1993; Quaglia et al., 1991; Singh & Billingsley, 1996; Voltz, Elliot & Cobb,

1994; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). The Herzberg et al. (1959) study stated that work conditions, interpersonal relationships and policy were factors which could increase the dissatisfaction of the job. Studies have identified these factors as the causes of dissatisfaction among special education teachers (*Working conditions*: Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al., 1995; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991. *Interpersonal relationships*: Billingsley & Cross, 1992; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Keating et al., 1995; Hendricks, 1992; Singh & Billingsley, 1996. *Educational policy*: Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gonzalez, 1995). These hygiene factors would be within the control of the building and county administrators (Billingsley, & Cross, 1992; Evans & Johnson, 1990; Gersten, Gillman et al.; Gersten, Keating et al.; Hendricks, 1992; Littrell, et al.; Miller et al.; Rinehart & Short, 1994). Administrators are failing to accentuate the motivational aspects of special education and allowing the dissatisfying factors to exist without restraint (Billingsley & Cross, 1991).

Special education administrators should pay attention to the hygiene factors of the special education field. Hygiene factors have an impact on job dissatisfaction, especially in the absence of strong motivational factors to counteract their effect (Littrell et al., 1994). Special education administrators and school principals could reduce the effect of the hygiene factors which are causing dissatisfaction among special education teachers by

giving the teachers support in the hygiene areas (Billingsley & Cross, 1992; Billingsley, Warger, Littrell and Tomchin, 1993).

Summary

Job satisfaction and dissatisfaction are the results of several factors in special education teaching. Administrative support has an established connection to job satisfaction among special education teachers. Administrators must control the hygiene factors and enhance the motivator factors found in the special education field to increase the probability that teachers will experience job satisfaction in the field of special education. The control of the hygiene factors is of particular importance because of few opportunities for motivational factors in the special education teaching profession. The failure of administrators to control the effect of the hygiene factors and to enhance the motivational factors will result in the continued exodus of teachers from the field.

Problem Statement

The purpose of the study is to determine if the perceived level of the principal's and special education director's support has a significant relationship to the perceived intrinsic, extrinsic and overall job satisfaction of West Virginia special education teachers. A review of the literature concerning the principal's and special education director's support of special education teachers and the job satisfaction of special education teachers indicates that the following questions need to be addressed:

Q1: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and intrinsic job satisfaction?

Q2: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and extrinsic job satisfaction?

Q3: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and overall job satisfaction?

Q4: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and intrinsic job satisfaction?

Q5: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and extrinsic job satisfaction?

Q6: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and overall job satisfaction?

Operational Definitions

Special Education Director Support: The level of perceived support from the special education director who serves as the county director of special education programs, as indicated by the respondents' scores on the *Supervisory Behavior Description Questionnaire*, and expressed as a numerical value of one, two or three. A

score of one indicates highly supportive, two indicates somewhat supportive and three indicates no support.

Principal Support: The level of perceived support from the building principal as indicated by the respondents' scores on the *Supervisory Behavior Description Questionnaire*, scored as previously stated.

Intrinsic Job Satisfaction: The perceived level of intrinsic satisfaction with the current special education teaching position as indicated by the respondents' numerical scores of one through six on the *Mohrman Cooke Mohrman Job Satisfaction Scale*. A score of one indicates low satisfaction and a score of six indicates high satisfaction.

Extrinsic Job Satisfaction: The perceived level of extrinsic satisfaction with the current special education teaching position as indicated by the respondents' scores on the *Mohrman Cooke Mohrman Job Satisfaction Scale*, scored as previously stated.

Overall Job Satisfaction: The perceived level of overall satisfaction with the current special education teaching position as indicated by the respondents' scores on the *Mohrman Cooke Mohrman Job Satisfaction Scale*, scored as previously stated.

Significance of the Study

The results of the study will reveal if the level of perceived administrative support has an effect on the job satisfaction of West Virginia special education teachers. The findings of this study will enable school administrators, at all levels, to better understand the importance of administrative support for West Virginia special education teachers and to extend supportive administrative services to special education teachers to enhance job

satisfaction and reduce job dissatisfaction. The findings of the study will be of value to school principals, special education directors and instructors of administrator preparation programs.

School principals may be able to utilize the results of the study to justify organizing the school structure to control the intrinsic and extrinsic factors which affect job satisfaction or create job dissatisfaction among special education teachers (Skrtic, 1991). The principal may use the findings of this study to justify directing programs which will enhance the motivational aspects of teaching special education (Billingsley & Cross, 1991; Littrell et al., 1994; Singh & Billingsley, 1998). An awareness of the work conditions which increase job dissatisfaction could lead to organizing classrooms to reduce the negative aspects of the work conditions (Gersten, Gillman et al., 1995). The principal can plan inservices to address the problems which create dissatisfaction among the special education teaching staff (Herzberg, 1976). Job satisfaction will improve the continuity of the special education program through improvement of the teacher's work attitude and job commitment and allow the principal to plan programs and services utilizing an experienced special education staff. The subsequent retention of experienced special education teachers may improve the quality of instruction for the students and allow the school administrator to have control over the provisions of services to students with disabilities to meet the requirements of the IDEA.

The findings of the study have several implications for special education directors. The special education director is ultimately responsible for the coordination of the special

education programs and staffing the programs with qualified personnel. The study can provide ways to increase job satisfaction and retain the qualified personnel needed to provide special education and related services in the county. A more qualified and experienced staff may allow the special education director to provide a quality program and reduce potential problems. The special education director can plan training workshops to help special education teachers address the problems that cause job dissatisfaction and design programs to enhance the motivational factors (Herzberg, 1976). The retention of the current staff will enable county administrators to budget the money previously used for training new staff members into other areas of need. Planning programs for students can be simplified if the special education director has returning experienced teachers (Theobald, 1991). The special education director can coordinate county procedures to reduce the factors which cause dissatisfaction (Gersten, Gillman et al., 1995). By being aware of the factors that impede job satisfaction and create barriers for quality education, administrators would have the ability to ensure quality programs for the county (Gersten, Gillman et al.). Intrinsic and extrinsic factors may have a significant relationship to job satisfaction or dissatisfaction for West Virginia teachers; therefore, these factors should receive particular attention by county administrators.

Instructors in administrator preparation programs may find the results of the study useful in developing curricula for administrative training programs. Administrators may need further training in developing supportive skills, such as responsiveness to staff problems, reducing bureaucratic control and providing organizational structure, for

assisting special education teachers and dealing with the satisfying factors and the dissatisfying factors in special education teaching.

Limitations of the Study

The study is limited to the current West Virginia special education teachers during the 1998 - 1999 school year. The study will survey only West Virginia teachers and may not be generalized to other geographical areas. The study will investigate only the principals' and special education directors' support as independent variables and the intrinsic, extrinsic, and overall job satisfaction as dependent variables, which were identified by the literature. The reliability and validity of the supervisory behavior measuring instrument, the *Supervisory Behavior Description Questionnaire*, imposes a limitation on the findings of the study (Kerlinger, 1986). The reliability and validity of the job satisfaction measuring instrument, the *Mohrman Cooke Mohrman Job Satisfaction Scale*, imposes a limitation on the findings of the study (Kerlinger, 1986). It will be assumed that the respondents will answer truthfully on the assessments (Kerlinger, 1986).

Summary

Special education teacher attrition is a problem in educational programs across America. The lack of sufficient numbers of special education teachers creates the problem of providing students with the needed teachers for their programs. Students with special education requirements need an appropriate and consistent educational program with

competent teachers. School administrators have the responsibility to organize and provide an appropriate and consistent education for students with disabilities and to provide students with properly trained personnel. The intent of the study is to determine if the perceived level of principal's and special education director's support influences the intrinsic, extrinsic and overall job satisfaction of the special education teachers in West Virginia. The results of the study may provide special education directors and principals with information to increase teachers' motivation to work in the field of special education, reduce the job dissatisfaction of special education teachers and increase the rate of retention among special education teachers in West Virginia.

Chapter 2

Review of the Literature

Introduction

Special education is a relatively new field in education when compared to the education of students without disabilities (Rothstein, 1995). The problems of attrition and retention of qualified teachers have plagued the special education field and contributed to the nationwide shortage (Arick & Krug, 1993; Billingsley & Cross, 1991; Boe, Bobbitt and Cook, 1997; Croasmun, Hampton & Herrmann, 1997; Fuchs & Fuchs, 1995; Green, 1993; National Center for Educational Statistics [NCES], 1995; Theobald, 1991; Wisniewski & Gargiulo, 1997). Administrators nationwide have faced the challenge of staffing classrooms with qualified trained personnel since federal law mandated that services be provided to eligible students with disabilities (Boe, Cook, Bobbitt and Weber, 1995; Rothstein, 1995). The nationwide problem of staffing special education classrooms to fulfill the requirements of the Individuals with Disabilities Education Act (IDEA) has generated numerous studies to investigate the causes of the problems surrounding the situation (Boe et al. 1997; Boe et al., 1995).

More special education teachers (20%) leave special education as opposed to general education teachers leaving general education (13%) (Boe et al., 1997). A national study by Boe, Cook, Bobbitt and Weber (1995) found that 5% of special education teachers transferred into general education positions but only 1% of general education

teachers transferred into special education. The nation's schools lose approximately 9,000 special education teachers yearly (Boe et al. 1997). The retention of special education teachers is imperative to maintaining quality special education programs (Boe et al. 1997). It is necessary to determine why teachers are dissatisfied with special education teaching and what administrators can do to maintain the qualified personnel who are currently in teaching positions (Boe et al. 1997; Brownell & Smith, 1992; Croasmun & et al., 1997).

The primary reason that teachers are leaving the special education field is the lack of job satisfaction the field provides (Billingsley & Cross, 1991; Boe et al.. 1997; Cooley & Yovanoff, 1996; Cross & Billingsley, 1994; George, George & Gersten, 1995; Gersten, Gillman, Morvant and Billingsley, 1995; Gersten, Keating and Yovanoff, 1995; Lobosco & Newman, 1992; Wisniewski & Gargiulo, 1997). The lack of job satisfaction in the field of special education is attributed to several factors. The findings in the literature have identified administrative support, working conditions, interpersonal relationships and educational policy as the primary factors affecting the job satisfaction of the special education teachers, with administrative support being the most prevalent factor affecting the job satisfaction (*Administrator support*: Billingsley & Cross, 1991, 1992; Boe et al. 1997; Clark-Chiarelli, 1994, Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Hendricks, 1992; Littrell, Billingsley & Cross, 1994; Singh & Billingsley, 1996. *Working conditions*: Arick & Krug, 1993; Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al.; Gonzalez, 1995; Hendricks, 1992; Lauritzen &

Friedman. *Interpersonal relationships*: Billingsley & Cross, 1992; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Keating et al.; Hendricks, 1992; Singh & Billingsley, 1996. *Educational policy*: Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; Dunnick-Karge & Freiberg, 1992; George et al.; Gonzalez, 1995).

Administrators at the central office level and the building level have control over the organization of the school where teachers work and can reduce or eliminate the factors which cause job dissatisfaction in the special education teachers (Billingsley & Cross, 1992; Billingsley, Gersten, Gillman & Morvant, 1995; Billingsley, Warger, Littrell and Tomchin, 1993; Cross & Billingsley, 1994; Littrell et al., 1994; Singh & Billingsley, 1998; Whaley, 1994). The administrator is the individual who can provide opportunities for professional growth, recognition, responsibilities and increase the level of satisfaction in the teacher (Bailey & Dyck, 1990; Billingsley et al., 1995; Billingsley & Cross, 1992; Billingsley et al., 1993; Derlin & Schneider, 1994; Holdaway, 1978; Singh & Billingsley, 1996). The job satisfaction of special education teachers is significantly affected by the administrative support they receive (Billingsley & Cross, 1991; Boe et al., 1997; Clark-Chiarelli, 1994; Cross & Billingsley, 1994; Gersten, Gillman et al., 1995; National Association of State Directors of Special Education [NASDSE], 1993; Wisniewski & Gargiulo, 1997). Therefore, the key to maintaining qualified personnel in special education classrooms is to provide teachers with quality administrative support (Billingsley et al.,

1995; Cooley & Yovanoff, 1996; George et al., 1995; Gersten, Gillman et al.; Hendricks, 1992; McKnab, 1993; Metzke, 1988; Singh & Billingsley, 1996).

The variables of this study are the special education directors' and principals' administrative support for special education teachers and the subsequent intrinsic, extrinsic and overall job satisfaction of the teachers. Chapter Two examines the literature for the purpose of establishing a causal link between the quality of administrative support from school administrators and the special education teachers' level of job satisfaction and to establish a premise for investigation within the state of West Virginia.

Special Education Teacher Attrition in West Virginia

West Virginia special education teachers are twice as likely to leave the special education teaching field as the teachers in general education (West Virginia Department of Education, 1998). The West Virginia Department of Education's 1998 statistical report indicated that 319 special education teaching positions were posted for the 1997-98 school year. The general education program posted 1,080 positions for the same year. Considering the total number of teachers serving in both the special education field and the general education field, the special education field required 12% of the total teacher population to be replaced while the general education field only required 5% of the total teacher population to be replaced (West Virginia Department of Education, 1998). The national average attrition rate for special education teachers is 20%, according to a national study (Boe et al., 1995). Other national studies have indicated the attrition rate to

be at 8% for special education teachers (National Association of State Directors of Special Education, 1993). West Virginia's special education teacher attrition rate is 3%, which is below the national average, but the national average attrition rate in general education, according to Boe (1995), is 13% with another national study indicating the general education attrition rate at 5% and West Virginia experiencing only a 1% attrition rate (National Association of State Directors of Special Education, 1993; West Virginia Department of Education, 1998). The discrepancies of the attrition rates may be attributed to the sample sizes and the various definitions of attrition (Boe et al.). There is still a notable difference between the attrition rates of West Virginia special education teachers and West Virginia general education teachers, regardless of the national percentages.

Consideration must be given for the culture and rural setting of the state and the difficulty some remote areas may have in obtaining qualified special education teachers (McLaughlin, 1984; Toth & Leary, 1991). To replace 12% of the total special education teaching force is difficult. The total number of West Virginia general education teaching positions that were not filled for the 1997-98 school year was 4%, but the total number of special education teaching positions not filled in the state was 8%. (West Virginia Department of Education, 1998). Another factor that is affecting the attrition rate of special education teachers in the state is the reduction of the total school population. West Virginia is experiencing reduced numbers of students in the state which has resulted in a reduction of teaching positions (West Virginia Department of Education, 1998). In addition, the average age of teachers in West Virginia is 45.78 years which means within

the next ten years, West Virginia may experience a teacher shortage as the current teaching force moves into retirement (Public Education in West Virginia Source Book, 1998). As positions become available, the attrition rate of special education teachers transferring into general education positions also may increase (Theobald, 1991). The attrition rate within West Virginia seems to be indicative of a problem within the position itself since the rate of job postings is twice the rate of postings for general education teachers (Billingsley & Cook, 1991; West Virginia Department of Education, 1998).

The lack of job satisfaction has been linked through numerous studies with teacher attrition (Billingsley & Cross, 1991; Boe et al., 1997; Cooley & Yovanoff, 1996; Cross & Billingsley, 1994; George et al., 1995; Gersten & Gillman et al., May 1995; Gersten & Keating et al., 1995; Lobosco & Newman, 1992; Wisniewski & Gargiulo, 1997). The state of West Virginia needs a study concerning the attrition rate of its special education teachers (Dr. Michael Valentine, West Virginia Director of the Office of Special Education, personal communication, February 6, 1998).

Job Satisfaction

To understand the relationship between administrative support and job satisfaction there must be an understanding of what motivates people to work (Herzberg, 1966; Herzberg, Mausner & Snyderman, 1959). What are the forces that increase the morale and self actualization workers receive from the completion of their work? Job satisfaction was investigated through a study of accountants and the factors that influenced the satisfaction

or caused the dissatisfaction within their jobs (Herzberg et al., 1959). During the interviews to determine what aspects of work generated positive feelings and what aspects generated negative feelings, the accountants responded with two sets of answers. This suggested to the researchers that factors which affected job satisfaction and dissatisfaction were not directionally related (Herzberg et al.). The responses from the interviews were relevant to different aspects of the accountants' jobs on two different continua (Herzberg, 1966; Herzberg et al.).

Herzberg et al. (1959) developed the classical question, "What does a worker want from his job?" (Herzberg et al., p.6). There were aspects of the jobs that made workers satisfied and aspects of the jobs that made them dissatisfied (Herzberg, 1966; Herzberg et al.; Hill, 1987; Friesen, Holdaway & Rice, 1983; Frataccia & Hennington, 1982; Medved, 1982). Herzberg et al. found the factors that affected job satisfaction and dissatisfaction were on two levels of awareness within the subjects' responses. The first level of factors was those the subject could identify as the cause of his satisfaction or dissatisfaction (Herzberg et al.). The second level was the awareness that the subject had an attitude of satisfaction or dissatisfaction but the source of the feeling was unknown (Herzberg et al.). Both levels were used by Herzberg et al. to determine in which areas the majority of satisfaction and dissatisfaction occurred (Herzberg et al.).

In the Herzberg, Mausner, and Snyderman study (1959), the responses from the workers, as to their satisfaction and dissatisfaction on both levels of awareness, were classified as: recognition, achievement, possibility of growth, advancement, salary,

interpersonal relationships, supervision, responsibility, policy, working conditions, work itself, factors in personal life, status, and job security (Herzberg, 1966). Other studies have also found these areas were responsible for feelings of job satisfaction and dissatisfaction in workers (Herzberg, 1966; Herzberg et al.; Hill, 1987; Friesen et al., 1983; Frataccia & Hennington, 1982; May & Decker, 1988; Medved, 1982; Sergiovanni, 1967).

Recognition was identified as a motivational factor (Derlin & Schneider, 1994; Frataccia & Hennington, 1982; Herzberg, 1966; Herzberg et al., 1959; Holdaway, 1978; Maidani, 1991; Medved, 1982; Sergiovanni, 1967). Recognition was defined as the awareness of being recognized by others for an action that was related to the job (Herzberg et al.). The recognition could come from anyone; a supervisor, subordinate, or peer. Recognition could be positive as in praise or acknowledgment of an act, or it could be negative as in criticism or blame (Herzberg et al.; Friesen et al., 1983). The recognition could come through different channels, not necessarily through verbal acknowledgment, as in an increase of pay or promotion. The increase of pay or a promotion was justified as recognition if it created the feeling of recognition within the worker (Herzberg et al.).

Achievement was identified as a second motivational factor (Derlin & Schneider, 1994; Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al., 1959; Holdaway, 1978; Maidani, 1991; Medved, 1982; Sergiovanni, 1967). Achievement was defined as the opposite of failure (Herzberg et al.). Workers who were able to find solutions for problems and were proud of the completed work experienced a sense of achievement (Friesen et al.; Herzberg et al.).

Possibility of growth was defined as having the opportunity to grow professionally and was identified as a motivational factor (Herzberg, 1966; Herzberg et al., 1959; Holdaway, 1978; Maidani, 1991). This could be accomplished by moving to a position that offered more opportunities for advancement, or being provided with the chance to advance the skills needed for the job or future jobs (Herzberg et al.). Lacking the chance for professional growth involved the workers' awareness of the need for education to advance in the job. The lack of professional growth resulted in not having an opportunity to increase the amount of education they possessed (Herzberg et al.).

The satisfaction the worker gained from having responsibility on the job was seen as a motivational factor (Friesen et al., 1983; Herzberg, 1966; Herzberg et al., 1959; Maidani, 1991; Medved, 1982; Pastor & Erlandson, 1982; Sergiovanni, 1967). If the worker had responsibility and was successful, this could generate satisfaction. If the authority to complete the responsibility was not there, the worker viewed the responsibility as negative, as it reduced the level of satisfaction (Herzberg et al.).

Work itself was an aspect of satisfaction and motivation in jobs (Herzberg, 1966; Herzberg et al., 1959; Maidani, 1991). If the completion of the job gave a positive feeling to the worker it could increase the satisfaction of the worker. If the work was considered as mundane or beneath the skills of the worker, it would not increase the satisfaction (Herzberg et al.).

Having a secretary or getting to drive a company car was identified as status (Herzberg et al., 1959). Status has the potential to create satisfaction in the worker (Herzberg et al.).

A final motivational factor was advancement (Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al., 1959; Maidani, 1991; Pastor & Erlandson, 1982). Advancement occurred when a change in the job resulted in the improved status of the worker. The change could be a promotion or additional responsibility (Herzberg et al.). If the change in the job added only responsibility and not status, then it was not identified as advancement (Herzberg et al.).

Salary was labeled as a hygiene factor (Frataccia & Hennington, 1982; Herzberg, 1966; Herzberg et al., 1959; Sergiovanni, 1967). Salary was defined as any time the worker was paid for additional work or any duty added which increased the money received (Herzberg et al.). The negative aspect of salary occurred if there were additional responsibilities that were not compensated or if the worker felt he had skills that justified additional pay but did not receive it (Herzberg et al.).

Interpersonal relationships were defined as the interaction between people in either a social or a professional manner at work and were labeled as a hygiene factor (Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al., 1959; Holdaway, 1978; Pastor & Erlandson, 1982; Sergiovanni, 1967). The worker who interacts with peers, supervisors and subordinates within the context of work or in relationship to the job is participating in sociotechnical interaction (Herzberg et al.). The

worker who interacts on a friendly or unfriendly basis with supervisors, peers and subordinates, in a way not related to work, is participating in a social interaction (Herzberg et al.).

Supervision was identified as a hygiene factor (Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al., 1959; Sergiovanni, 1967). Supervision was defined as the supervisor providing the worker with their expertise or the lack of expertise, the willingness to delegate responsibility or not delegate responsibility and the willingness to instruct or not instruct the worker, in reference to the job. The supervision could result in the work progressing smoothly or in disorganization and confusion (Herzberg et al.).

Another hygiene factor was identified as policy (Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al.; Holdaway, 1978; Sergiovanni, 1967). Policy had the potential to create dissatisfaction if the worker was unsure of who was in control or the policy was unclear and generated inadequate organization for the worker (Herzberg et al., 1959). Company policy that dealt with personnel could be viewed as harmful to the worker if it did not have the worker's perceived best interest considered (Herzberg et al.).

The physical conditions in which the worker had to complete the task were identified as work conditions (Herzberg et al., 1959). Work conditions were classified as hygiene factors (Frataccia & Hennington, 1982; Friesen et al., 1983; Herzberg, 1966; Herzberg et al.; Sergiovanni, 1967). Work conditions could include the amount of work,

the physical plant, or the materials and tools available to complete the task (Herzberg et al.).

Aspects of the job which interfered with the worker's private life were considered as hygiene factors (Herzberg et al., 1959). A company that required workers to often move their families could have the potential to create dissatisfaction (Herzberg, 1966; Herzberg et al.). Any aspect of the job such as long hours away from home or required travel could create dissatisfaction (Herzberg et al.).

The lack of job security, as in tenure and seniority, has the ability to create dissatisfaction in the worker and is identified as a hygiene factor (Herzberg, 1966; Herzberg et al., 1959). The presence of job security eliminates the dissatisfaction the worker felt (Herzberg et al.).

Herzberg's et al, (1959) theory of positive and negative aspects of work identified the positive aspects as the motivators or intrinsic motivation (Frataccia & Hennington, 1982; Herzberg, 1966; Holdaway, 1978; Maidani, 1991; Medved, 1982; Sergiovanni, 1967). The motivators created a sense of satisfaction in the worker (Frataccia & Hennington, 1982; Herzberg, 1966; Herzberg et al.; Holdaway, 1978; Maidani, 1991; Medved, 1982; Sergiovanni, 1967). The worker begins at a neutral point, and progresses, through motivators, towards a satisfied state of mind with the job (Herzberg, 1966; Herzberg et al.; Hill, 1987; Holdaway, 1978). Motivators can only increase the positive feelings or intrinsic motivation of the job (Herzberg, 1966; Herzberg et al.; Holdaway, 1978; Maidani, 1991; Sergiovanni, 1967).

The negative aspects of the work are identified as the hygiene or extrinsic motivating factors (Frataccia & Hennington, 1982; Friesen et al., 1983; Frey, 1994; Herzberg, 1966; Herzberg et al., 1959; Hill, 1987; Kaufman, 1984; May & Decker, 1988; Pardee, 1990; Sergiovanni, 1967). Hygiene factors are present in all jobs and can only create a feeling of dissatisfaction if not controlled (Frataccia & Hennington, 1982; Herzberg, 1966; Herzberg et al., 1959; Sergiovanni, 1967). When hygiene factors are controlled and not allowed to cause dissatisfaction in the worker, they do not create satisfaction but only allow the worker to return to a neutral point of satisfaction (Herzberg et al.). The elimination of hygiene factors can create a temporary false sense of job satisfaction but they do not create intrinsic motivation in the worker (Herzberg et al.).

Second level responses were feelings the workers derived from the job but were not able to identify the sources of the feeling (Herzberg et al., 1959). These were categorized as a feeling of recognition, achievement, growth, responsibility, a feeling of belonging, interest in job performance, a feeling of increased status, security, fairness, pride, or feelings about salary (Herzberg et al. p. 49).

“What does the worker want from the job?” (Herzberg et al., 1959, p.6). Studies have shown individuals in supervision can not effectively answer the question of what a worker wants from his job (Derlin & Schneider, 1994; Herzberg et al.). Supervisors view motivation from a different perspective (Derlin & Schneider, 1994). The supervisor has the potential to control the hygiene factors and provide the motivators for the workers (Derlin & Schneider, 1994; Herzberg et al.; Holdaway, 1978; Medved, 1982). However,

supervisors many times lack the skills needed to provide the worker with the motivation to be productive and to remove the problem areas which create dissatisfaction (Herzberg et al.).

Maslow (1970) developed a theory of the hierarchical level of needs in the human being which stated when the biological needs of life are satisfied, the social and psychological needs become the areas of concern. When workers have satisfied the basic needs of life as in a home, food and safety, then a more complex set of needs emerges in the individual's life (Maslow, 1970). Individuals are always changing as the needs in their lives change (Bellott & Tutor, 1990; Maslow, 1970). Supervisors need to be sensitive to the changes in the workers and to continually assess what aspect of the job is creating the satisfaction or dissatisfaction (Bellott & Tutor; 1990; Herzberg et al., 1959; Holdaway, 1978).

There may be fluctuating needs operating within a homogenous group. The motivational needs of groups of people who have similar backgrounds will fluctuate in importance to match the needs of the workers within the job (Herzberg et al., 1959). Hygiene factors are more stable, in that they tend to stay the same, regardless of the group being observed (Herzberg et al.).

When workers are dissatisfied, they may be dissatisfied with the conditions surrounding the job (Herzberg, 1966; Herzberg et al., 1959; Hill, 1987; Medved, 1982; Sergiovanni, 1967). The job conditions may be unfair or disorganized, or they may create a sense of dissatisfaction within the worker (Herzberg et al.). Herzberg et al. described the

hygiene factors as the variables which create a hazard in the environment. Controlling hygiene factors is comparable to controlling the hygienic conditions of hospitals (Herzberg et al.). The cleanliness does not cure disease but only helps to prevent it. Controlling the hygiene factors does the same for the worker. It cannot create satisfaction in the job but can only help to prevent dissatisfaction (Herzberg et al.). The hygiene factors were identified as: supervision, interpersonal relationships, physical working conditions, salary, company policy, benefits and job security (Herzberg, 1966).

One of the unanticipated discoveries in the Herzberg et al. (1959) study was the finding that regardless of the demographics and positions in the company, all the workers had similar dissatisfying aspects of work. In other words, all workers regardless of position, education, age, or gender, responded to certain aspects of the job as having the potential to create dissatisfaction (Herzberg et al.).

Factors which increase the job satisfaction in an individual do so because they help the person reach self-actualization in the job (Herzberg et al., 1959; Medved, 1982). Each individual has a desire to fulfill himself with the most that he can be, to reach his aspirations and goals (Herzberg et al.; Maslow, 1970). The idea that individuals each want fulfillment as meaningful people drives them to strive to reach their completeness. People must feel wanted and needed by others as well as successful and respected (Herzberg et al.; Holdaway, 1978; Maslow, 1970). When obstacles prevent an individual from this obtainment, it creates a sense of being unfulfilled (Herzberg et al.; Holdaway, 1978). The aspects of work which increase self-actualization have been identified as motivational

factors: responsibility, achievement, advancement, work itself, recognition, and professional growth (Herzberg, 1966). Many areas of work leave little room for the motivators (Herzberg et al.; Friesen et al., 1983). Part of the satisfaction of work revolves around the need to be productive, be a valued person and grow professionally (Herzberg et al., 1959; Hill, 1987; Maidani, 1991; Pastor & Erlandson, 1982; Sergiovanni, 1967). Aspects which create the foundation for satisfaction involve being treated fairly, having good relationships with others and working in conditions which do not cause excessive discomfort (Herzberg et al.; Hill, 1987; Sergiovanni, 1967).

There is disagreement about salary as a hygiene factor in the respect that if the salary is insufficient, then the level of dissatisfaction rises (Herzberg, 1966; Herzberg et al., 1959). Insufficient salary can be viewed as not being treated fairly (Herzberg et al.). How can examples of salary increases motivate workers if salary only works as a hygiene factor (Bellott & Tutor, 1990)? When a salary is a reward for a job well done, it becomes a motivator through recognition and achievement (Herzberg et al.). It is the increased recognition and reward of achievement that becomes the real motivator and not the actual salary increase (Herzberg et al.). Workers have a need for self respect and success due to the ability of the individual. The monetary increase cannot provide this by itself because money has not been proven to be a motivational factor that encourages workers to excel (Herzberg et al.).

The opportunity for growth, achievement and advancement in many jobs is negligible (Friesen et al., 1983; Sergiovanni, 1967). When there is little opportunity for

such motivators, it becomes increasingly important to control the hygiene factors (Frey, 1994; Herzberg et al., 1959). The lack of recognition, advancement and achievement can perhaps be tolerated if the working conditions, interpersonal relationships and salary are good (Herzberg, 1966; Herzberg et al.). If the motivators are plentiful, then the worker may be able to tolerate more negative hygiene factors (Herzberg, 1966; Herzberg et al., 1959). For example, when workers gain sufficient recognition, achievement and satisfaction, the problem of difficult people in the work place, poor salary and limited materials are less important (Herzberg et al.).

Many of the problems in today's society have developed because of the detachment of personal interaction from the work force (Darling-Hammond, 1997). The work force should be controlled by the individuals with the most skill (Herzberg et al., 1959). In a bureaucratic society the supervisor of the group may come through bureaucratic law and not through skill (Herzberg et al.; Skrtic, 1991). Everyone in a bureaucratic system is a subordinate and subordinates are controlled by the rules and the interpretation of the rules by supervisors. The workers must conform to the way the system operates with little chance for creativity or initiative (Darling-Hammond, 1997; Herzberg et al.). There are few rewards gained for departing from the expected norm (Darling-Hammond, 1997; Herzberg et al.; Skrtic, 1991). Herzberg, Mausner, and Snyderman (1959) stated,

“If you cannot give workers leeway in the way they do their work, and if most people measure up uniformly to the demands of the organization, the basis for reward cannot have anything much to do with actual success or failure in the job. One might predict a decrease in the available amount of motivation as the rigidity and complexity of bureaucracy increase.” (p.126)

Workers like to have input for the decisions which affect them (Reyes, 1982; Verdugo, Greenberg, Henderson, Uribe and Schneider, 1997). The ability to share in the decisions creates a sense of ownership (Verdugo et al., 1997). When workers are treated as valuable and professional individuals, they respond productively (Verdugo et al.). Separating people, as individuals, from the masses of workers gives them a sense of personal worth (Verdugo et al.).

Work, due to bureaucracy, has lost the ability to provide self efficacy and pride of accomplishment (Herzberg et al., 1959; Herzberg, 1976). Self-actualization often must be accomplished through outside sources (Herzberg, 1976). Hobbies very often serve as a substitute media for the satisfaction work should provide (Herzberg, 1976; Herzberg et al., 1959). If outside sources provide the self-actualization that humans need, and there is little motivation to be gained through work in today's society, then there is little chance that individuals will reach their highest potential through work (Frey, 1994; Herzberg et al.; Herzberg, 1976).

Jobs must be structured to reach the highest potential of the workers' job satisfaction (Herzberg et al., 1959). Individuals should have some measure of control over how the job will be accomplished and this may open opportunities for achievement and professional growth (Ellis, 1984; Herzberg, 1966; Herzberg et al.). Achievement increases a feeling of professional growth and an increase in the responsibility of the individual (Ellis, 1984; Herzberg et al.; Reyes, 1982).

Many of Herzberg's satisfying and dissatisfying factors have been identified in education (Bellott & Tutor, 1990; Burrows, Munday, Tunnell and Seay, 1996; Derlin & Schneider, 1994; Ellis, 1984; Frataccia & Hennington, 1982; Friesen et al., 1983; Hill, 1987; Holdaway, 1978; Kaufman, 1984; Medved, 1982; Reyes, 1982; Sergiovanni, 1967; Wells, 1992). The factors which influenced the job satisfaction of the subjects in the Herzberg study also have a relevance to the job satisfaction in teachers (Burrows et al., 1996; Chaplain, 1995; Derlin & Schneider, 1994; Frataccia & Hennington, 1982; Holdaway, 1978; Sergiovanni, 1967; Wells, 1992). An investigation of job satisfaction also helps to describe the unique problems of special education teachers (Billingsley, 1993; Billingsley and Cross, 1991). Special education has been plagued with poor job satisfaction and a continuous exodus from the field (Arick & Krug, 1993; Billingsley & Cross, 1991; Boe et al., 1997; Croasmun et al., 1997; Fuchs & Fuchs, 1995; Green, 1993; NCES, 1995; Theobald, 1991; Wisniewski & Gargiulo, 1997). Job satisfaction of special education teachers has been directly affected by administrative support, work conditions, interpersonal relationships and educational policy (*Administrator support*: Billingsley & Cross, 1991, 1992; Billingsley et al., 1993; Boe et al. 1997; Clark-Chiarelli, 1994, Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman, et al., 1995; Gersten, Keating et al., 1995; Hendricks, 1992; Littrell et al., 1994; Singh & Billingsley, 1996. *Working conditions*: Arick & Krug, 1993; Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al.; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991. *Interpersonal relationships*: Billingsley &

Cross, 1992; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Keating et al.; Hendricks, 1992; Singh & Billingsley, 1996. *Educational policy*: Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; Dunnick-Karge & Freiberg, 1992; George et al.; Gonzalez, 1995). Fortunately, most of the factors which affect job satisfaction of special education teachers are mutable (Cooley & Yovanoff, 1996).

Many of the factors which affect the job satisfaction of teachers can be controlled by the administrator (Butler & Cantrell, 1997; Singh & Billingsley, 1996). Latham (1998) stated, "One of the best ways to strengthen the teaching profession would be to make teaching a more satisfying career (p.1)." Special education lacks many of the satisfying factors needed for job satisfaction and embodies many of the dissatisfying factors (Gersten, Keating et al., 1995). The dissatisfying factors identified in the literature can be manipulated to lessen their effect, or eliminated altogether, by the administrator (Butler & Cantrell, 1997; Pardee, 1990; Singh & Billingsley, 1996). Therefore, administrative support can directly affect the special education teachers' job satisfaction (Billingsley & Cross, 1991, 1992; Billingsley, Gersten et al., 1995; Boe et al., 1997; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al.; Hendricks, 1992; Littrell et al., 1994; McKnab, 1993; Metzke, 1988; Miller, Brownell & Smith, 1995; NASDSE, 1993; Quaglia, McCaul, Davis & Benton, 1991; Schnorr & Straugh, 1993; Singh & Billingsley, 1996; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997).

Administrators should have a vested interest in understanding the causes of the exodus from the field and take action to correct it (Metzke, 1988). However, many school administrators do not foster professional growth and the fulfillment of higher order needs (Reyes, 1982; Ruhl-Smith & Smith, 1993). Teachers need positive reinforcement to reassure them that their work is quality work. Knowing the job is being completed correctly helps to motivate the teacher to a higher level of performance (Reyes, 1982; Ruhl-Smith & Smith, 1993).

Administrative Support

One of the primary reasons special education teachers leave the field is the lack of quality support from administrators (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Billingsley et al., 1995; Boe et al., 1997; Clark-Chiarelli, 1994; George et al., 1995; Gersten, Gillman et al., 1995; Hendricks, 1992; McKnab, 1993; Quaglia et al., 1991; Singh & Billingsley, 1996; Singh & Billingsley, 1998; Whaley, 1994). Poor support from administrators has lead to problems with work conditions, interpersonal relationships and educational policy which could have been reduced or eliminated (Billingsley & Cross, 1991; Billingsley et al., 1993; Clark-Chiarelli, 1994; Cross & Billingsley, 1994; Gersten, Gillman et al.; NASDSE, 1993; Rinehart & Short, 1994; Wells, 1992). Studies have found the type of support that teachers want from administrators includes assistance with discipline, curriculum, instructional resources and professional development (Berry & Sistrunk, 1989; Billingsley & Cross, 1991; Wells, 1992). Teachers need feedback from the

administrator to let them know how they are doing (Billingsley & Cross, 1991; Berry & Sistrunk, 1989; George et al.; Whaley, 1994). Special education teachers need emotional support and encouragement to maintain the commitment which is needed for the job (Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cooley & Yovanoff, 1996; Littrell et al., 1994).

Special education teachers are more satisfied with the instructional aspects of teaching than the non-instructional aspects (Billingsley & Cross, 1991; Braley, 1993). The lack of support in the non-instructional areas of special education teaching has lead to reduced levels of job satisfaction and has contributed to the attrition problem in the field (Billingsley & Cross, 1991; Billingsley, Gersten et al., 1995; George et al., 1995; Gersten, Gillman et al., 1995; NASDSE, 1993; Quaglia et al., 1991; Wells, 1992). The lack of support from administrators and the problems which influence the job satisfaction of special education teachers are interrelated (Braley, 1993; Wisniewski & Gargiulo, 1997). The continued failure of administrators to aid in the stress related problems will only lead to more teachers leaving the field (Wisniewski & Gargiulo, 1997).

Administrators can control most of the factors that affect job satisfaction in teachers (Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cross & Billingsley, 1994; Gersten, Gillman et al., 1995; NASDSE, 1993; Rinehart & Short, 1994). Administrators in professional organizations must continually assess the success of the organization as well as the needs of the workers (Bowen & Czaplewski, 1992). Administrators need to identify the problems that affect the job satisfaction of special education teachers in the school

system and make a concerted effort to reduce or eliminate them (Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cross & Billingsley, 1994; Gersten, Gillman et al.; NASDSE, 1993).

Job satisfaction is the result of intrinsic aspects of work satisfying and motivating the worker. Administrative support has a direct relationship with job satisfaction (Billingsley & Cross, 1992; Billingsley et al., 1995; Singh & Billingsley, 1996). The lack of administrative support has influenced special education teachers' decisions to transfer to other schools or exit the teaching field altogether (Billingsley & Cross, 1992; Hendricks, 1992).

Administrative Roles

Studies have indicated administrative roles of the special education director and the principal may be poorly defined and may be causing role ambiguity (Alvino, 1993; Sullivan, 1986; Sullivan & Leary, 1991). The administrative roles which have the potential for the most conflict are the special education director and the building principal (Alvino, 1993; Sullivan, 1986; Sullivan & Leary, 1991). Sullivan (1986) identified ten areas as posing the greatest areas of conflict between the principal and the special education director. These areas are: developing policy, establishing special education programs, keeping channels of communication open, clarifying responsibilities, curriculum planning, communicating with parents, accruing community resources, preparing budgets, presenting budget requests and integrating special education students into the school (Sullivan, 1986; Sullivan & Leary, 1991). This potential for role conflict may reduce the

efficiency of the administrators and create confusion within the special education program (Alvino, 1993; Sullivan, 1986; Sullivan & Leary, 1991).

The lack of support for special education teachers may stem from the role ambiguity of the special education director and school principal positions. Clarification of the roles and responsibilities of the administrators may be the first move towards improving the collaboration needed to provide effective administrative support to the classroom teachers (Alvino, 1992; Burrello, DeClue, DiOrio, VanHorn, Schnepf and Carter, 1988; Sullivan, 1986).

Several of the areas of potential conflict between principals and special education directors would approximate the areas identified as dissatisfying factors for special education teachers. Potential conflict areas such as developing policies, maintaining staff morale, integrating students and communication could influence dissatisfaction factors such as interpersonal relationships, educational policy and work conditions. Alvino (1993) found principals and special education directors had role confusion in the areas of organization, staffing, directing and coordinating. Defining the roles of special education directors and principals in relation to support for special education teachers may help eliminate the factors which lead to the job dissatisfaction of the teachers and create a more efficient program for the students (Alvino, 1993; Sullivan, 1986).

The role of the principal in special education has been expanded in recent years but principals are still relying heavily on the special education director to coordinate the special education program (Alvino, 1993). The administrative training most administrators

receive in West Virginia requires only a few courses dealing with the aspects of special education (Sullivan, 1986). Sullivan suggested this indicates a need for curriculum change in administrative programs for principals and special education directors. Currently, the state of West Virginia does not require specific training to serve as the director of special education programs (Dr. Dee Bodkins, West Virginia Director of the Office of Special Education, personal communication, July 30, 1998). Providing an increased amount of required training in special education for administrative degrees as well as requiring special education directors to be certified, may help special education directors and principals to collaborate more effectively (Dr. Sullivan, personal communication, July 30, 1998). Increased collaboration between the administrators responsible for the support of special education teachers may increase the quality of administrative support and subsequently improve the programs for students (Alvino, 1993; Burrello et al, 1988; Sullivan, 1986).

Special Education Directors' Administrative Support

School systems were designed to function as bureaucracies with the idea that one prescribed procedure would suffice the work of teaching (Darling-Hammond, 1997). The system would have tightly managed workers who were frequently inspected. This system allowed for little control from teachers and little need for collaboration between teachers (Darling-Hammond, 1997). Loosely coupled bureaucracies are governed by official duties and rules that determine what the worker does and how he carries out the job (Verdugo et

al., 1997). The higher the individual is within the system the more satisfied the individual is with the bureaucratic structure (Kline & Boyd, 1991).

The bureaucracy has a hierarchical system which requires supervision to travel channels of command with checks and balances to ensure the work is being completed (Darling-Hammond, 1997; Verdugo et al., 1997). Bureaucracies involve the division of labor and the specialization of job skills (Skrtic, 1991; Thompson, 1969; Verdugo et al.). The school system matches the requirements of a bureaucracy, but schools must learn to function as communities with team management and shared decision making within the bureaucracy for quality education (Thompson, 1969; Verdugo et al.).

While school systems function as loosely coupled bureaucracies, special education was designed through the IDEA to function through a community style of management involving team management and shared decision-making (Fishkin & Sullivan, 1993; Rothstein, 1995; Skrtic, 1991). The first step modifying the bureaucracy into functioning as a community is to involve the teachers in the decision-making process when the decisions affect them and the classroom (Verdugo et al., 1997). Job satisfaction increases when teachers feel governed by a justifiable administration (Verdugo et al.). The satisfaction of the teachers increases as schools move closer to the community style of management (Verdugo et al.).

Administrators have the autonomy to create a community style management system within the school system (Billingsley & Cross, 1991; Billingsley et al., 1995; Clark-Chiarelli, 1994; Cohen, 1991; Duffy, 1997; Hart, 1990; George et al., 1995; Hendricks,

1992; NASDSE, 1993; Rinehart & Short, 1994; Singh & Billingsley, 1996). The more input teachers have, the more job satisfaction increases (Billingsley et al., 1995). The amount of local control dealing with special education is limited since most of the actions are governed by federal law, but teacher involvement is possible in many areas (Billingsley et al., 1995; Fishkin & Sullivan, 1993; Rothstein, 1995).

Administrative support is a multidimensional concept which involves many actions and a positive attitude (Gersten, Gillman et al., 1995). Special education directors are given control over many of the aspects of teaching which include the teacher's work environment (Billingsley & Cross, 1991; George et al., 1995). Therefore, directors should make frequent contacts with the teachers to help answer questions, clear up misunderstandings and review problems (Billingsley et al., 1995; Braley, 1993). New teachers tend to need more guidance and assurance than seasoned veterans, but all teachers need administrative support (Braley, 1993; Dunnick-Karge & Freiberg, 1992; Singh & Billingsley, 1996; Clark-Chiarelli, 1994). Teachers need to be made to feel an important part of the educational system with valuable contributions for consideration (Billingsley et al., 1995). When special education directors have little contact with the schools, there is a feeling of being managed from a distance (Billingsley et al., 1995; Braley, 1993; Gersten, Gillman et al., 1995; Hendricks, 1992). Special education directors could improve the relationships by more frequent communication regarding teachers' values, priorities and county policies (Billingsley et al., 1995). The key to being a successful administrator is treating teachers as valuable professionals (Billingsley et al.,

1995). Administrators who create the community sense of management have knowledge about special education policies, are accessible to teachers and help clarify responsibilities (Billingsley et al.,1995). Administrators who help secure materials and resources for the teachers and have genuine concern for the education of the students create the positive administrative support that teachers need (Billingsley et al., 1995; Billingsley et al., 1993; Cohen, 1991; Duffy, 1997; Gersten, Gillman et al.; Hendricks, 1992). Effective special education directors need to be concerned about the problems of the special education teacher, periodically assess the needs of the teachers and provide interventions to correct the problems (Hart, 1990; Billingsley et al., 1995; Bowen & Czaplewski, 1992; Westling & Whitten, 1996).

Principals' Administrative Support

Due to revisions in the IDEA, the building principal has become involved to a much greater extent in special education (Gersten, Gillman et al., 1995). Several researchers have found the strongest variable in job satisfaction of special education teachers was the support of the building principal (Billingsley & Cross, 1992; Evans & Johnson, 1990; Singh & Billingsley, 1996). Job satisfaction is the most influential variable in keeping special education teachers in the field (Billingsley & Cross,1991; Clark-Chiarelli, 1994; Cross & Billingsley, 1994; Gersten, Gillman et al., 1995; NASDSE, 1993); therefore, when teachers experience overall job satisfaction, they continue in the work force (Billingsley & Cross, 1992). Teachers who encounter rewards for jobs well

done and work with a principal who acknowledges their efforts in the classroom, are more satisfied with the job (Whaling, 1994). The lack of administrative support accelerates the attrition rate from the field of special education (Wisniewski & Gargiulo, 1997). Teachers who have lower job satisfaction report a reduced amount of principal support and a higher amount of stress related problems (Cross & Billingsley, 1994; Evans & Johnson, 1990; Marlow, Inman, Betancourt & Smith, 1995). Principals' support has a significant relationship with stress, interpersonal relationships and commitment to the job (Billingsley et al., 1993). These factors have a causal relationship with job satisfaction (Cross & Billingsley, 1994; Miller et al., 1995; Singh & Billingsley, 1996). Principals are the key figures in school improvements (Bailey & Dyck, 1990); therefore, the principal must be able to understand and appreciate each teacher's individual style of teaching. Principals must be able to provide support through their knowledge and abilities to find and use resources (Bailey & Dyck, 1990).

The requirements of special education programs in the school system have expanded during the last several years and now encompass many more roles than previous programs (Clark-Chiarelli, 1994; Dunnick-Karge & Freiberg, 1992; Gersten, Gillman et al., 1995; Singh & Billingsley, 1996). In the past, principals were not as involved in the special education program. The resulting role overload of special education teachers led to a diminished overall job satisfaction level (Singh & Billingsley, 1996). The principal has the ability to define roles, modify schedules and delegate responsibilities in order to assist

the special education teacher and reduce the stress (Singh & Billingsley, 1996; Billingsley & Cross, 1992).

The aspects of the special education teaching field which lead to a lower job satisfaction level can be controlled and modified by the building principal (Cross & Billingsley, 1994; Billingsley & Cross, 1992; Billingsley et al., 1993; Frataccia & Hennington, 1982; Littrell et al., 1994; Singh & Billingsley, 1991; Whaley, 1994). Principals who have the skill of incorporating high consideration and high structure enable teachers to experience higher levels of job satisfaction. Poor leadership and lack of support from the principal leads to increases in job stress and a lessened job satisfaction level (Evans & Johnson, 1990; McKnab, 1993).

Supportive principals must practice behaviors such as providing feedback, encouragement, acknowledgement, team building and collaboration to solve problems (Billingsley & Cross, 1992; Burrello et al., 1988; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Singh & Billingsley, 1996). The principal's behavior pattern will affect the special education teacher's motivation, involvement, morale and job satisfaction (Billingsley & Cross, 1992). The positive behaviors of principals create a sense of self-worth in special education teachers. This in turn encourages teachers and creates team building (Evans & Johnson, 1990). This type of support increases the level of job satisfaction in the teachers and lowers the probability that the teachers will transfer from the school (Dunnick-Karge & Freiberg, 1992; Gersten, Keating et al.).

Commitment to teaching special education is increased by a principal's support (George et al., 1995; Singh & Billingsley, 1991). The positive influence of the principal, on both the special education teachers and the general education staff, increases the commitment from all teachers to aid and improve the special education program. When the staff sees that the principal values the special education program and supports all aspects of it, the process of integrating students and interpersonal relationships with the staff improve for the special education teachers (Singh & Billingsley, 1991).

In a study by Frataccia & Hennington (1982), the lack of supervision, lack of help with interpersonal problems and little involvement with the educational policies of the school were the main reasons for poor overall job satisfaction in the teachers. Frataccia & Hennington (1982) stated principals should create clear policies with the teachers to encourage team building.

Recognition of achievements and awards for effective teaching would increase the level of job satisfaction in teachers (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Evans & Johnson, 1990; Frataccia & Hennington, 1982; Gersten, Keating et al., 1995; Schnorr & Straugh, 1993; Whaley, 1994). The lack of recognition for achievements could be controlled by providing the special education staff with praise and acknowledgment for exemplary work (Frataccia & Hennington, 1982; Whaley, 1994).

Special education teachers want and need support from the principal but some types of support are more desirable than others (Littrell et al., 1994; Wells, 1992). There are four distinct types of principal support (Littrell et al.). Appraisal support is feedback

and evaluation of the teaching performance. Informational support is the act of providing teachers with new and innovative ways of educating students, being notified of workshop and training programs and providing literature about materials and resources. Instrumental support is providing support for non-teaching responsibilities and work-related activities. This would include the accruing of supplies, equipment and resources. Emotional support is how the principal fosters a team philosophy by creating a sense of belonging in the special education teachers (Littrell et al.; Burrello et al., 1988). Special education teachers report emotional support as being the most desired support type (Littrell et al.). Most teachers felt principals provided informational support but the teachers needed more instrumental support. According to Littrell's study, there was a gap between the amount of support across all types that the teachers desired and the amount which they received (Littrell et al.).

Administrative Support and Work Conditions

Research has shown that work conditions have a significant relationship with overall job satisfaction (Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al., 1995; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991; Verdugo et al., 1997). Poor work conditions lead to stress and job dissatisfaction. Research has identified work conditions as an aspect which affects the job satisfaction of special education teachers (Billingsley & Cross, 1991; Clark-Chiarelli, 1994; Cohen, 1991; George et al.; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991). These

conditions are paper work, discipline, adequate classroom materials, available support personnel and litigation (Arick & Krug, 1993; Billingsley & Cross, 1991; Billingsley et al., 1993; Clark-Chiarelli, 1994; Cohen, 1991; George et al.; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991; Verdugo et al., 1997; Wells, 1992). Teachers who were supported by the administrator were able to handle the poor work conditions by finding solutions for the problems with the assistance of the administrator (Singh & Billingsley, 1996).

Paperwork

Excessive paperwork can detract from teaching duties and place a burden on the teacher (Billingsley & Cross, 1991; Braley, 1993; Cohen, 1991; Lauritzen & Friedman, 1991; McKnab, 1993; Quaglia & et al., 1991; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). Due to the federal requirements of the IDEA and the legal problems which can arise from poorly kept records, paperwork must be completed. Excessive paperwork can lead to job dissatisfaction and eventually job attrition (George et al., 1995; McKnab, 1993).

Paperwork and record keeping are the main work condition related reasons for leaving special education (McKnab, 1993). One study found that the respondents were concerned about the amount of paperwork special education teachers must complete on each student, stating that the paperwork was excessive (McKnab, 1993).

Billingsley and Cross (1991) investigated the reasons some special education teachers leave the field. Results indicated paperwork is considered the main work

condition deterrent in teaching special education (Billingsley & Cross, 1991). Paperwork itself may not be the problem so much as the time the teacher must spend in completing the paperwork. Teachers are motivated by the rewards associated with teaching students. Anything which detracts from the contact with students reduces the amount of satisfaction the teacher perceives from the job (Billingsley & Cross, 1991). Administrators could aid the teachers by providing technology to reduce the time spent on paperwork (Billingsley & Cross, 1991; Billingsley et al., 1993).

Classroom Discipline

Classroom discipline is another concern of special education teachers (Cohen, 1991; George et al., 1995; Gonzalez, 1995; Jensen 1996; Lauritzen & Friedman, 1991; Wrobel, 1993). Regulations concerning discipline of special education students have increased the amount of time needed for meetings and slowed the process of maintaining discipline in the classroom (Cohen, 1991; Jensen 1996).

A significant relationship between student characteristics and attrition of special education teachers has been identified (George et al., 1995). The George, George and Gersten study found that 43% of the special education teachers leaving the field perceived the students' acting out behavior as disruptive and uncooperative. This behavior was also a major problem for completion of classroom duties (George et al.). Due to characteristics of some of the students, the special education classroom teacher faces an increased amount of behavioral difficulties (Cohen, 1991; George et al.; Gonzalez, 1995; Jensen 1996; Lauritzen & Friedman, 1991; Wrobel, 1993). The teaching positions dealing with

students with behavior disorders have one of the highest attrition rates in special education (George et al.; Lauritzen & Friedman, 1991; Wisniewski & Gargiulo, 1997). Teacher job satisfaction for this category is low, resulting in an attrition rate of up to 30% in some areas of the country (Lauritzen & Friedman, 1991; Singh & Billingsley, 1996).

Providing the teacher with administrative support to aid in setting clear guidelines for the students and providing help in behavior control may reduce the stress the teacher experiences (Billingsley & Cross, 1991). Stress has been shown in several studies to have a negative relationship to job satisfaction. Therefore, interventions to reduce discipline problems in all categories of special education may reduce the stress in teachers and improve job satisfaction (Billingsley & Cross, 1991; George et al.; Wrobel, 1993).

Insufficient Materials

Job dissatisfaction can be increased by the lack of sufficient supplies and equipment (Billingsley & Cross, 1991; Wisniewski & Gargiulo, 1997). The lack of sufficient supplies and equipment for the education of students with disabilities results in the teacher taking time from the classroom to secure supplies or to make changes to match instruction with what is available. Administrators can provide the necessary tools for teaching and provide funding for specialized equipment. Meeting the needs of students with disabilities may reduce the level of job dissatisfaction in the teachers (Billingsley & Cross, 1991). Administrators need to involve teachers in identifying the areas in which they need assistance (Billingsley & Cross, 1991). Then classroom supplies and other non-

instructional material problems could be eliminated with team work and a concern for the classroom success (Billingsley & Cross, 1991).

Wisniewski and Gargiulo (1997) stated teacher burnout and stress are the result of a combination of problems that go unsolved. The teacher who lacks supplies and materials, combined with the lack of administrative support, experiences professional stress. Stress in the classroom is one of the major factors in special education teacher attrition. The availability of materials and equipment should be a priority of administrators in order to reduce the stress related variables and retain experienced and qualified special education teachers (Billingsley & Cross, 1991; Wisniewski & Gargiulo, 1997).

Support Personnel

Students with disabilities often require the services of other professionals to provide the specialized services required by individual students and to aid classroom teachers (Billingsley & Cross, 1991). Students who lack sufficient services from the proper support personnel are not receiving the educational services agreed upon in the student's Individualized Educational Plan (IEP). Sufficient support personnel are required for a proficient educational process (Billingsley & Cross, 1991). An adequately staffed support program meets the needs of the student with disabilities and aids the classroom teacher, thus decreasing job dissatisfaction (Billingsley & Cross, 1991).

Litigation

Many of the requirements of special education are attributed to decisions by the judicial system. Litigation at the school level is often involved (Rothstein, 1995).

Litigation can cause teachers to spend excessive time outside the classroom and place an undue amount of stress on the educator (Cohen, 1991; Darling-Hammond, 1997; Jensen, 1996; Lauritzen & Friedman, 1991; Rothstein, 1995). The fear of litigation can cause job stress and dissatisfaction (Cohen, 1991; Lauritzen & Friedman, 1991). When the teacher's attention is diverted from the teaching of students, the quality of education in the classroom diminishes (Cohen, 1991). Administrators could help by providing training in special education law to allow the teacher to become acquainted with the legal aspects of the job (Boe et al., 1997; Cohen, 1991).

Administrative Support and Interpersonal Relationships

Interpersonal relationships are one of the problem areas for special education teachers and can lead to job dissatisfaction and attrition (Billingsley & Cross, 1992; Billingsley et al., 1995; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; Finlay, Martin, Roman and Blum, 1995; Quaglia et al., 1997; Singh & Billingsley, 1996; Wisniewski & Gargiulo, 1997). The lack of quality interaction with other teachers, differences of responsibilities and a lack of understanding of the responsibilities and needs of the special education teachers have led to poor interpersonal relationships (Billingsley & Cross, 1992; Cohen, 1991; Gersten, Keating et al., 1995; Singh & Billingsley, 1998).

The lack of job definition and authority leads to frustrated teachers and the feeling of being overwhelmed (Finlay et al., 1995). Research indicates that attention needs to be

focused in the clarification of the roles and responsibilities of both special education teachers and general education teachers (Billingsley & Cross, 1992; Billingsley et al., 1995; Cross & Billingsley, 1994; Cohen, 1991; Enderlin-Lampe, 1997; Finlay et al.; Taylor & Tashakkori, 1995; Thompson, McNamara & Hoyle, 1997). Misunderstandings have existed since the regular education initiative (REI) increased the number of students with disabilities who have returned to the general education classroom (Hendricks, 1992; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). General education teachers view this as an intrusion into their area of responsibility and have the misunderstanding that students with disabilities are the primary responsibility of special education teachers (Skrtic, 1991). The requirement to blur lines of responsibility and combine duties creates stress and ambiguity in the professional organization (Skrtic, 1991). The lack of job definition and authority leads to frustrated teachers and the feeling of being overwhelmed (Finlay et al.).

Teachers who do not have clearly defined roles can experience feelings of helplessness and job dissatisfaction (Wisniewski & Gargiulo, 1997). The special educator has many roles beside that of instructor. The special education teacher is required to hold meetings with parents, confer with faculty, serve as an advocate for the students, be part of a team of educators, serve as a counselor to parents and students, be a contact person for outside agencies, and act as a resource person for educators and parents (Dunnick-Karge & Freiberg, 1992). Teachers who sense there is no definite description or authority

for what the job includes feel dissatisfied with the position (Billingsley & Cross, 1992; Finlay et al., 1995).

Special education services are provided in a variety of ways (Rothstein, 1995). Some students receive services in self-contained classrooms while other students are integrated into general education classrooms (Rothstein, 1995). In order for students with disabilities to be successful and to ensure the educational program meets the needs of the students, there must be collaboration between the teachers (Arick & Krug, 1993; Clark-Chiarelli, 1994; Coben, Thomas, Sattler, Morsink and Voelker, 1997; Darling-Hammond, 1997; George et al., 1995; Lauritzen & Friedman, 1991; Wisniewski & Gargiulo, 1997; Voltz, Elliott, Raymond and Cobb, 1994). Time is necessary for teacher collaboration during the school day. The lack of sufficient collaboration time between teachers creates a stressful situation and can lead to job dissatisfaction (Arick & Krug, 1993; George et al.). Teachers need collaboration time to provide modifications for general classroom teachers and to evaluate the students' progress (Arick & Krug, 1993; Darling-Hammond, 1997; Schnorr & Straugh, 1993; Wisniewski & Gargiulo, 1997).

Another aspect of interpersonal relationships that may cause a teacher to lose interest in the organization as a whole is a feeling of isolation (Cohen, 1991). Physical isolation from fellow teaching peers, due to the location of the classroom, and the lack of involvement in faculty decisions may create a sense of not belonging to the organization (Cohen, 1991; Theobald, 1991). Peer support is necessary for sharing concerns, collaborating and being part of the team. Therefore, isolation impedes the unity of teachers

and leads to job dissatisfaction (Cohen, 1992; Theobald, 1991; Westling & Whitten, 1996).

Administrators need to recognize interpersonal relationships as a problem in the job satisfaction of special education teachers and take action to correct it (Quaglia et al., 1991). Administrators can play a major role in improving the spirit of cooperation. Administrators could clarify roles and responsibilities of all teachers and aid the special education teacher in achieving integration of the students (Singh & Billingsley, 1998). This can lead to a more productive manner of handling special education's programmatic problems (Billingsley, 1995).

Administrative Support and Educational Policy

Special education services were designed to encourage coordination and integration of services (Clark-Chiarelli, 1994; Rothstein, 1995). The IDEA requires the professional organization to function as an adhocratic organization; one which utilizes collaboration and team management (Skrtic, 1991). School systems were designed as a machine bureaucracy on the outside, handing down orders and expecting the policies to be carried out by the lower levels. The inside of the school system works as a professional organization with the division of skills and the loose coupling of each subject, grade and professional level. Professionals work within their own realm of business, completing the task and fulfilling the requirements of the position (Skrtic, 1991; Thompson, 1969). Since the development of educational policy in special education has been molded by legal

interpretations of the IDEA, there has been little input from the classroom teacher for the development of regulations which govern the field (Cohen, 1991; Gersten, Gillman et al., 1995; Rothstein, 1995). Special education teachers must conform to regulations which are beyond their control and this causes an increase in job dissatisfaction (Billingsley & Cross, 1992; Clark-Chiarelli, 1994; Jensen, 1996).

Local educational policies which determine the manner in which special education teachers will complete the requirements of the position can and should be developed with the professional assistance of the special education teachers (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Billingsley, Gersten et al., 1995; Cohen, 1991; Frataccia & Hennington, 1982; Gersten, Gillman et al., 1995). Administrators could increase the amount of job satisfaction by incorporating the expertise of the special education staff when developing policies which will affect the teachers and their students (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Billingsley et al., 1995; Dunnick-Karge & Freiberg, 1992).

Teachers who participate in the decision making process have a vested interest in the outcome (Rinehart & Short, 1994). Administrators who utilize the valuable resources of the professional staff and treat the staff as knowledgeable and capable teachers allow the staff to develop a sense of camaraderie (Billingsley et al., 1995; Littrell et al., 1994). Increased participation in policy development leads to an increased level of job satisfaction among the teaching staff (Billingsley & Cross, 1991; Clark-Chiarelli, 1994).

Summary

The review of the literature has shown that problems facing administrators concerning special education staffing continue to escalate. Qualified special education teachers are needed to fill positions across the country. The reasons special education teachers are leaving the field are due to the absence of factors to increase job satisfaction and the presence of too many dissatisfying factors in special education.

The nature of job satisfaction and dissatisfaction is most thoroughly explained by the Herzberg, Mausner and Snyderman theory (1959). According to Herzberg's theory, intrinsic and extrinsic factors influence individuals' perception of job satisfaction and dissatisfaction. The results of the study clearly showed two different continua in job satisfaction. The factors were not directionally related and could exist at the same time within the worker.

Herzberg's theory of job satisfaction has been applied to the field of education. Special education teaching, in particular, possesses factors which are affecting job satisfaction and dissatisfaction. These factors coincide with Herzberg's factors of motivation and hygiene. Special education teachers have been depicted by the literature to lack job satisfaction which leads to high rates of attrition, thus resulting in staffing problems for administrators.

The literature confirms a negative relationship of administrative support and job satisfaction in other areas of the United States, but the cultural differences of the West Virginian merits a study to investigate the administrative support relationship in this state

(DeYoung & Lawrence, 1995; McLaughlin, 1984; Toth & Leary, 1991; Weller, 1965).

The cultural history of the pioneers who settled the state of West Virginia explains the self determination of the mountaineer (McLaughlin, 1984).

The ethnicity of West Virginia is fairly homogenous with most present day West Virginians primarily of Scotch Irish descent (McLaughlin, 1984). The Scotch Irish people were familiar with a rugged way of life and preferred to stay away from strangers (McLaughlin, 1984). They loved the land and valued their independence (McLaughlin, 1984). The terrain of the state has lead to years of isolation to the point that many West Virginians even exhibit a distinctive dialect (McLaughlin, 1984; Weller, 1965). Perhaps the culture differences of West Virginia influences the administrative behaviors in the educators (DeYoung & Lawrence, 1995; Toth & Leary, 1991).

There are challenges for rural education programs which are not present in other areas (DeYoung & Lawrence, 1995; Toth & Leary, 1991) . Rural communities often do not have the resources that are available in more populated areas. For example, the rural school has fewer support services available and limited interaction between administrators (DeYoung & Lawrence, 1995; Toth & Leary, 1991). The cultural differences of West Virginia, coupled with the increased challenges of rural life, create a setting which may prevent the generalization of the study findings to other areas in the United States (Toth & Leary, 1991; McLaughlin, 1984).

Given the aforementioned conditions, there exists a need for an investigation of the relationship between the supportive behaviors of the administrators and West Virginia

special education teachers' job satisfaction (Dr. Michael Valentine, personal communication, February 6, 1998). The dilemma of special education teachers leaving the field at a higher rate than general education teachers exists in West Virginia (West Virginia Department of Education, 1998). This documents that some aspects of special education teaching are discouraging teachers in the field and coupled with the need for a statewide study, substantiates this study. There is a need to determine if administrative supportive behavior is affecting the job satisfaction of special education teachers in West Virginia.

Chapter 3

Methodology

The purpose of this study was to examine the relationship between principals' and special education directors' perceived administrative support (as measured by the special education teachers' responses on the *Supervisory Behavior Description Questionnaire*) and the West Virginia special education teachers' perceived intrinsic, extrinsic and overall job satisfaction (as measured by the special education teachers' responses on the *Mohrman Cooke Mohrman Job Satisfaction Scale*). The sample consisted of 280 West Virginia special education teachers. The methodology and research design used in this study will be described in this chapter.

Population and Sample

The population of this study consisted of 2,743 West Virginia public school teachers who were currently teaching in a special education position. All program categories of special education teachers were included, regardless of grade level placements within the public school system. Itinerant special education teachers were included in the sample. Special education teachers were surveyed, during the fall of 1998, utilizing the *Supervisory Behavior Description Questionnaire* (SBDQ) and the *Mohrman Cooke Mohrman Job Satisfaction Scale* (MCMJSS). The selection method for the sample was random selection. The subjects were selected from the active employee list of special

education teachers in West Virginia for the 1998 - 1999 school year and resulted in a random sample of 280 subjects (Randolph, Tseng & Greever, 1974) within the state. The sample was selected with the aid of the West Virginia Department of Education's computer system.

An assessment return rate of 50% plus one overall was deemed acceptable. The return rate was designed to allow sufficient representation of the West Virginia special education teachers in order to make inferences about the level of the perceived principals' and special education directors' administrative support and intrinsic, extrinsic and overall job satisfaction of the West Virginia special education teachers (Kerlinger, 1986; Long, Convey and Chwalek, 1985).

Instrumentation

The West Virginia special education teachers' perceived level of principals' and special education directors' administrative support was determined utilizing the SBDQ, which was designed to provide investigators with measures of perceived supervisory behavior which teachers find most satisfying and motivating (Lucht, Sistrunk, Moss & Phipps, 1981; Sistrunk, 1981). The instrument was based on Herzberg's intrinsic and extrinsic theory of job satisfaction (Lucht et al., 1981; Sistrunk, 1981, 1986; Sistrunk, W., Love, Sistrunk, P., Thompson & Handley, 1983). The administrative behavior was divided into eight task areas: developing curriculum, organizing for instruction, staffing, providing materials and facilities, staff development, coordinating special student services,

developing school community relations as they pertain to the instruction program, and evaluating instruction and instructors (Sistrunk, 1981, 1986; Sistrunk et al., 1983). The SBDQ gave a total score as well as eight subsection scores, one for each task area. The SBDQ consisted of two forms of which this study utilized Form One. Form One was chosen for ease of completion, shorter completion time and for the alignment with the desired outcome of this study.

Form One of the SBDQ was an ordinal scale that consists of 53 triads which state supervisory behaviors in a very directive manner, a collaborative manner, and a nondirective manner. The selection of “A” as a response in any triad resulted in a score of two; a selection of “B” in any triad resulted in a score of one and a response of “C” in any triad resulted in a score of three. The corresponding support levels were somewhat supportive, very supportive and nonsupportive (Dr. Sistrunk, personal communication, August 3, 1998). The scoring ranges were 1.0 - 1.4, very supportive; 1.5 - 2.4, somewhat supportive; 2.5 - 3.0, nonsupportive (Dr. Sistrunk, personal communication, August 3, 1998). The subjects selected the statement that best described the building or central office administrator’s supervisory behavior. The answers were scored by hand and tabulated by utilizing a spread sheet program. The SBDQ required about 20 minutes to complete (Sistrunk, 1981).

The content validity of the SBDQ was established by designing the SBDQ statements through information extracted from the literature dealing with the theories of motivation, satisfaction and supervision (Sistrunk, 1981, 1986; Sistrunk et al., 1983).

Sistrunk (1981) used a two step Delphi technique to increase the validity of the content in the SBDQ. The construct validity on Form One was developed by a factor analysis that was performed three times (Sistrunk, 1981). Criterion-related validity was established through canonical correlation of Form One and Form Two together, the California F Scale, and the Tennessee Self-Concept Scale. The correlations of Form One and Form Two gave a reliability coefficient of .99. The reliability coefficients of the subsection scores were: Curriculum, .93; Instruction, .89; Staffing, .84; Materials, .90; Staff Development, .94; Special Student Services, .93; Developing Community Relations, .90; and Evaluation of Instruction, .94. The total score reliability coefficient was .99 (Sistrunk, 1981). Dr. Sistrunk stated the SBDQ, which was developed in 1981, had been used in numerous studies (personal communication, April 13, 1998).

Perceived job satisfaction of the West Virginia special education teachers was determined utilizing the MCMJSS for intrinsic, extrinsic and overall job satisfaction. The MCMJSS was designed to serve as part of the assessment of a structural task approach to organizational development in a school system (Duncan, Mohrman, S., Mohrman, A., Cooke, & Zaltman, 1977). Allan M. Mohrman, Jr. stated the instrument was based on Herzberg's intrinsic and extrinsic theory of job satisfaction (personal communication, April 13, 1998). The scale was divided into two subsections, the first dealing with statements to assess the intrinsic job satisfaction and the second dealing with the extrinsic job satisfaction. The definition of the intrinsic subsection was "satisfaction perceived to stem from aspects of the work or the job itself" (Duncan et al., 1977, p. 127). The definition of

the extrinsic subsection was “satisfaction perceived to stem from the context or situation in which respondent performs job” (Duncan et al., p.128). Each subsection consists of four statements with the responses recorded on a six-point scale ranging from very dissatisfied to very satisfied (Duncan et al.). The subjects indicated the level of perceived job satisfaction for each of the eight statements. The MCMJSS took the subjects about five minutes to complete. The intrinsic job satisfaction level was determined by averaging the numerical responses for statements one through four. The extrinsic job satisfaction level was determined by averaging the numerical responses for statements five through eight (Duncan et al.; Mohrman, A., Cook & Mohrman, S., 1978). The overall job satisfaction score was determined by averaging the scores from the two subsections, intrinsic and extrinsic.

The MCMJSS was used in a study by its authors over the course of two years, which added to the reliability of the construct over time, as the reliabilities remained fairly consistent (Duncan et al., 1977; Mohrman, Cooke, and Mohrman, 1978). The intrinsic satisfaction reliability coefficient of the pre-test involving 181 subjects was .81. The reliability coefficient of the post test of 157 subjects was .87 (Duncan et al). Allan M. Mohrman, Jr. stated the MCMJSS, which was developed in 1977, has been used in many studies (personal communication, April 13, 1998).

Methods and Procedures

The research design of this study was the one shot case study (Campbell & Stanley, 1963) research method of determining the relationship between the perceived

level of principal and special education director administrative support and the perceived intrinsic, extrinsic and overall job satisfaction level of West Virginia special education teachers. The reliability and validity of the MCMJSS and SBDQ were well established and did not pose an area of concern.

The sample was selected by randomization to control for selection bias (Campbell & Stanley, 1963). The sample size of 280 subjects, using the formula constructed by Randolph, Tseng, and Greever (1974), was sufficient for a population of 2,743 and would reduce the likelihood of type I and type II errors within the given population and maximize the validity of the findings (Campbell & Stanley, 1963; Kerlinger, 1986). Randolph et al. stated that a population of this size needed a 2% to 5% sample to enable the researcher to make inferences about the total population. The maximum percentage was selected as the minimum amount of responses necessary to make inferences (Randolph et al.).

The sample group of subjects were contacted by mail, with the overall minimum response rate of 50% plus one considered acceptable. The randomly selected subjects received a cover letter, which had been approved by the West Virginia University Human Subjects exemption board, explaining the purpose of the study, assurance of complete anonymity, the SBDQ, the MCMJSS, a demographic sheet for ancillary information and a stamped, addressed return envelope for the completed forms. The ancillary demographic sheet requested information concerning gender, the Regional Educational Service Agency (RESA) in which the respondent worked, grade level taught, area of specialization, years of experience in special education, total years of teaching, the institution of higher learning

which granted the special education degree, the highest education degree held, if the subject's principal was part-time or full-time, if the subject planned to remain in special education and the number of years until the subject will exit the field if planning to leave (see Appendix A). The subjects were initially contacted during the fall of the 1998-99 school year. The choice of the week and month for the assessments was the last week of September. This enabled the subjects to become acclimated to the new school year, complete the necessary organizational work needed during the opening of school, become accustomed to the classrooms and students and allowed for the control of the effects of history on the responses by considering the stress of opening school (Campbell & Stanley, 1963).

To control for interaction of the exposure and mortality (Campbell & Stanley, 1963), the sample was obtained by the means of random selection to reduce selection bias and insure that special education teachers of the state were sufficiently represented. This also reduced the affect the non-respondents had on the study (Campbell & Stanley, 1963). A second mailing was taken and assessed within two weeks to reduce the affect of history and maturation on the responses (Campbell & Stanley, 1963).

One week after the initial mailing, a reminder postcard was mailed to prompt subjects to return the assessments. Final response reminders were mailed by the second week of October. The second mailing to the subjects included a cover letter, which had been approved by the West Virginia University Human Subjects exemption board, explaining the purpose of the study, assurance of complete anonymity, the SBDQ, the

MCMJSS, an ancillary demographic sheet and a stamped, addressed return envelope for the completed forms during the third week of October. One week after the second mailing to the subjects, a reminder postcard was sent to prompt the return of the SBDQ, MCMJSS and demographic sheet and a final reminder postcard was sent two weeks after the second mailing.

Data Analysis

Descriptive statistics (frequencies, means and standard deviations) were used for the comparison of data and summarization. The SBDQ, of each subject, was scored by averaging each of the eight subtests and a total administrative support score was calculated by averaging all of the subsection scores together. The MCMJSS of each subject was scored to determine the intrinsic and extrinsic job satisfaction scores and the overall job satisfaction score.

The following method was to be used to determine if there was a statistically significant relationship between the levels of principals' and special education directors' administrative support (as measured by the subjects' responses on the SBDQ) and job satisfaction (as measured by the subjects' responses on the MCMJSS) of West Virginia special education teachers. An Analysis of Variance (ANOVA) was used to determine what degree of variance within and between the variables was present. An alpha level of .05 was used as the level of significance for this study. Post hoc analyses were conducted as needed.

Summary

The purpose of this study was to examine the relationship between principal and special education director perceived administrative support (as measured by the subjects' responses on the *Supervisory Behavior Description Questionnaire*) and the West Virginia special education teachers' perceived intrinsic, extrinsic and overall job satisfaction (as measured by the subjects' responses on the *Mohrman Cooke Mohrman Job Satisfaction Scale*). The sample consisted of 280 West Virginia special education teachers during the 1998 - 1999 school year. To determine the degree of variance between and among the responses, ANOVA was utilized with an alpha level of .05. Post hoc analyses were conducted as needed.

Chapter 4

Presentation and Analyses of the Data

The purpose of this study was to examine the relationship between the perceived administrative support of West Virginia principals and special education directors and the West Virginia special education teachers' perceived intrinsic, extrinsic and overall job satisfaction level. The sample consisted of 280 special education teachers in West Virginia with a return rate of 56%. The first three items on the ancillary information were the subjects' gender, Regional Educational Service Agency (RESA) of employment, and grade level taught. The area of the special education teaching field, years of experience in special education, and years of experience in general education were the next three items. The respondents reported the college that granted their special education degree, the highest degree held by the subject, and whether the subjects taught under the direction of a full time principal or a part time principal. The next two items were included to determine if the special education teaching field may expect an exodus of teachers during the next few years. The subjects were asked if they were planning to leave the special education teaching field and, if so, in how many years.

The results of this study are presented in the following sequence. First, a demographic profile of the subjects in the study will be provided, followed by a descriptive report of the analyses of the data, the major findings of the study, and the ancillary findings of the study. Finally, the chapter will culminate with a summary.

Descriptive Data

The sample consisted of special education teachers in West Virginia in all areas of the special education field and at all grade levels. Itinerant teachers were also included in the sample. The sample of 280 subjects, of whom 81% were female and 19% were male, was randomly selected within the state of West Virginia. The respondents consisted of 81.5% females and 18.5% males (see Table 1).

Table 1

Frequencies by Gender

Gender	<i>f</i>	<i>%/N</i>
Female	128	81.5
Male	29	18.5
	157	

The respondents were employed across all eight RESAs in West Virginia. Only four respondents did not state the RESA in which they worked (see Table 2).

Table 2

Frequencies within RESAs

RESA	<i>f</i>	%/<i>N</i>
RESA I	23	14.6
RESA II	15	9.6
RESA III	17	10.6
RESA IV	21	13.4
RESA V	25	15.9
RESA VI	9	5.7
RESA VII	28	17.8
RESA VIII	15	9.6
Not Stated	4	2.5
	157	

Respondents' teaching assignments were across three programmatic levels, elementary, middle and high school. The highest number of respondents were teaching at the elementary level. Nine respondents reported teaching in all grade levels (see Table 3).

Table 3

Frequencies by Grade Level

Grade Level	<i>f</i>	%/<i>N</i>
Pre-School/Elementary	67	42.7
Middle School	37	23.6
High School	44	28.0
All Grade Levels	9	5.7
	157	

Ten of the special education teaching categorical areas were represented by respondents, including behavioral disorders (BD), blind/partially sighted, gifted, mild/moderate mental impairments, multicategorical (Mild/Moderate Mentally Impaired [MMI], SLD, BD), physical disabilities, preschool handicapped, severe/profound mental impairments, specific learning disabilities (SLD), and speech/language disabilities. One respondent (0.6%) declined to state the teaching area (see Table 4).

Table 4

Frequencies by Special Education Teaching Assignment

Category	<i>f</i>	%/ <i>N</i>
Behavioral Disorders	9	5.7
Blind/Partially Sighted	2	1.3
Gifted	14	8.9
Mild/Moderate Mental Impairments	18	11.5
Multicategorical	53	33.8
Physical Disabilities	1	.6
Preschool Handicapped	5	3.2
Severe/Profound Mental Impairments	4	2.5
Specific Learning Disabilities	34	21.7
Speech/Language Disabilities	16	10.2
Not Stated	1	0.6
	157	

Among the 157 respondents, special education teaching experience ranged from 1 to 30 years. The respondents' years of special education teaching experience data was aggregated into four quartiles; 1 to 8 years, 9 to 12 years, 13 to 18 years and 19 to 30 years. The mean number of years of experience in teaching special education was 13 years (see Table 5).

Table 5

Frequencies by Years of Special Education Experience

Years	<i>f</i>	<i>%/N</i>
1-8 Years	40	25.5
9-12 Years	43	27.4
13-18 Years	37	23.6
19-30	37	23.6
	157	
<i>Mean = 13 Years</i>		

Table six arrays the data for respondents according to the number of years they have taught in the general education field. The majority of the respondents (42%), reported no teaching experience in the general education field. All other respondents reported general education teaching experience ranging from 0.5 to 32 years. The respondents' years of general education teaching experience data was aggregated into quartiles: zero years, .5 - 2 years, 3 - 8 years, and 9 - 32 years. The mean number of years of experience in teaching general education was five years.

Table 6

Frequencies by General Education Experience

Years	<i>f</i>	<i>%/N</i>
Zero	66	42.0
.5 - 2	25	15.9
3 - 8	29	18.5
9 - 32	37	23.6
<i>Mean = 5</i>	157	

The majority of the respondents' (29.9%) special education degrees were granted by West Virginia University (WVU). Marshall University Graduate College (MUGC) was the next most frequent with 26.8% of the total responses while Marshall University (MU) had a 16.6% response rate. Respondents who received their special education degrees from schools outside of the state had a response rate of 10.8%. Other West Virginia colleges reported as granting degrees were: Alderson-Broaddus College, Bluefield State College, Concord State College, Fairmont State College, Glenville State College, Salem-Teikyo State College and West Virginia Wesleyan College. Four survey respondents declined to provide the college which granted their special education degree (see Table 7).

Table 7

Frequencies by College Granting Special Education Degree

College	<i>f</i>	<i>%/N</i>
Alderson - Broaddus College	1	.6
Bluefield State College	2	1.3
Concord College	6	3.8
Fairmont State College	4	2.5
Glenville State College	6	3.8
Marshall University	26	16.6
Marshall University Graduate College	42	26.8
Salem-Teikyo State College	1	.6
West Virginia University	47	29.9
West Virginia Wesleyan College	1	.6
Schools Outside of West Virginia	17	10.8
Not Stated	4	2.5
	157	

In Table 8, respondents were grouped according to the highest degree held. The degree level which was reported most often as the highest degree level held was the Master of Arts with the Master of Arts + 45 hours as the second highest degree reported by the respondents.

Table 8

Frequencies by Highest Degree Earned

Degree	<i>f</i>	<i>%/N</i>
Bachelor of Arts	21	13.4
Bachelor of Arts + 15 Hrs.	15	9.6
Master of Arts	57	36.3
Master of Arts + 15 Hrs.	11	7.0
Master of Arts + 30 Hrs.	14	8.9
Master of Arts + 45 Hrs/ Ed.S.	39	24.8
	157	

Respondents were requested to state whether they worked under the direction of a full time principal or a part time principal. Part time principals were only reported by 3.8% of the respondents while full time principals were reported by 96.2% of the responses (see Table 9).

Table 9

Frequencies by Full Time / Part Time Principal

Principal	<i>f</i>	%/<i>N</i>
Full Time	151	96.2
Part Time	6	3.8
	157	

The respondents were asked if they planned to leave the field of special education and, if so, in how many years. Sixty-six percent of the respondents reported they were not planning to leave the field of special education. Those planning to leave the special education teaching field consisted of 30.6% of the respondents, with 3.8% of the respondents reporting they were undecided. Of the respondents who were planning to leave the special education teaching field, the majority (60.4%) expect to leave within one year with the remainder leaving over the course of 10 years. The mean number of years until departure for respondents who were planning to leave the field was 2.19 years (see Table 10).

Table 10

Frequencies by Leaving / Staying in Special Education Field

Leaving/Staying	<i>f</i>	<i>%/N</i>
Leaving	48	30.6
<i>(in one year)</i>	<i>(29)</i>	<i>(60.4)</i>
<i>(in two years)</i>	<i>(5)</i>	<i>(10.4)</i>
<i>(in three years)</i>	<i>(10)</i>	<i>(20.8)</i>
<i>(in five years)</i>	<i>(4)</i>	<i>(8.3)</i>
<i>(in ten years)</i>	<i>(2)</i>	<i>(4.1)</i>
Staying	103	65.6
Undecided	6	3.8
	157	

Descriptive Report of Supervisory Behavior Description Questionnaire Response Data

A score of three on the Supervisory Behavior Description Questionnaire (SBDQ), which assessed the level of administrative support, indicated a nonsupportive administrator. A score of two indicated a somewhat supportive administrator and a score of one indicated a very supportive administrator. For principals, the SBDQ data indicated the subcategory of “Coordinating Special Student Services” as the lowest rated category for administrative support while the highest rated category was “Developing School-Community Relationships.” The overall level of administrative support on the SBDQ for principals was 2.2034, which was rated as somewhat supportive (see Table 11).

Table 11

Mean Score for the SBDQ by Principals

SBDQ area	<u>M</u>	<u>SD</u>	Min.	Max.	
Coordinating Special Student Services	2.3646	.5554	1.0	3.0	
Developing Curriculum	2.3567	.6603	1.0	3.0	
Evaluating Instruction and Instructors	2.2374	.6159	1.0	3.0	
Organizing for Instruction	2.2229	.6312	1.0	3.0	
Providing Materials and Facilities	2.2079	.5906	1.0	3.0	
Staffing	2.1252	.5381	1.0	3.0	
Staff Development	2.0699	.5118	1.0	3.0	
Developing School-Community Relations	2.0338	.5792	1.0	3.0	
Mean Score					
Variable	<u>n</u>	<u>M</u>	<u>SD</u>	Min.	Max.
Principals' Support Level	157	2.2034	.4525	1.0	3.0

For the special education directors, the SBDQ data indicated the subcategory of “Organizing for Instruction” was the lowest rated category while “Coordinating Special Student Services” was the highest rated category of administrative support. The overall level of administrative support on the SBDQ for special education directors was 2.5332, which was rated as nonsupportive (see Table 12).

Table 12

Mean Score for the SBDQ by Special Education Directors

SBDQ area	<u>M</u>	<u>SD</u>	Min.	Max.	
Organizing for Instruction	2.6930	.4801	1.0	3.0	
Developing School-Community Relations	2.6604	.4284	1.0	3.0	
Staffing	2.6234	.4200	1.4	3.0	
Providing Materials and Facilities	2.5542	.4964	1.0	3.0	
Evaluating Instruction and Instructors	2.5429	.5855	1.0	3.0	
Staff Development	2.4762	.4668	1.0	3.0	
Developing Curriculum	2.4707	.6328	1.0	3.0	
Coordinating Special Student Services	2.2646	.5531	1.0	3.0	
Mean Score					
Variable	<u>n</u>	<u>M</u>	<u>SD</u>	Min.	Max.
Special Education Directors' Support Level	157	2.5332	.3952	1.4	3.0

Descriptive Report of the Mohrman Cooke Mohrman Job Satisfaction Scale Response Data

The Mohrman Cooke Mohrman Job Satisfaction Scale (MCMJSS), which assessed the job satisfaction level of the respondents, consisted of eight statements. The first four evaluated the intrinsic job satisfaction level with statements four through eight evaluating the extrinsic job satisfaction level. The subjects responded on a six point ordinal scale for each statement with a response of one indicating low satisfaction to a response of six indicating high satisfaction. The overall score was determined by averaging the two subcategories.

The intrinsic job satisfaction level of the respondents had a mean score of 4.2973 (on a scale of 1 [low] to 6 [high]). The extrinsic job satisfaction level of the respondents had a mean score of 3.7413 (on a scale of 1 [low] to 6 [high]). The lowest range of responses for both sets of statements was 1.00 and the highest for both was 6.00. The overall job satisfaction mean score of the respondents was 4.0135 (on a scale of 1 [low] to 6 [high]) with the lowest score 1.63 and the highest 6.00 (see Table 13).

Table 13

Mean Score for the MCMJSS

MCMJSS Area	<u>M</u>	<u>SD</u>	Min.	Max.
Intrinsic Job Satisfaction	4.2973	1.2190	1.0	6.0
Extrinsic Job Satisfaction	3.7413	1.2865	1.0	6.0
Overall Satisfaction	4.0135	1.0978	1.63	6.0

Statistical Analyses

The study was designed as a general linear model. The independent variables (principals' and special education directors' perceived administrative support levels) were discrete categories while the dependent variables (intrinsic, extrinsic and overall perceived job satisfaction levels) were continuous measures. The One Way Analysis of Variance (ANOVA) was used to determine if the perceived levels of the principals' or the special education directors' administrative support had a significant relationship on the intrinsic, extrinsic or overall job satisfaction level of West Virginia special education teachers.

First, the responses of the respondents concerning the perceived levels of administrative support were grouped to determine if the administrative support occurred in the nonsupportive, somewhat supportive or very supportive range. The categorized response levels were then compared to the perceived six-point Likert scale job satisfaction levels of the subjects. The alpha level was set at $p < .05$.

The Statistical Program for Social Statistics (SPSS) computer program was used to analyze the relationship of the administrative support levels on the job satisfaction levels of the subjects. The ANOVA from this program supplied the degrees of freedom (df), the sum of squares (SS) from between and within variables, and the mean square (MS) level needed to indicate a significant group effect. The SPSS program also computed the F ratio which identified how much larger the MS_{between} must be relative to the MS_{within} before the null hypotheses was rejected. If the F ratio exceeded or equaled the critical value of the

alpha level, then the null hypotheses was rejected and the program identified the significant relationship and the presence of group effect.

Post hoc analyses were needed to determine where the significant relationship was actually occurring. The Scheffe Multiple Comparison Test (Scheffe) was used to identified where the variance was occurring in the different combinations of the administrative support levels of very supportive, somewhat supportive, and nonsupportive. The Scheffe also supplied the standard measure of error (*SE*) which indicated how much variance was present in the mean when compared to the possibility of that mean occurring in the population from which the sample was taken. As the number of subjects increased, the variance range became smaller and therefore provided a better indication that the mean of the sample actually occurred in the population from which the sample was taken which, in this study, were West Virginia special education teachers.

Major Findings

Major findings are described in direct relation to the research questions used to determine the direction of the study. The six questions were:

Q1: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and intrinsic job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a triad of descriptive behaviors to which the subject was to identify the closest behavior of

the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe identified the variance between the somewhat supportive and nonsupportive ranges of the special education directors' administrative support levels. There was a significance at the alpha level of .05 for the relationship of the special education directors' administrative support level and the intrinsic job satisfaction level of the respondents. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the intrinsic job satisfaction levels significantly increased. The analysis of the category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category (see Table 14).

Table 14

Analysis of Variance: Special Education Directors' Support and Intrinsic Job Satisfaction Level

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	3.591	10.329	5.164	.030*
Within					
Intrinsic	154		221.497	1.438	
Total					
Intrinsic	156		231.826		

Scheffe Multiple Comparison Test for Special Education Directors' Support and intrinsic Job Satisfaction Levels

Support Level	Mean Difference	<i>SE</i>	Sig.
Very Supportive and Somewhat Supportive	.2580	.863	.956
Very Supportive and Nonsupportive	.7755	.857	.665
Somewhat Supportive and Very Supportive	-.2580	.863	.956
Somewhat Supportive and Nonsupportive	.5175	.200	.037*
Nonsupportive and Very Supportive	-.7755	.857	.665
Nonsupportive and Somewhat Supportive	-.5175	.200	.037*

* The mean difference is significant at the .05 level.

To visually explore the relationship of the special education directors' categorical support levels and its effect on the intrinsic job satisfaction of the respondents, a box and whiskers plot was utilized. The box and whiskers plot or boxplot provided several types of information about the relationship of the data. The whiskers on the box gave the range of

responses for that given area. The box depicted the central tendency of the responses with the median occurring in the center of each box and the line drawn in the box illustrating the mean of each group. Small numbers beneath a box, if they occur, indicated an outlier or a response that occurred extremely far from the mean. The categorical support levels were compared to the continuous measure of the job satisfaction levels with one representing low satisfaction and six representing high satisfaction to enable the directional relationship to be visually presented (see Figure 1).

Figure 1

Special Education Directors and Intrinsic Job Satisfaction Level

Figure 1. The somewhat supportive responses are higher on the job satisfaction scale than the responses from the nonsupportive group indicating that the higher the level of administrative support, the higher the level of intrinsic job satisfaction. The mean of the category of very supportive was not compared to the means of the other two because only two respondents' perceived level of support occurred in this area.

Q2: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and extrinsic job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a triad of descriptive behaviors to which the respondent was to identify the closest behavior of the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe identified the variance between the somewhat supportive and nonsupportive ranges of the special education directors' administrative support levels. There was a significance at the alpha level of .01 for the relationship of the special education directors' administrative support level and the extrinsic job satisfaction level of the respondents. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the extrinsic job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category (see Table 15).

Table 15

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Level

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	11.996	34.805	17.403	.000**
Within					
Extrinsic	154		223.400	1.451	
Total					
Extrinsic	156		258.205		

Scheffe Multiple Comparison Test for Special Education Directors' Support and Extrinsic Job Satisfaction Levels

Support Level	Mean Difference	SE	Sig.
Very Supportive and Somewhat Supportive	.9495	.866	.550
Very Supportive and Nonsupportive	1.8648	.860	.099
Somewhat Supportive and Very Supportive	-.9495	.866	.550
Somewhat Supportive and Nonsupportive	.9153	.201	.000**
Nonsupportive and Very Supportive	-1.8648	.860	.099
Nonsupportive and Somewhat Supportive	-.9153	.201	.000**

** The mean difference is significant at the .01 level.

To visually explore the relationship of the special education directors' categorical support level and its effect on the extrinsic job satisfaction of the respondents, a box and whiskers plot was utilized. The box and whiskers plot or boxplot provided several types of information about the relationship of the data. The whiskers on the box gave the range of

responses for that given area. The box depicts the central tendency of the responses with the median occurring in the center of each box and the line drawn in the box illustrating the mean of each group. Small numbers beneath a box, if they occur, indicated an outlier or a response that occurred extremely far from the mean. The categorical support levels were compared to the continuous measure of the job satisfaction levels with one representing low satisfaction and six representing high satisfaction to enable the directional relationship to be visually presented (see Figure 2).

Figure 2

Special Education Directors and Extrinsic Job Satisfaction Level

Figure 2: The somewhat supportive responses are higher on the job satisfaction scale than the nonsupportive responses indicate that the higher the level of administrative support, the higher the level of extrinsic job satisfaction. The mean of the category of very supportive was not compared to the means of the other two because only two respondents' perceived level of support occurred in this area.

Q3: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education director and overall job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a triad of descriptive behaviors to which the respondent was to identify the closest behavior of the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe identified the variance between the somewhat supportive and nonsupportive ranges of the special education directors' administrative support levels. There was a significance at the alpha level of .01 for the relationship of the special education directors' administrative support level and the overall job satisfaction level of the respondents. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the overall job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category (see Table 16).

Table 16

Analysis of Variance: Special Education Directors' Support and Overall Job Satisfaction Level

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Overall	2	9.895	21.409	10.704	.000**
Within					
Overall	154		166.598	1.082	
Total					
Overall	156		188.007		

Scheffe Multiple Comparison Test for Special Education Directors' Support and Overall Job Satisfaction Levels

Support Level	Mean Difference	<i>SE</i>	Sig.
Very Supportive and Somewhat Supportive	.6039	.748	.722
Very Supportive and Nonsupportive	1.3333	.743	.203
Somewhat Supportive and Very Supportive	-.6039	.748	.722
Somewhat Supportive and Nonsupportive	.7293	.173	.000**
Nonsupportive and Very Supportive	-1.3333	.743	.203
Nonsupportive and Somewhat Supportive	-.7293	.173	.000**

** The mean difference is significant at the .01 level.

To visually explore the relationship of the special education directors' categorical support level and its effect on the extrinsic job satisfaction of the respondents, a box and whiskers plot was utilized. The box and whiskers plot, or boxplot, provided several types of information about the relationship of the data. The whiskers on the box gave the range

of responses for that given area. The box depicted the central tendency of the responses with the median occurring in the center of each box and the line drawn in the box illustrating the mean of each group. Small numbers beneath a box, if they occur, indicated an outlier or a response that occurred extremely far from the mean. The categorical support levels are compared to the continuous measure of the job satisfaction levels with one representing low satisfaction and six representing high satisfaction to enable the directional relationship to be visually presented (see Figure 3).

Figure 3

Special Education Directors and Overall Job Satisfaction Level

Figure 3: The somewhat supportive responses are higher on the job satisfaction scale than the responses from the nonsupportive group indicating that the higher the level of administrative support, the higher the level of overall job satisfaction. The mean of the category of very supportive was not compared to the means of the other two because only two respondents' perceived level of support occurred in this area.

Q4: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and intrinsic job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a triad of descriptive behaviors to which the respondent was to identify the closest behavior of the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe identified no significant variance between the very supportive, somewhat supportive and nonsupportive ranges of the principals' administrative support levels. There was no significance at the alpha level of .05 for the relationship of the principals' administrative support level and the intrinsic job satisfaction level of the respondents (see Table 17).

Table 17

Analysis of Variance: Principals' Support and Intrinsic Job Satisfaction Level

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Overall	2	1.706	5.025	2.512	.185
Within					
Overall	154		226.801	1.473	
Total					
Overall	156		231.826		

Scheffe Multiple Comparison Test for Principals' Support and Intrinsic Job Satisfaction Levels

Support Level	Mean Difference	<i>SE</i>	Sig.
Very Supportive and Somewhat Supportive	.5151	.386	.412
Very Supportive and Nonsupportive	.1927	.407	.894
Somewhat Supportive and Very Supportive	-.5151	.386	.412
Somewhat Supportive and Nonsupportive	-.3224	.216	.332
Nonsupportive and Very supportive	-.1927	.407	.894
Nonsupportive and Somewhat supportive	.3224	.216	.332

Q5: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and extrinsic job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a

triad of descriptive behaviors to which the respondent was to identify the closest behavior of the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe indicated the variance between the very supportive and nonsupportive ranges of the principals' administrative support levels but did not detect a significant level. The distribution of the responses in the very supportive category were negatively skewed with one extreme outlier which may account for the failure of the Scheffe to find significance. There was, however, significance at the alpha level of .05 for the relationship of the principals' administrative support level and the extrinsic job satisfaction level of the respondents in the ANOVA. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased (see Table 18).

Table 18

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Level

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	3.198	10.297	5.149	.044*
Within					
Extrinsic	154		247.908	1.610	
Total					
Extrinsic	156		258.205		

Scheffe Multiple Comparison Test for Principals' Support and Extrinsic Job Satisfaction Levels

Support Level	Mean Difference	<i>SE</i>	Sig.
Very Supportive and Somewhat Supportive	.6664	.403	.258
Very Supportive and Nonsupportive	1.0261	.426	.058
Somewhat Supportive and Very Supportive	-.6664	.403	.258
Somewhat Supportive and Nonsupportive	.3598	.226	.285
Nonsupportive and Very Supportive	-1.0261	.426	.058
Nonsupportive and Somewhat Supportive	-.3598	.226	.285

* The mean difference is significant at the .05 level.

To visually explore the relationship of the principals' categorical support level and its effect on the extrinsic job satisfaction of the respondents, a box and whiskers plot was utilized. The box and whiskers plot, or boxplot, provided several types of information about the relationship of the data. The whiskers on the box gave the range of responses for that given area. The box depicted the central tendency of the responses with the

median occurring in the center of each box and the line drawn in the box illustrating the mean of each group. Small numbers beneath a box, if they occur, indicated an outlier or a response that occurred extremely far from the mean. The categorical support levels are compared to the continuous measure of the job satisfaction levels with one representing low satisfaction and six representing high satisfaction to enable the directional relationship to be visually presented (see Figure 4).

Figure 4

Principals and Extrinsic Job Satisfaction Level

Figure 4: The very supportive, somewhat supportive and nonsupportive boxplots indicate a directional relationship between the principals' administrative support levels and the job satisfaction levels of the subjects. The higher the level of principals' administrative support, the higher the level of extrinsic job satisfaction for the respondents.

Q6: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principal and overall job satisfaction?

To assess this research question, the SBDQ provided a series of 53 statements divided into eight areas of administrative tasks. The choices for responses consisted of a

triad of descriptive behaviors to which the respondent was to identify the closest behavior of the administrator for each task area question. Each selection of behavior was categorized as: **a** (somewhat supportive), **b** (very supportive), **c** (nonsupportive). Each respondents' perceived level of job satisfaction was assessed by the responses on the MCMJSS. The relationship of the levels of perceived support and the levels of perceived job satisfaction were then analyzed through the ANOVA.

The Scheffe identified no significant variance between the very supportive, somewhat supportive and nonsupportive ranges of the principals' administrative support levels. There was no significance at the alpha level of .05 for the relationship of the principals' administrative support level and the overall job satisfaction level of the respondents (see Table 19).

Table 19

Analysis of Variance: Principals' Support and Overall Job Satisfaction Level

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Overall	2	1.556	3.725	1.862	.214
Within					
Overall	154		184.282	1.197	
Total					
Overall	156		188.007		

Scheffe Multiple Comparison Test for Principals' Support and Overall Job Satisfaction Levels

Support Level	Mean Difference	<i>SE</i>	Sig.
Very Supportive and Somewhat Supportive	.6011	.347	.227
Very Supportive and Nonsupportive	.6080	.367	.257
Somewhat Supportive and Very Supportive	-.6011	.347	.227
Somewhat Supportive and Nonsupportive	6.878E-03	.195	.999
Nonsupportive and Very supportive	-.6080	.367	.257
Nonsupportive and Somewhat supportive	-6.88E-03	.195	.999

Comparative Analysis of the Ancillary Information and the Relationship Between the
Administrative Support and Job Satisfaction Levels

An ANOVA was applied when controlling for each of the 10 demographic information items to determine if there was a significant relationship, at the alpha level of .05, between the independent variables and the dependent variables. The demographic areas were: gender, RESA, grade level taught, special education categorized teaching

area, years of teaching experience in special education, years of teaching experience in general education, college granting special education degree, highest educational degree held, full time or part time principal, and intent to stay or leave the special education field.

Gender

The ANOVA indicated that when controlled for gender, there was a statistically significant relationship between the levels of principals' support and the female special education respondents' extrinsic job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. Female special education respondents' job satisfaction levels had a significant relationship with the level of principals' support but in contrast, the male special education respondents' job satisfaction levels were not affected (see Table 20).

Table 20

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Level in Female Special Education Respondents

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	3.575	10.910	3.575	.031*
Within					
Extrinsic	125		190.724	1.526	
Total					
Extrinsic	127		201.634		

* The mean difference is significant at the .05 level

The ANOVA indicated that when controlled for gender, there was a statistically significant relationship between the level of special education directors' support and the female special education respondents' job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category. It was interesting to note that while the female special education respondents' intrinsic, extrinsic and overall job satisfaction levels indicated a significant relationship with the levels of the special education directors' support, the male special education respondents' job satisfaction levels had no relationship with the administrative support levels of the special education directors (see Table 21).

Table 21

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Female Special Education Respondents

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	3.490	9.794	4.897	.034*
Extrinsic	2	10.121	28.102	14.051	.000**
Overall	2	8.962	18.398	9.199	.000**
Within					
Intrinsic	125		175.395	1.403	
Extrinsic	125		173.532	1.388	
Overall	125		128.307	1.026	
Total					
Intrinsic	127		185.190		
Extrinsic	127		201.634		
Overall	127		146.705		

* The mean difference is significant at the .05 level.

** The mean difference is significant at the .01 level.

RESAs

The RESAs provided some comparisons for the relationship between the levels of support from the principals and special education directors and the area of West Virginia in which the respondents worked. It is interesting to note that the only RESAs that showed a significant relationship between the level of support of the administrators and the level of job satisfaction were from the southwestern part of the state; specifically,

RESAs I, II and III. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased.

When the means of the RESA I respondents' job satisfaction levels were compared to the means of the principals' levels of support, the ANOVA indicated no relationship. However, when the levels of the special education directors' support was compared to the levels of job satisfaction of the RESA I respondents, overall job satisfaction was significant. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the overall job satisfaction levels significantly increased (see Table 22).

Table 22

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in RESA I Special Education Respondents

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	3.490	7.415	3.707	.056
Extrinsic	2	2.756	9.532	4.766	.088
Overall	2	3.922	8.344	4.172	.037*
Within					
Intrinsic	20		22.189	1.109	
Extrinsic	20		34.582	1.729	
Overall	20		21.273	1.064	
Total					
Intrinsic	22		29.603		
Extrinsic	22		44.114		
Overall	22		29.617		

* The mean difference is significant at the .05 level.

When the means of the RESA II respondents' job satisfaction levels were compared to the means of the principals' levels of support, the ANOVA indicated a relationship with the extrinsic job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. There was no relationship for the intrinsic or overall job satisfaction levels and the principals' administrative support levels (see Table 23).

Table 23

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Level in RESA II Special Education Respondents

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	1	6.924	8.100	8.100	.021*
Within					
Extrinsic	13		15.208	1.170	
Total					
Extrinsic	14		23.308		

* The mean difference is significant at the .05 level

When the means of the RESA II respondents' job satisfaction levels were compared to the means of the special education directors' levels of support, the ANOVA indicated a relationship with the extrinsic and overall job satisfaction levels. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. There was no relationship noted for the intrinsic job satisfaction levels and the special education directors' administrative support levels (see Table 24).

Table 24

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Level in RESA II Special Education Respondents

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	1	12.735	11.534	11.534	.003**
Overall	1	7.629	7.076	7.076	.016*
Within					
Extrinsic	13		11.774	.906	
Overall	13		12.058	.928	
Total					
Extrinsic	14		23.308		
Overall	14		19.135		

* The mean difference is significant at the .05 level.

** The mean difference is significant at the .01 level.

When the means of the RESA III respondents' job satisfaction levels were compared to the means of the principals' levels of support, the ANOVA indicated no relationship with the intrinsic job satisfaction levels. There was, however, a relationship for the extrinsic and overall job satisfaction levels and the special education directors' administrative support levels. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased (see Table 25).

Table 25

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Level in RESA III Special Education Respondents

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	6.465	14.801	7.400	.010**
Overall	2	3.883	7.905	3.952	.046*
Within					
Extrinsic	14		16.024	1.145	
Overall	14		14.251	1.018	
Total					
Extrinsic	16		30.825		
Overall	16		22.156		

* The mean difference is significant at the .05 level.

** The mean difference is significant at the .01 level.

Grade Level Taught

The respondents were asked to indicate the grade level of the school in which they taught. The majority of the respondents were from the elementary level, which also included preschool respondents. High school level respondents were second in the number of returns, and middle school respondents were third.

When the analysis was separated into grade levels, it was interesting to note the ANOVA indicated elementary respondents had a significance between the relationship of the administrative support levels of the principals and the extrinsic job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. There

was no relationship noted for the intrinsic or overall job satisfaction levels and the administrative support of the principal (see Table 26).

Table 26

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Level in Elementary Level Special Education Respondents

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	6.924	8.866	4.433	.049*
Within					
Extrinsic	64		89.921	1.405	
Total					
Extrinsic	66		98.787		

* The mean difference is significant at the .05 level

The ANOVA indicated a significant relationship between administrative support levels of the special education directors and the elementary special education respondents' intrinsic, extrinsic and overall job satisfaction levels. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. The extrinsic and overall job satisfaction levels were significant beyond the minimum .05 alpha level (see Table 27).

Table 27

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Elementary Special Education Respondents

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	1	6.605	10.701	10.701	.012*
Extrinsic	1	10.272	13.480	13.480	.002**
Overall	1	3.922	12.034	12.034	.001**
Within					
Intrinsic	65		105.316	1.620	
Extrinsic	65		85.307	1.312	
Overall	65		69.904	1.075	
Total					
Intrinsic	66		116.017		
Extrinsic	66		98.787		
Overall	66		81.937		

* The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level.

For middle school level special education respondents, significance between the relationship of the administrative support levels of the principal and the extrinsic and overall job satisfaction levels was indicated by the ANOVA. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic and overall job satisfaction levels significantly increased. The extrinsic job satisfaction level was significant at the .01 alpha level. There was no significant relationship between the principals' support levels and the job satisfaction levels

of the middle school special education respondents. For high school level respondents, no significance was found between the principals' or special education directors' levels of support and the job satisfaction levels of those respondents (see Table 28).

Table 28

Analysis of Variance: Principals' Support and Extrinsic and Overall Job Satisfaction Levels in Middle School Special Education Respondents

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	5.796	16.515	8.258	.007**
Overall	2	3.460	6.957	3.479	.043*
Within					
Extrinsic	34		48.438	1.425	
Overall	34		34.183	1.005	
Total					
Extrinsic	36		64.953		
Overall	36		41.140		

* The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level.

Highest Degree Earned

The respondents were requested to identify the highest educational degree held. The categories of Bachelor of Arts (BA), Bachelor of Arts + 15 hours, Master of Arts, Master of Arts + 15 hours, Master of Arts + 30 hours and Master of Arts + 45 hours or an Education Specialist Degree were represented by the respondents.

Respondents who held BA degrees did not indicate a significant relationship between the level of administrative support and the levels of job satisfaction. Respondents who held BA+15 degrees indicated no relationship between the principals' levels of support and job satisfaction, but there was significant relationship with the levels of support from the special education director and the extrinsic job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased (see Table 29).

Table 29

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Level in Special Education Respondents with a BA+15 Degree

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	1	5.127	6.500	6.500	.041*
Within					
Extrinsic	13		16.483	1.268	
Total					
Extrinsic	14		22.983		

* The mean difference is significant at the .05 level

Responses of special education respondents who held a MA degree denoted no significant relationship between the principals' support and the job satisfaction levels. However, the relationship between the administrative support levels of the special education director and the job satisfaction levels of the respondents who held a MA degree were significant. These special education respondents had a significant relationship between the job satisfaction levels for both the extrinsic and overall levels and the

administrative support of the special education directors. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased (see Table 30).

Table 30

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with a MA Degree

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	6.099	15.574	7.787	.004**
Overall	2	6.166	11.797	5.898	.004**
Within					
Extrinsic	54		68.942	1.277	
Overall	54		51.658	.957	
Total					
Extrinsic	56		84.516		
Overall	56		63.454		

**The mean difference is significant at the .01 level.

Analysis of the responses of the respondents holding a MA+15 degree did not indicate a significant relationship between the amount of administrative support from either the principals or the special education directors and the job satisfaction levels. However, respondents in the special education field who held a MA+30 degree exhibited a significant relationship with the special education directors' levels of support and the overall job satisfaction levels. As the perceived administrators' support increased

categorically from nonsupportive through somewhat supportive, the overall job satisfaction levels significantly increased (see Table 31).

Table 31

Analysis of Variance: Special Education Directors' Support and Overall Job Satisfaction Levels in Special Education Respondents with a MA+30 Degree

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Overall	1	5.273	5.004	5.004	.040*
Within					
Overall	12		11.389	.949	
Total					
Overall	13		16.393		

* The mean difference is significant at the .05 level.

The final category depicting the highest degree held by the respondents was either a MA+45 or an Education Specialist (Ed.S.) Degree. The ANOVA results indicated that there was no significant relationship between the level of the principals' administrative support and the job satisfaction levels of the respondents holding the degrees. After further examination, there was a significant relationship between the special education directors' levels of support and the extrinsic job satisfaction of this group. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased (see Table 32).

Table 32

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with a MA+45 / Educational Specialist Degree

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	1	5.273	12.721	12.721	.018*
Within					
Extrinsic	37		76.173	2.059	
Total					
Extrinsic	38		88.894		

* The mean difference is significant at the .05 level.

Full Time or Part Time Principal

Respondents indicated whether they worked under the supervision of a full time principal or a part time principal. The analysis of the respondents with part time principals failed to reveal any relationship between the independent and dependent variables. This may be due to the low number of respondents who indicated a part time principal (3.8%). The responses of special education respondents who indicated a full time principal (96.2%) disclosed similar findings in comparison to the whole sample. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased. Interestingly, there was no significant relationship noted between the principals' level of support and the job satisfaction levels of the respondents of either group (see Table 33).

Table 33

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Full Time Principals

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	3.884	11.024	5.512	.023*
Extrinsic	2	11.513	33.865	16.932	.000**
Overall	2	9.893	21.555	10.778	.000**
Within					
Intrinsic	148		210.023	1.419	
Extrinsic	148		217.662	1.471	
Overall	148		161.231	1.089	
Total					
Intrinsic	150		221.047		
Extrinsic	150		251.527		
Overall	150		182.786		

* The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level.

Intent to Stay in Special Education Field

The ancillary information question as to whether the special education respondent was planning to leave the field of special education resulted in some interesting findings. Analysis of the data from respondents who were planning to leave the field did not indicate a significant relationship between the levels of principals' administrative support and the job satisfaction levels. However, for the respondents who planned to stay in the field, there was a significant relationship between their levels of support from the principal

and their extrinsic job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased (see Table 34).

Table 34

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents who are Staying in the Field

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	3.135	10.203	5.101	.048*
Within					
Extrinsic	100		162.704	1.627	
Total					
Extrinsic	102		172.907		

*The mean difference is significant at the .05 level.

Analysis of the data from respondents who were planning to leave the field did not indicate a significant relationship between the levels of the special education directors' administrative support and the job satisfaction levels. However, for the respondents who planned to stay in the field, there was a significant relationship between their levels of support from the special education directors and their extrinsic and overall job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. The relationship between the levels of support from the

special education director and the extrinsic and overall job satisfaction levels were significant beyond the alpha level of .05 (see Table 35).

Table 35

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents who are Staying in the Field

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	2.965	7.321	3.660	.056
Extrinsic	2	11.436	32.187	16.093	.000**
Overall	2	8.949	17.441	8.721	.000**
Within					
Intrinsic	100		123.457	1.235	
Extrinsic	100		140.720	1.407	
Overall	100		97.449	.974	
Total					
Intrinsic	102		130.778		
Extrinsic	102		172.907		
Overall	102		114.890		

**The mean difference is significant at the .01 level.

College Granting Special Education Degree

The state colleges and universities which were cited as the institution that granted the special education degrees of the respondents included 10 institutions. Of these 10 schools, only three showed any significance when comparing the levels of administrative support and the levels of job satisfaction of the respondents. The majority of the

respondents (30%), received their special education degrees from West Virginia University (WVU). The relationship between the WVU graduate respondents' job satisfaction levels and the support of the principals were not significant. Special education directors' levels of support was, in comparison, significant for intrinsic, extrinsic and overall job satisfaction levels. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased (see Table 36).

Table 36

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from WVU

Source	df	F ratio	SS	MS	Significance
Between subjects					
Intrinsic	1	5.485	7.235	7.235	.024*
Extrinsic	1	11.577	13.855	13.855	.001**
Overall	1	11.230	10.266	10.266	.002**
Within					
Intrinsic	45		59.353	1.319	
Extrinsic	45		53.857	1.197	
Overall	45		41.136	.914	
Total					
Intrinsic	46		66.588		
Extrinsic	46		67.713		
Overall	46		51.402		

*The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level.

Marshall University Graduate College (MUGC) granted special education degrees to 26.8% of the respondents. It is interesting to note that although the respondents from WVU exhibited a relationship between the special education directors' levels of support and the job satisfaction of the respondents, the job satisfaction levels of the MUGC respondents exhibited a significant relationship with the principals' levels of support. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the intrinsic and overall job satisfaction levels significantly increased. The extrinsic job satisfaction level was not affected (see Table 37).

Table 37

Analysis of Variance: Principals' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MUGC

Source	df	F ratio	SS	MS	Significance
Between subjects					
Intrinsic	2	3.611	11.379	5.689	.036*
Extrinsic	2	3.063	9.865	4.933	.058
Overall	2	4.093	10.160	5.080	.024*
Within					
Intrinsic	39		61.455	1.576	
Extrinsic	39		62.806	1.610	
Overall	39		48.409	1.241	
Total					
Intrinsic	41		72.833		
Extrinsic	41		72.671		
Overall	41		58.569		

*The mean difference is significant at the .05 level.

The respondents who received their special education degrees from Marshall University (MU) (16.6%) showed a significant relationship between the levels of the principals' support and the job satisfaction of the respondents. The support levels of the principals were significant within the areas of extrinsic and overall job satisfaction. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic and overall job satisfaction levels significantly increased (see Table 38).

Table 38

Analysis of Variance: Principals' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MU

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	5.327	17.023	8.512	.013*
Overall	2	3.458	8.604	4.302	.049*
Within					
Extrinsic	23		36.748	1.598	
Overall	23		28.610	1.244	
Total					
Extrinsic	25		53.772		
Overall	25		37.214		

*The mean difference is significant at the .05 level.

MU respondents (16.6%) also showed a significant relationship between the levels of the special education directors' support and the job satisfaction of the respondents. As

the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased. The support levels of the special education directors did not exhibit a significant relationship with the intrinsic and overall job satisfaction levels (see Table 39).

Table 39

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with Special Education Degrees from MU

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	1	6.150	10.968	10.968	.021*
Within					
Extrinsic	24		42.804	1.783	
Total					
Extrinsic	25		53.772		

*The mean difference is significant at the .05 level.

Categorical Teaching Assignments

The respondents represented 10 of the categorical areas in special education. Only two of the areas, when analyzed, resulted in the findings of a significant relationship. These categorical areas were severe or profound mental impairments and multicategorical assignments (MMI, SLD and BD).

The satisfaction level of the respondents in the area of severe or profound mental impairments had no significant relationship to the support level of the principals. However, there was a relationship between the support of the special education directors

and the extrinsic job satisfaction levels of the respondents. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the extrinsic job satisfaction levels significantly increased (see Table 40).

Table 40

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents Teaching Students with Severe/Profound Mental Impairments

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	1	81.000	5.063	5.063	.012*
Within					
Extrinsic	2		.125	6.250E-02	
Total					
Extrinsic	3		5.188		

*The mean difference is significant at the .05 level.

The multicategorical teaching assignments included students from two or more disability categories, most commonly MMI, SLD and BD. Respondents in this arrangement may have students with disabilities from several different categories in a classroom setting at one time. This category had the largest amount of responses with 33.8% of the respondents occurring in this category. The analysis of the data from the respondents teaching in a multicategorical setting resulted in a significance between the principals' levels of support and the extrinsic job satisfaction of special education respondents. As the perceived administrators' support increased categorically from

nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased (see Table 41).

Table 41

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents Teaching Students within Multicategorical Classrooms

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	4.944	12.072	6.036	.011*
Within					
Extrinsic	50		61.047	1.221	
Total					
Extrinsic	52		73.119		

*The mean difference is significant at the .05 level.

The analysis of the data from the respondents teaching in multicategorical assignments also resulted in a significance between the special education directors' level of support and the intrinsic, extrinsic and overall job satisfaction of special education respondents. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. All of the relationships were significant at the .01 alpha level (see Table 42).

Table 42

Analysis of Variance: Special Education Directors' Support and Intrinsic, Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents Teaching Students within Multicategorical Classrooms

Source	df	F ratio	SS	MS	Significance
Between subjects					
Intrinsic	2	5.282	13.998	6.999	.008**
Extrinsic	2	6.751	15.548	7.774	.003**
Overall	2	8.624	14.738	7.369	.001**
Within					
Intrinsic	50		66.256	1.325	
Extrinsic	50		57.571	1.151	
Overall	50		42.725	.854	
Total					
Intrinsic	52		80.255		
Extrinsic	52		73.119		
Overall	52		57.462		

**The mean difference is significant at the .01 level.

Special Education Teaching Experience

Respondents were asked to indicate how many years they had taught in the special education field. The responses, as expected, varied greatly ranging from 1 year to 30 years of special education teaching experience. In order to make comparisons, it was necessary to group the respondents' by years of experience. The respondents were placed in an ordinal sequence and divided into quartiles and comparisons were made between the

resulting groups of respondents' levels of support and the respondents' levels of job satisfaction.

The job satisfaction levels of the respondents with special education experience in the 1st quartile (1 through 8 years) were not significant when compared to the levels of support from the principals. However, when the levels of support from the special education directors were compared to the job satisfaction levels of respondents in the 1st quartile, the extrinsic and the overall levels were significant. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic and overall job satisfaction levels of the respondents in the 1st quartile significantly increased (see Table 43).

Table 43

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Teaching Experience from 1-8 Years

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	7.357	15.713	7.857	.002**
Overall	2	6.475	10.807	5.404	.004**
Within					
Extrinsic	37		39.512	1.068	
Overall	37		30.878	.835	
Total					
Extrinsic	39		55.225		
Overall	39		41.685		

**The mean difference is significant at the .01 level.

The job satisfaction levels of the respondents who reported 9 to 12 years of special education teaching experience were significant in extrinsic satisfaction when compared to the support levels of principals. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. In contrast, there was no relationship found between the levels of support from the special education directors and the levels of intrinsic or overall job satisfaction for this group (see Table 44).

Table 44

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with Special Education Teaching Experience from 9 - 12 Years

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	4.107	11.464	5.732	.024*
Within					
Extrinsic	40		55.819	1.395	
Total					
Extrinsic	42		67.283		

*The mean difference is significant at the .05 level.

The job satisfaction levels of the respondents who reported 9 to 12 years of special education teaching experience were significant in extrinsic and overall job satisfaction when compared to the support levels of special education directors. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. In contrast, there was no relationship found between the levels of support from the special education directors and the levels of intrinsic job satisfaction of this group (see Table 45).

Table 45

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with Special Education Teaching Experience from 9 - 12 Years

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	8.382	11.421	11.421	.006**
Overall	2	6.619	6.967	6.967	.014*
Within					
Extrinsic	40		55.862	1.362	
Overall	40		43.157	1.053	
Total					
Extrinsic	42		67.283		
Overall	42		50.124		

*The mean difference is significant at the .05 level.

** The mean difference is significant at the .01 level.

The relationship of the levels of administrative support from either administrator and the job satisfaction levels of the respondents were not significant in the group who reported 13 to 18 years of special education teaching experience. In addition, the respondents reporting 19 to 30 years of special education teaching experience, had no significance with the principal or special education directors' levels of administrative support.

General Education Teaching Experience

Respondents were asked to indicate how many years they had taught in the general education field. The responses, as expected, varied greatly ranging from 0 to 32 years of teaching experience. In order to make comparisons, it was necessary to group the respondents' years of experience. The respondents were placed in an ordinal sequence and divided into quartiles and comparisons were made between the levels of support the respondents received and the levels of job satisfaction.

The majority of respondents (41%) had no teaching experience in the general education field. The extrinsic job satisfaction levels of the respondents for this group were also significantly associated when compared to the support levels of the principals. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased (see Table 46).

Table 46

Analysis of Variance: Principals' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with No General Education Teaching Experience

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	4.406	13.074	6.537	.016*
Within					
Extrinsic	63		93.480	1.484	
Total					
Extrinsic	65		106.554		

*The mean difference is significant at the .05 level.

The extrinsic and overall levels of the respondents who had no teaching experience in the general education field (41%) were significant when compared to the support levels of the special education directors. As the perceived special education directors' support increased categorically from nonsupportive through somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased (see Table 47).

Table 47

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with No General Education Teaching Experience

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Extrinsic	2	6.728	18.753	9.376	.002**
Overall	2	6.284	10.996	5.498	.003**
Within					
Extrinsic	63		87.801	1.394	
Overall	63		55.120	.875	
Total					
Extrinsic	65		106.554		
Overall	65		66.116		

** The mean difference is significant at the .01 level.

The respondents who reported general education teaching experience of 0.5 to 2.0 years of general education teaching experience revealed no relationship of means when their levels of job satisfaction were compared to the levels of support from the principal. The respondents in this group did show, however, a significance between the extrinsic job

satisfaction levels and the special education directors' support levels. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased (see Table 48).

Table 48

Analysis of Variance: Special Education Directors' Support and Extrinsic Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from 0.5 - 2.0 Years

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	1	4.320	7.747	7.747	.049*
Within					
Extrinsic	23		41.243	1.793	
Total					
Extrinsic	24		48.990		

*The mean difference is significant at the .05 level.

The job satisfaction levels of respondents with 3.0 through 8.0 years of general education teaching experience were compared with the levels of support from the principals. The intrinsic job satisfaction levels of the respondents in this group showed a significant relationship to the support levels of the principals. As the perceived principals' support increased categorically from nonsupportive through very supportive, the intrinsic job satisfaction levels significantly increased. The extrinsic and overall job satisfaction levels of this group had no relationship with the levels of support from the principals (see Table 49).

Table 49

Analysis of Variance: Principals' Support and Intrinsic Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from 3 - 8 Years

Source	df	<i>F</i> ratio	<i>SS</i>	<i>MS</i>	Significance
Between subjects					
Intrinsic	2	3.440	8.524	4.262	.047*
Within					
Intrinsic	26		32.213	1.239	
Total					
Intrinsic	28		40.737		

*The mean difference is significant at the .05 level.

The job satisfaction levels of respondents with 3.0 through 8.0 years of general education teaching experience were compared with the levels of support from the special education directors. The extrinsic and overall job satisfaction levels of the respondents in this group showed a significant relationship to the support levels of the special education directors. As the perceived administrators' support increased categorically from nonsupportive through somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased (see Table 50).

Table 50

Analysis of Variance: Special Education Directors' Support and Extrinsic and Overall Job Satisfaction Levels in Special Education Respondents with General Education Teaching Experience from 3 - 8 Years

Source	df	F ratio	SS	MS	Significance
Between subjects					
Extrinsic	2	3.827	9.865	4.933	.035*
Overall	2	3.978	7.795	3.897	.031*
Within					
Extrinsic	26		33.512	1.289	
Overall	26		25.469	.980	
Total					
Extrinsic	28		43.378		
Overall	28		33.264		

* The mean difference is significant at the .05 level.

Respondents with 9 to 32 years of general education teaching experience had no significant relationships between the job satisfaction levels of the respondents and the support levels of the principals. Also, there was no relationship found between the support levels of the special education directors and the respondents in this group.

Summary of Results

The most common characteristic of respondents in this study were that they were females teaching at the elementary level. Most respondents also taught in a multicategorical setting. Respondents had an average of five years teaching experience in the general education field and an average of 13 years teaching experience in the special

education field. The majority of them received their special education degrees from West Virginia University and currently hold a Master of Arts degree. Nearly all taught in a school that had a full time principal. Finally, the majority indicated that they were planning to remain in the special education teaching field.

Assessment of the study's six research questions was accomplished through analysis of the responses on the SBDQ which indicated the respondents' perceived levels of support from the principals and special education directors. The SBDQ assessed eight administrative behavior areas, these were: developing curriculum, organizing for instruction, staffing, providing materials and facilities, staff development, coordinating special student services, developing school-community relations, and evaluating instruction and instructors. The responses on the SBDQ had a range of perceived support from 1.0 (very supportive) to 3.0 (nonsupportive). The overall mean for the perceived support levels of the special education directors was 2.5332 (nonsupportive). The overall mean for the perceived support levels of the principals was 2.2034 (somewhat supportive). The results of the SBDQ were compared to the job satisfaction levels of the respondents.

The MCMJSS consisted of eight statements, four dealing with intrinsic job satisfaction and four dealing with extrinsic job satisfaction. The intrinsic job satisfaction mean for the respondents in this study, according to the MCMJSS, was 4.2914 on a scale of 1.0 (low) through 6.0 (high). The extrinsic job satisfaction mean for the respondents was 3.7444, which was near the mid to low point and the resulting overall job satisfaction level was 4.0120 which was near the mid point.

The analyses of the data indicated a significant relationship between the perceived administrative support levels of the special education directors and the intrinsic, extrinsic and overall perceived job satisfaction levels of the West Virginia special education respondents. As the perceived special education directors' support increased categorically from nonsupportive through somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. The category of "very supportive" was not considered in the analyses because only two respondents' perceived levels of support occurred in this category.

There was also a significant relationship found between the perceived levels of administrative support of the principals and the perceived extrinsic job satisfaction levels of the respondents. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased.

Analysis of the ancillary information indicated a significant difference between the levels of administrative support and the job satisfaction levels of female special education respondents. As the perceived administrative support increased categorically from nonsupportive through very supportive, the job satisfaction levels of female special education respondents significantly increased. There was no relationship found between the administrative support levels of either administrator and the job satisfaction levels of the male special education respondents.

The analyses of the administrative support levels of the administrators and the job satisfaction levels of the respondents by RESA areas resulted in a significant relationship for the respondents from RESA I, RESA II and RESA III. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased. These RESAs are located in the southwestern part of the state. There were no significant relationships found for the other five RESA areas.

Elementary level personnel comprised the majority of respondents and data analysis also yielded a relationship between the levels of support from the special education directors and job satisfaction levels of this group. As the perceived special education directors' support increased categorically from nonsupportive through somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels of elementary teachers significantly increased. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels of this group significantly increased as well. An analysis of the data from middle school respondents indicated a significant relationship between the levels of support from the principals and the levels of job satisfaction of these teachers. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic and overall job satisfaction levels significantly increased for middle childhood personnel. Analyses of the data high school respondents showed no

relationship between the levels of support of either administrator and high school teacher job satisfaction levels.

Separating the data for the highest degree held revealed an interesting relationship between the respondents' job satisfaction levels and the amount of support from the special education directors. As the perceived special education directors' support increased categorically from nonsupportive through somewhat supportive, the job satisfaction levels significantly increased for those with higher educational levels. There was no relationship between the principals' levels of support and job satisfaction in the respondents across the degree categories; however, all of the highest degree categories, except "BA", exhibited some relationship with the levels of support from the special education directors and the job satisfaction levels of the respondents.

The majority of the respondents indicated they were planning on remaining in the field of special education, but approximately one third stated they were planning to exit the field. Interestingly, there was not a significant relationship between the administrative support levels and the job satisfaction levels of the respondents who were planning to leave the field. However, there was a significant relationship between the levels of support from the administrators and the job satisfaction levels of the respondents who were planning to remain in the field. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased.

A significant relationship between the levels of job satisfaction and the levels of support from the administrators was found among respondents who received special education degrees from three of the institutions of higher education. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased for graduates from WVU, MUGC and MU.

The only special education categorical teaching assignments that had a significant relationship between the levels of support and the levels of job satisfaction were respondents in multicategorical assignments and those with students with severe and profound mental impairments. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels of these respondents significantly increased. Teachers of students with severe or profound mental impairments were found to have significant relationship between the levels of support from the special education directors and their levels of extrinsic job satisfaction. Analyses of data for respondents in multicategorical classrooms settings show significant relationships between both the principals' and the special education directors' levels of support and their levels of job satisfaction.

The relationship of respondents' job satisfaction levels, when compared to the amount of special education teaching experience, varied with the levels of support. Job satisfaction levels of respondents with one to eight years of special education teaching experience were found to have a significant relationship with the support levels of the

special education director. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the extrinsic and overall job satisfaction levels significantly increased. Analyses of job satisfaction levels of respondents with 9 through 12 years of special education teaching experience showed a significant relationship with the support levels of both administrators. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased. Comparison of the job satisfaction levels of respondents with 13 through 18 years of special education teaching experience and the respondents with 19 through 30 years of special education teaching experience revealed no significant relationship with the support levels of administrators.

The data revealed that respondents within the 1st quartile range of zero years of experience in general education exhibited a significant relationship between the levels of job satisfaction and the levels of support from both administrators. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased. Respondents within the second quartile (0.5 to 2.0 years) of general education experience exhibited a significant relationship between the extrinsic job satisfaction and the support levels of the special education director. As the perceived special education directors' support increased categorically from nonsupportive through somewhat supportive, the extrinsic job satisfaction levels significantly increased. The levels of job satisfaction for the respondents with 3.0 years to 8.0 years of general education teaching experience indicated a significant

relationship with the principals' and special education directors' levels of support. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased. For respondents with 9 to 32 years of general education teaching experience, no significant relationship with the levels of support of either administrator was found.

Chapter Five

Summary, Conclusions, and Recommendations

Summary of Purpose

This study examined the relationship between the perceived administrative support levels of the West Virginia special education directors and principals and the three types of perceived job satisfaction of West Virginia special education teachers. The three types of job satisfaction examined in this study were the intrinsic, extrinsic and overall job satisfaction levels.

The following specific research questions guided the study:

Q1: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and intrinsic job satisfaction?

Q2: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and extrinsic job satisfaction?

Q3: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and overall job satisfaction?

Q4: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and intrinsic job satisfaction?

Q5: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and extrinsic job satisfaction?

Q6: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and overall job satisfaction?

Summary of Procedures

A one-shot case study research design was used to examine the relationship between the perceived administrative support levels of the West Virginia special education directors and principals and the three types of perceived job satisfaction of West Virginia special education teachers. This study was developed after examining the literature and employed an underlying theoretical framework of job satisfaction models to examine administrative support and its relationship to the job satisfaction levels of the subjects.

The Supervisory Behavior Description Questionnaire (SBDQ) used to assess the perceived administrative support level data was designed to provide investigators with measures of perceived supervisory behavior which teachers find most satisfying and motivating (Lucht, Sistrunk, Moss & Phipps, 1981; Sistrunk, 1981). The instrument was based on Herzberg's intrinsic and extrinsic theory of job satisfaction (Lucht et al., 1981; Sistrunk, 1981, 1986; Sistrunk, W., Love, Sistrunk, P., Thompson & Handley, 1983). Content validity of the SBDQ was determined by a two step Delphi technique to increase the validity of the content in the SBDQ. The construct validity of the SBDQ was developed by a factor analysis that was performed three times (Sistrunk, 1981). Criterion-

related validity was established through canonical correlation of Form One and Form Two of the SBDQ, the California F Scale and the Tennessee Self-Concept Scale. The correlations of Form One and Form Two of the SBDQ gave a reliability coefficient of .99.

The Mohrman Cooke Mohrman Job Satisfaction Scale (MCMJSS) was used to assess the perceived intrinsic, extrinsic and overall job satisfaction level of the subjects and was studied by its authors over the course of two years. This process added to the reliability of the construct over time as the reliabilities remained fairly consistent (Duncan, Mohrman, S., Mohrman, A., Cooke, and Zaltman, 1977; Mohrman, Cooke, & Mohrman, 1978). The intrinsic satisfaction reliability coefficient of the pre-test involving 181 subjects was .81. The reliability coefficient of the post test involving 157 subjects was .87 (Duncan et al., 1977). Allan M. Mohrman, Jr. stated the instrument was based on Herzberg's intrinsic and extrinsic theory of job satisfaction (personal communication, April 13, 1998).

The population for the study consisted of 2,743 West Virginia public school teachers who were currently teaching in a special education position. All program categories of special education teachers were included, regardless of grade level placements or classroom arrangement within the public school system. The selection method for the sample was random selection. The subjects were selected from the active employee list of special education teachers in West Virginia for the 1997-1998 school year and resulted in a random sample of 280 subjects (Randolph, Tseng & Greever, 1974) within the state. The sample was selected with the aid of the West Virginia Department of Education's computer system. Two mailings of the SBDQ and MCMJSS produced a

response rate of 56%, which exceeded the 50% plus one accuracy requirement for survey studies (Kerlinger, 1986).

Data from the responses were systematically recorded into a coding system that was transferred into the Statistical Program for Social Statistics (SPSS). The SPSS was used to produce frequency tables, means, percentages, quartiles, box and whisker plots and Analysis of Variance (ANOVA). The alpha level was established at the minimum of .05.

Summary of Descriptive Data

The ancillary information collected in this study consisted of the distribution of responses by gender, Regional Educational Service Agency (RESA) area, grade level taught, categorical area of the special education teaching position, years of teaching experience in special education, years of teaching experience in general education, college that granted the special education degree, highest educational degree held, full time or part time principal, plans to stay or leave the special education field and, if leaving, in how many years. The ancillary information provided a profile of the respondents and allowed the examination of the descriptive differences of the respondents through the use of ANOVA to determine the effect of administrative support on the job satisfaction of the various groups within the respondents.

The percentages of female (81%) and male (19%) special education teachers in the sample were mirrored in the percentages of the female (81.5%) and male (18.5%)

respondents. Therefore, the gender of the respondents represented the gender of the random sample.

West Virginia is partitioned into eight regional education agencies. Each region was represented by respondents in this study, with the highest response rate (18%) from RESA VII and the lowest response rate (6%) from RESA VI.

Respondents were grouped into grade levels which consisted of elementary, middle and high school levels. The elementary level, which also included the pre-school teachers, had the highest response rate (42.7%). High school level teachers compiled 28% of the respondents of this study with the remaining respondents from the middle school level (23.6%).

Ten of the special education categorical areas were represented by respondents. The multicategorical classroom (Mild/Moderate Mentally Impaired [MMI], Specific Learning Disability [SLD], Behaviorally Disabled [BD]) was the most frequent area of assignment. The categorical areas of learning disabilities, mental impairments and speech and language impairments were the next most frequently cited teaching assignment areas. Gifted, behavioral disorders, preschool handicapped, severe or profound mental impairments, blind or partially sighted, and physically disabled completed the profile of the respondents across the categorical areas.

Special education teaching experience ranged from one year to thirty years. In order to make comparisons between the groups, the respondents were divided across quartiles. The resulting groupings were quartile one (1 to 8 years), quartile two (9 to 12

years), quartile three (13 to 18 years), and quartile four (19 to 30 years). The mean number of years of experience teaching special education was 13 years.

Teaching experience in general education ranged from 0 through 32 years of experience. In order to make comparisons between groups, the respondents were divided across quartiles. The resulting groupings were: quartile one (zero years), quartile two (0.5 to 2 years), quartile three (3 to 8 years), and quartile four (9 to 32 years). The mean number of years of general education teaching experience was five years.

The colleges and universities that granted the special education degrees of the respondents consisted of 10 West Virginia schools. The majority of the respondents (47%) received their degrees from West Virginia University (WVU). Marshall University Graduate College (MUGC) and Marshall University (MU) were the institutions of higher education that granted 43.3% of the respondents' special education degrees with seven other schools representing the remaining respondents. Four respondents declined to state the college providing the degree and 10.8% received their degrees from colleges outside of West Virginia.

The degrees held ranged from the Bachelor of Arts degree to the Master of Arts plus 45 hours or Educational Specialist Degree. The majority of the respondents held a Master of Arts degree as their highest educational degree. The Master of Arts with 45 additional hours was identified as the second most frequent degree and salary classification held by the respondents.

Respondents were requested to provide information as to whether they taught under the direction of a full time principal or a part time principal. The majority of the respondents (96.2%) reported working under the direction of a full time principal. Only six of the respondents reported working under the direction of a part time principal.

The respondents were asked if they planned to leave the field of special education and if so, in how many years. The majority of the respondents (65.6%) reported they were planning to remain in the field of special education. Six were undecided as to whether they were planning to leave, and 30.6% of the respondents reported they were planning to leave. The expected number of years until departure ranged from within 1 year through 10 years. The mean number of years until departure was 2.19 years.

The SBDQ was utilized as the tool to assess the level of perceived administrative support for teachers from the special education directors and principals. The SBDQ assessed the administrative behaviors in eight areas of support. These areas were: developing curriculum; organizing for instruction; staffing; providing materials and facilities; staff development; coordinating special student services; developing school-community relations; and evaluating instruction and instructors. A score of one indicated a very supportive administrator and a score of three indicated a nonsupportive administrator. The mean level of support for the special education directors was 2.5332 (nonsupportive), and the mean level of support for the principals was 2.2034 (somewhat supportive).

The MCMJSS was utilized as the tool to assess the perceived job satisfaction level of the respondents. The MCMJSS consisted of eight statements, four of which assessed the intrinsic satisfaction level and four assessed the extrinsic satisfaction level of the respondents. A score of one indicated a low level of job satisfaction and a score of six indicated a high level of satisfaction. The overall level of job satisfaction was determined by averaging the two scores. The mean intrinsic job satisfaction score was 4.2973, the extrinsic mean score was 3.7413, and the overall mean score was 4.0135. The scale is one (low satisfaction) to six (high satisfaction),

The MCMJSS mean intrinsic (4.5817), extrinsic (3.9115) and overall (4.2485) scores (one [low satisfaction] through six [high satisfaction]) of the teachers who planned to remain in the field, were higher than the MCMJSS mean intrinsic (3.6667), extrinsic (3.3490) and overall (3.4844) scores of the teachers who planned to exit the field (on a scale of 1 [low] to 6 [high]).

Summary of Major Findings

The analysis of the data resulted in the following findings. The data are presented in the order of the research questions which guided the study (see Appendix H).

Q1: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and intrinsic job satisfaction?

There was a statistically significant relationship between the perceived levels of support from the special education directors and the perceived levels of intrinsic job

satisfaction of West Virginia special education teachers. The variance was defined between the somewhat supportive group of special education administrators and the nonsupportive group. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the intrinsic job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category. The directional relationship illustrated that if administrative support was perceived as being higher, the resulting levels of intrinsic job satisfaction became increasingly higher. This directional relationship also illustrated that if the administrative support from the special education directors was perceived as being lower, the intrinsic job satisfaction became lower.

Q2: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and extrinsic job satisfaction?

There was a statistically significant relationship between the perceived levels of support from the special education director and the perceived levels of extrinsic job satisfaction of West Virginia special education teachers. The variance was defined between the somewhat supportive group of special education administrators and the nonsupportive group. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the extrinsic job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category. The directional

relationship illustrated that, if administrative support was perceived as being higher, the resulting levels of extrinsic job satisfaction became increasingly higher. This directional relationship also illustrated that if the administrative support from the special education directors was perceived as being lower, the extrinsic job satisfaction became lower. The statistical significance exceeded the minimum level of .05 in this relationship which in turn further reduces the probability of a Type 1 error.

Q3: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the special education directors and overall job satisfaction?

There was a statistically significant relationship between the perceived levels of support from the special education directors and the perceived levels of overall job satisfaction of West Virginia special education teachers. The variance was defined between the somewhat supportive group of special education administrators and the nonsupportive group. As the perceived administrators' support increased from nonsupportive to somewhat supportive, the overall job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two subjects' perceived levels of support occurred in this category. The directional relationship illustrated that if administrative support was perceived as being higher, the resulting levels of overall job satisfaction became increasingly higher. This directional relationship also illustrated that if the administrative support from the special education directors was perceived as being lower, the overall job satisfaction became lower. The

statistical significance exceeded the minimum level of .05 in this relationship which in turn further reduces the probability of a Type 1 error.

Q4: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and intrinsic job satisfaction?

There was no statistically significant relationship between the perceived levels of support from the principals and the perceived levels of intrinsic job satisfaction of West Virginia special education teachers. There was no significant variance defined between the very supportive, somewhat supportive and nonsupportive groups of administrators. The directional relationship did not illustrate any relationship between the administrative support and the resulting levels of intrinsic job satisfaction.

Q5: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and extrinsic job satisfaction?

There was a statistically significant relationship between the perceived levels of support from the principals and the perceived levels of extrinsic job satisfaction of West Virginia special education teachers. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. The directional relationship illustrated that if administrative support was perceived as being higher, the resulting levels of extrinsic job satisfaction became increasingly higher. This directional relationship also illustrated that if the

administrative support from the principals was perceived as being lower, the extrinsic job satisfaction became lower. The relationship was significant at the alpha level of .05 therefore reducing the probability of a Type 1 error to 1 in 20.

Q6: Is there a statistically significant relationship between West Virginia special education teachers' perceived levels of support from the principals and overall job satisfaction?

There was no statistically significant relationship between the perceived levels of support from the principals and the perceived levels of overall job satisfaction of West Virginia special education teachers. There was no significant variance defined between the very supportive, somewhat supportive and nonsupportive groups of administrators. The directional relationship did not illustrate any relationship between the administrative support and the resulting levels of overall job satisfaction.

Summary of Ancillary Findings

An ANOVA was applied when controlling for each of the 10 demographic information items to determine if there was a significant relationship, at the alpha level of .05, between the independent variables and the dependent variables. The ancillary information provided additional comparisons between the variables (see Appendix H).

Gender

There was a significant relationship when comparing the perceived administrative support of principals and the extrinsic job satisfaction of the female special education

teachers. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. When comparing the perceived administrative support of the male special education teachers, there was no relationship found for the perceived intrinsic, extrinsic or overall job satisfaction levels. Interestingly, when the comparison was made for the perceived administrative support levels of the special education directors, female special education teachers showed a significant relationship for all three areas; intrinsic, extrinsic, and overall. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job satisfaction levels significantly increased. The areas of extrinsic and overall job satisfaction levels were significant beyond the minimum alpha level of .05. There was no relationship found for the relationship of administrative support from the special education directors and the intrinsic, extrinsic, and overall job satisfaction levels of the male special education teachers.

RESAs

The state is separated into eight geographical regions, and each is serviced by a Regional Educational Service Agency. When the administrative support levels of the principals were compared to the job satisfaction levels of the respondents from each RESA, only one RESA area was found to have a significant relationship. This was RESA II, which is located in the southwestern part of the state. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased.

When comparing the perceived administrative support levels of the special education directors to the intrinsic, extrinsic and overall job satisfaction levels of the special education teachers from the various RESAs, only three RESAs, I, II, and III, had a significant relationship. As the perceived special education directors' support increased categorically from nonsupportive through very supportive, the job satisfaction levels of the respondents significantly increased.

Interestingly, in RESA I, the special education directors' level of support had a significant relationship with the intrinsic job satisfaction levels whereas the special education directors' administrative level of support in RESA II and III had a significant relationship with the extrinsic job satisfaction levels beyond the minimum of the .05 alpha level. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job satisfaction levels significantly increased. Special education directors' administrative support levels had a significant relationship with the overall job satisfaction level of all three RESAs. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the overall job satisfaction levels significantly increased.

Grade Level

The respondents were grouped according to the grade levels taught. When the ANOVA was applied, the responses of the elementary respondents indicated a significant relationship between the level of administrative support from the principals and the extrinsic job satisfaction levels. As the perceived principals' support increased

categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased.

The elementary respondents, when the administrative support of the special education directors was compared to the job satisfaction levels, indicated a significant relationship for all three job satisfaction areas. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. The special education directors' support level and the areas of extrinsic and overall job satisfaction were significant beyond the minimum alpha level of .05.

When the administrative support level of the principals was compared to the job satisfaction levels of the middle school respondents, the administrative support levels and the extrinsic and overall job satisfaction levels had a significant relationship. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic and overall job satisfaction levels significantly increased. The relationship of the principals' support levels and the extrinsic job satisfaction levels of the middle school special education teachers had a significance beyond the minimum alpha level of .05. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. It was interesting to note there was no relationship found for the level of special education directors' support and the job satisfaction levels of the middle school respondents when the elementary respondents indicated a significance within all three

areas of job satisfaction. It was also surprising that there was no relationship between the administrative support levels of either administrator and the job satisfaction levels of high school level special education teachers.

Highest Degree Earned

The respondents were requested to identify their highest educational degree held. The job satisfaction level responses of the subjects who held a Bachelor of Arts degree with 15 additional hours, a Master of Arts degree, as well as a Master of Arts degree with 30 additional hours, 45 additional hours, or an Education Specialist Certification, indicated a significant relationship with the administrative support levels of the special education directors. The ANOVA identified extrinsic and overall job satisfaction as the job satisfaction areas which were significant. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. There was no relationship found between the administrative support levels of the principals and any of the job satisfaction levels of the respondents.

Staying or Leaving the Field of Special Education

The respondents were requested to provide information as to their plans to stay in the field of special education. At least one third of the respondents reported they were planning to leave the special education field. Of the 48 respondents who were planning to leave, 60% of this group planned to leave within the next year. When the ANOVA was

performed between the perceived levels of administrative support of the principal and the special education director and the job satisfaction levels of the respondents in this group, surprisingly, there was no relationship found. However, when the ANOVA analyzed the relationship between the administrative support levels and the job satisfaction levels of the respondents who intend to remain in the field, there was a significant relationship found. As the perceived administrative support increased from nonsupportive through very supportive, the job satisfaction levels significantly increased.

The levels of the perceived administrative support of the principals and the extrinsic job satisfaction levels of the respondents in the non leaving grouping indicated a significant relationship. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. Also, the administrative support levels of the special education directors and the extrinsic and overall job satisfaction levels of the respondents were significant for the non leaving group. The significance indicated that as the perceived special education directors' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. The relationship between the levels of support of the special education directors and the job satisfaction levels of the non leaving respondents were significant beyond the alpha level of .05.

College Granting the Special Education Degree

The majority of the respondents reported receiving their special education degrees from either WVU, MUGC or MU. It was interesting to note that when the ANOVA was

completed for the respondents who received their degrees from WVU, the relationship was significant only when comparing the administrative levels of the special education directors and the job satisfaction levels. As the administrative support was perceived as higher the job satisfaction was perceived as higher. The job satisfaction levels of the respondents from the MUGC group indicated an relationship only with the principals' levels of administrative support. This significant relationship indicated that as the administrative support was perceived as higher, the job satisfaction was perceived as higher. The ANOVA indicated that respondents from the MU group had a significant relationship with both administrators' level of support and the job satisfaction levels of the respondents. As the administrative support was perceived as higher, the job satisfaction was perceived as higher.

Special Education Categorical Areas

There were ten categorical areas of special education reported for the respondents in this study. Two of these areas had a significant relationship with the administrative levels when the ANOVA was completed. The comparison of the administrative support levels and the job satisfaction levels of the respondents in teaching students with severe or profound mental impairments did indicate a significant relationship which indicated that as the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job satisfaction levels significantly increased. Due to the fact there were only four respondents, the probability of making a Type II error would refute any findings.

There were, however, a sufficient number of individuals who were currently teaching in multicategorical (MMI, SLD, BD) classrooms. This teaching assignment allows the placement of students with different disabilities within the same service. When the ANOVA was completed for this group of the respondents, there was a significant relationship between both administrative levels of support and the job satisfaction levels of the respondents. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels significantly increased.

The principals' levels of support were significant when compared to the extrinsic job satisfaction levels of the respondents. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. In comparison, the special education directors' levels of support were significant beyond the minimum alpha level of .05 with all three areas of the job satisfaction levels of the respondents in the multicategorical service areas (MMI, SLD, BD). As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the intrinsic, extrinsic and overall job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category.

Special Education Teaching Experience

The analysis of the data indicated that respondents who had 1 through 8 years of experience in teaching special education exhibited a significant relationship between the perceived levels of administrative support from the special education directors and the job

satisfaction levels in this group of respondents. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the extrinsic and overall job satisfaction levels significantly increased. There was no relationship noted for the administrative support levels of the principals in this grouping.

The perceived administrative support responses of the special education teachers who had special education teaching experience of 9 through 12 years showed a significant relationship when compared to the extrinsic and overall job satisfaction levels. As the perceived administrators' support increased from nonsupportive through very supportive, the job satisfaction levels significantly increased. It was interesting to note the relationship between the administrative support levels of the respondents, with special education teaching experience from 13 through 18 years and 19 through 30 years, had no significance when compared to any of the job satisfaction levels. These findings indicated the less experience in special education teaching the respondents had, the more their job satisfaction levels are influenced by administrative support.

General Education Teaching Experience

The analysis of the data indicated the respondents who had zero years of experience in teaching general education exhibited a significant relationship between the perceived levels of administrative support from the principals and special education directors and the extrinsic and overall job satisfaction levels. As the perceived special education directors' and principals' support increased from nonsupportive through very supportive, the job satisfaction levels significantly increased. The ANOVA of the next

category in this group of respondents, which included .5 through 2.0 years of experience in teaching general education, indicated a relationship between the administrative support levels of the special education directors and the extrinsic job satisfaction levels. The analysis of the data indicated that as the perceived special education directors' support increased from nonsupportive to somewhat supportive, the extrinsic job satisfaction levels significantly increased.

The analysis of the data from respondents with 3 through 8 years of teaching experience in general education indicated a significant relationship between the administrative support levels of the principals and special education directors and the job satisfaction levels. As the perceived administrative support increased from nonsupportive through very supportive, the job satisfaction levels significantly increased. The principals' level of support, surprisingly, had a relationship with the intrinsic job satisfaction levels while the special education directors' level of support had a relationship with the extrinsic and overall job satisfaction levels. The administrative support levels of either administrator, in the last category of 9 through 32 years of teaching experience in general education, had no significance with any of the job satisfaction levels. This again indicated the job satisfaction levels of teachers with less teaching experience in general education were more affected by the administrative support levels.

Conclusions

This study examined the relationship between the perceived administrative support levels of the West Virginia special education directors and principals and the three types of

perceived job satisfaction of West Virginia special education teachers. The three types of job satisfaction examined in this study were the intrinsic, extrinsic and overall job satisfaction levels.

Special Education Directors' Administrative Support Conclusions

There was a significant relationship between the levels of support from the special education directors and the levels of job satisfaction of the special education teachers in West Virginia. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category. The level of administrative support from the special education directors had a significant relationship ($p < .001$) to the extrinsic and overall levels of job satisfaction and a significant relationship to the intrinsic job satisfaction levels ($p < .05$) of special education respondents. This indicated the special education directors' administrative influence had a substantial relationship with the job satisfaction levels of the special education teachers in West Virginia. By comparison, the principals gave the teachers more support, but the special education directors had a greater influence on the levels of job satisfaction. This would indicate that West Virginia special education teachers need more administrative support from the special education directors for their job satisfaction levels to substantially increase. The special education directors have the ability to increase the level of job satisfaction in teachers. The findings of this study supported the findings of previous

studies which indicated special education directors' administrative support would have a significant relationship with the job satisfaction levels of the teachers (Gersten, Gillman, Morvant & Billingsley, 1995; Metzke, 88; McKnab, 1993; Quaglia, McCaul, Davis & Benton, 1991; Singh & Billingsley, 1996).

Principals' Administrative Support Conclusions

The findings of this study indicated the principals' support does have a significant relationship with the extrinsic job satisfaction levels, or the conditions which surround the job, of the special education teachers in West Virginia. As the perceived principals' support increased categorically from nonsupportive through very supportive, the extrinsic job satisfaction levels significantly increased. Although the level of support from the principal did not have a relationship with all areas of job satisfaction, there was a significant relationship ($p < .05$) on the extrinsic job satisfaction levels of the West Virginia special education teachers. This would indicate that principals' administrative support has a relationship to the job satisfaction levels associated with the conditions which surround the job (Duncan et al., 1977). The findings of this study partially supported several studies which indicated the level of principals' support would influence the level of job satisfaction of the teachers (Cross & Billingsley, 1994; Dunnick & Karge, 1992; Frataccia, 1982; George, George & Gersten, 1995; Gersten, Gillman, Morvant & Billingsley, 1995; Littrell, Billingsley & Cross, 1994; Singh & Billingsley, 1996). The findings of this study indicated only the extrinsic job satisfaction level was affected and therefore the findings could also partially support a study by Evans and Johnson (1990)

which found the principal's support level was not indicative of the level of job satisfaction in teachers. It would depend on how job satisfaction was defined.

The level of perceived administrative support was higher for principals when compared to the level of administrative support from the special education directors. The level of support from principals on the SBDQ fell within the "somewhat supportive range" while the level of support from the special education director fell in the "nonsupportive range". This would indicate that teachers believed they received more support from the building principal than the director of special education. These findings supported several studies that found principals were more supportive of the special education teachers than special education directors were (Billingsley & Cross, 1991; Hendricks, 1992; McKnab, 1993).

Job Satisfaction Conclusions

The level of the West Virginia special education teachers' extrinsic job satisfaction was within the mid to low range, which indicated the conditions that surrounded the job of teaching special education were causing dissatisfaction in West Virginia special education teachers (Duncan et al., 1977). The level of intrinsic job satisfaction fell within the mid to high range of satisfaction which indicated West Virginia teachers do gain satisfaction from the job itself. Herzberg, Mausner & Snyderman (1959) stated that a higher intrinsic satisfaction level enabled the worker to tolerate lower extrinsic conditions. The higher intrinsic levels indicated West Virginia special education teachers enjoyed working with

students with disabilities. This may explain, to some degree, why more special education teachers are not leaving the field.

Repeatedly, the influence of the special education directors' level of administrative support on the job satisfaction levels of the special education teachers was evident in the ancillary findings. Gender, RESA location, highest degree held, full time principals, planning to remain in the field, categorical teaching assignment, special education teaching experience, and general education teaching experience all indicated a significant relationship between the administrative support level of the special education directors and the job satisfaction levels of the special education teachers. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job satisfaction levels significantly increased. The analysis category of "very supportive" was not considered because only two respondents' perceived levels of support occurred in this category. Special education directors exhibited a substantial amount of influence on the job satisfaction levels of the special education teachers in West Virginia and thus this study supported the findings of previous studies (Gersten et al., 1995; Metzke, 1988; McKnab, 1993; Quaglia et al., 1996).

Ancillary Conclusions

Several conclusions were evident from the ancillary information provided by the respondents. The data indicated that the job satisfaction levels of special education teachers were more likely to have a significant relationship with the levels of support from the special education directors if the teachers were female, elementary level, were in a

multicategorical teaching assignment, held a MA degree and had limited teaching experience in special education or general education and planned to stay in the field of special education. These characteristics were comparable to other studies examining the relationship between administrative support levels and job satisfaction (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Dunnick-Karge & Freiberg, 1992; Metzke, 1988; Quaglia et al., 1991; Singh & Billingsley, 1996).

The respondents in the multicategorical (MMI, SLD, BD) teaching service areas had a significant relationship between the levels of administrative support and the job satisfaction levels of this group which supported the findings of a study by Metzke (1988). As the perceived administrators' support increased from nonsupportive through very supportive, the job satisfaction levels significantly increased. These findings indicated administrators should give particular attention to teachers in this type of teaching assignment. Teachers in these assignments were significantly affected by the level of administrative support they received. As the support levels increased, the job satisfaction levels also increased. These teachers must provide education to students with differing needs and must possess expertise in multiple areas (Braley, 1993). It would seem understandable that teachers in this category may feel overwhelmed and need more administrative support.

Previous studies have indicated that teachers with less teaching experience needed more administrative support (Dunnick-Karge & Freiberg, 1992; Metzke, 1988; Quaglia et al., 1991; Singh & Billingsley, 1996). This study supports the conclusion that West

Virginia special education teachers, with 12 years or less teaching experience in special education evidence a significant relationship between the levels of administrative support and their levels of job satisfaction. As the perceived administrators' support increased categorically from nonsupportive through very supportive, the job satisfaction levels of less experienced teachers significantly increased.

A major finding of this study that differs from previous studies is the respondents' intent to leave the field of special education. Most of the previous studies indicated that teachers who leave the field were not satisfied with the level of administrative support they were receiving (Billingsley & Cross, 1991; Boe, Bobbitt & Cook, 97; Clark-Chiarelli, 1994, Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman & Morvant, 1995; Gersten, Keating, Thomas & Yovanoff, 1995; Hendricks, 1992; Littrell et al., 1994; Singh & Billingsley, 1996). However, this study found no relationship between the job satisfaction levels of the teachers who were planning to leave the field of special education and the administrative support levels perceived by the special education teachers. This finding is similar to that of Billingsley & Cross (1992) who found that the amount of administrative support to teachers was not a significant predictor for staying in the field of special education. On the contrary, the administrative support levels of the special education directors had a significant relationship with the levels of job satisfaction of the special education teachers who were planning to stay in the field of special education. As the perceived special education directors' support increased from nonsupportive to somewhat supportive, the job

satisfaction levels of the teachers who were planning to remain in the field significantly increased. This would indicate that the level of administrative support was not the major factor that was causing teachers to decide to exit the field, but could positively affect the job satisfaction of those remaining.

Although no relationship existed between the amount of administrative support and the level of job satisfaction of teachers who planned to leave the field, one alarming fact remained. One third of the special education teachers in this study did indicate they planned to exit the field of special education within the next 10 years. Coupled with the fact that an additional twenty percent of the teachers in the sample who planned to stay in the field will reach retirement age within the next 10 years, this could mean as many as 50% of the present special education teachers in West Virginia may leave the field by the year 2008. Assuming this study is indicative of the total population, this would create a severe shortage of special education teachers in the state.

Another area of difference was the relationship between administrative support and job satisfaction when the respondents were grouped according to the distribution of the highest degrees held. Just as Billingsley and Cross (1992) found in Virginia, special education teachers in West Virginia hold advanced educational degrees with the majority (77%) having a degree of Master of Arts or higher. This study found a relationship between the levels of administrative support and job satisfaction levels for all levels of degrees where previous studies had found a relationship for the less qualified teachers (Braley, 1993; Dunnick-Karge & Freiberg, 1992; Metzke, 88). Therefore, the respondents

in this study indicated that as the perceived administrators' support increased, the job satisfaction levels across all degree levels, except BA, significantly increased.

Implications and Recommendations

Herzberg et al. (1959) described workers as being at a neutral point of satisfaction and having two differing continua affecting the intrinsic and extrinsic satisfaction levels. The factors affecting the intrinsic nature of job satisfaction can only increase the satisfaction that one receives from completing a job whereas the factors affecting the extrinsic nature of job satisfaction only have the ability to increase the dissatisfaction that one receives from the conditions that surround a job (Frataccia & Hennington, 1982; Herzberg, 1966; Herzberg et al., 1959; Holdaway, 1978; Sergiovanni, 1967).

Herzberg (1959) listed administrative support as one of the factors that had the potential to increase dissatisfaction and this study has substantiated that fact. As the level of perceived administrative support for West Virginia special education teachers decreased, the level of dissatisfaction increased. Herzberg found several factors in addition to administrative support which had the ability to affect job satisfaction, but this study was limited to investigating only the relationship between job satisfaction and administrative support. The fact that teachers do respond positively to a supportive administrator and this relationship helps to reduce the level of dissatisfaction in the teachers, should merit the attention of administrators. Teaching special education does not lend itself to the acquisition of intrinsic rewards; therefore, administrators need to control

the factors that are allowing dissatisfaction to flourish (Billingsley & Cross, 1991; Littrell et al., 1994).

The results of this study identified that job satisfaction levels of West Virginia teachers who remain in the field of special education have a significant relationship with the level of administrative support. This study also indicated that the level of extrinsic job satisfaction in West Virginia special education teachers was low and this was indicative of dissatisfaction with the conditions that surround the job of teaching special education (Duncan et al., 1977; Herzberg et al., 1959). A lack of job satisfaction indicates teachers who have reached a point of disenchantment (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Derlin & Schneider, 1994). They are no longer eager to complete the job of teaching. Problems in the workplace have the potential to create teachers that lack enthusiasm and commitment (Billingsley & Cross, 1991; Billingsley & Cross, 1992; Derlin & Schneider, 1994). Since job satisfaction and job performance have a causal relationship (Butler & Cantrell, 1998; Ellis, 1984; George et al., 1995; Latham, 1998), and as the worker fails to gain satisfaction from the job and the extrinsic factors or conditions that surround the job increases dissatisfaction, the productivity of the worker decreases (Butler & Cantrell, 1998; Herzberg et al., 1959). Teachers who no longer gain satisfaction from the teaching position are less likely to maintain an energetic teaching style (Ellis, 1984; George et al., 1995; Latham, 1998). Part of the administrative role is to maintain a quality level of education. Therefore, it is imperative that administrators reduce the factors that

are creating dissatisfaction in the special education teachers in an effort to improve the quality of education for the students.

Special education is a challenging field that has many of the dissatisfying factors found in Herzberg's theory (Billingsley & Cross, 1991, 1992; Billingsley, Gersten, Gillman & Morvant, 1995; Boe et al., 1997; Clark-Chiarelli, 1994; Cohen, 1991; Cross & Billingsley, 1994; Dunnick-Karge & Freiberg, 1992; George et al., 1995; Gersten, Gillman et al., 1995; Gersten, Keating et al., 1995; Gonzalez, 1995; Hendricks, 1992; Lauritzen & Friedman, 1991; Littrell et al., 1994; McKnab, 1993; Metzke, 1988; Miller, Brownell & Smith, 1995; National Association of State Directors of Special Education [NASDSE], 1993; Quaglia et al., 1991; Singh & Billingsley, 1996; Voltz, Elliot & Cobb, 1994; Westling & Whitten, 1996; Wisniewski & Gargiulo, 1997). As indicated by the results of this study, West Virginia special educators' job satisfaction levels benefited from administrative support from special education administrators and principals. As the perceived administrative support increased, the job satisfaction levels of special education teachers significantly increased.

Considering the possibility of a 50% attrition rate in the special education teacher work force within the next ten years, special education directors and principals should begin taking measures to decrease the job dissatisfaction levels of the teachers currently in the field. It is imperative that special education students have qualified, trained teachers in the classrooms (Braley, 1993; Croasmun, Hampton & Herrmann, 1997). This responsibility falls on the shoulders of the administrators (Billingsley & Cross, 1992;

Billingsley, Warger, Littrell & Tomchin, 1993). There is a critical need to correct the problems and control the factors that are causing lower job satisfaction levels of West Virginia special education teachers.

Recommendations for Further Study

Based on the findings and conclusions of this study, the following additional recommendations are offered:

1. Administrative support has been found to have a significant relationship to the job satisfaction levels of the special education teachers in the state. Administrative support is only one of several possible extrinsic factors with the potential to cause dissatisfaction. A study should be conducted to identify all of the extrinsic factors that are causing job dissatisfaction in West Virginia special education teachers.
2. The statistical investigation of the job satisfaction levels of the teachers who were planning to exit the field did not indicate a relationship with the administrative support levels. Therefore, there is a need to conduct further studies to determine what factors are affecting the decision to exit special education as a teaching field. This would aid administrators by identifying the areas in special education that need to be addressed to reduce the number of teachers planning to exit the field.
3. The perceived level of the principals' administrative support was higher than the perceived level of the special education directors' administrative support. This may be partially due to the role confusion between the principals and directors (Alvino, 1993;

Sullivan, 1986). The higher level of administrative support from the principal may also be partially due to the certification requirements for the position of principal which requires administrative training (Sullivan, 1986). The state of West Virginia currently has no administrative training requirements for the position of the special education director. There is a need for additional studies to investigate the causal factors for the different levels of support from West Virginia principals and special education directors and to determine the necessary training needs of the positions.

4. Further study is needed to determine the training needs of teachers in the multicategorical assignments and the training needs of administrators who are directly responsible for teachers in those assignments.
5. Further investigation is recommended to determine the relationship between the West Virginia special education directors' administrative roles and the administrative needs of the special education teachers in the state.
6. Further study is needed to determine ways to provide efficient support to teachers in multicategorical assignments.
7. There is a need to evaluate why female and male teachers differ in supportive needs and how this relates to job satisfaction.
8. Further investigation is needed to determine if there are differences in the administrative support levels of administrators in relationship to gender, and how this relates to job satisfaction in teachers.

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APPENDICES

ANCILLARY A

ANCILLARY INFORMATION SHEET

Ancillary information Sheet

Gender: _____ Male _____ Female

The RESA you work in:

____ RESA I

____ RESA II

____ RESA III

____ RESA IV

____ RESA V

____ RESA VI

____ RESA VII

____ RESA VIII

The grade level(s) you currently teach: _____

The area(s) of special education that you currently teach in:

Years of experience in special education: _____

Years of experience in general education: _____

College that you received your special education degree from:

Highest educational degree held: _____

Check One: Your school has a ____ full-time principal ____ part-time principal.

Circle One: Do you plan to leave the special education field? Yes No

If yes, in how many years? _____

APPENDIX B

COVER LETTER FOR FIRST AND SECOND MAILING

Dear Colleague,

I desperately need your assistance in completing my dissertation study. I have been teaching special education for 26 years and have noted several conditions that seem to exist in many counties. The administrative support that special education teachers receive is many times insufficient. There are administrators who provide excellent support to the special education teachers in their counties; but twice as many special education teachers statewide, leave their teaching field as do regular education teachers. My study will investigate the relationship that administrative support has to the special education teachers' job satisfaction.

Your participation is completely voluntary and your responses will be confidential and anonymous. Please skip any question that you feel uncomfortable in answering. Please note that each answer on the *Supervisory Behavior Description Questionnaire* requires the BEST answer. If no answer actually represents the way your administrator behaves, please choose the answer that is most appropriate. Thank you for your time and effort in completing these evaluative tests. If you would like to receive a summary of my findings, include your home address at the bottom of the ancillary information sheet. Please complete the forms as soon as possible and return them in the prepaid envelope provided. Have a good year and thanks for your participation in my study!

Sincerely,

Jennifer Pitzer Sirk

APPENDIX C

FIRST AND SECOND MAILING REMINDER POSTCARD

Greetings,

You should have received a packet with a questionnaire and a pre-paid return envelope sometime during the past week from me. I desperately need your participation to complete my study of administrative support and how it affects special education teachers' job satisfaction.

Please complete the forms and return them to me as soon as possible. I hope the findings will result in improvements for special education teachers in the state. If you have misplaced the packet, notify me and I will get another one out to you. If you have already completed the forms, I really appreciate it and want to express my thanks. Have a good school year!

Jennifer Pitzer Sirk
jsirk@usa.net
address
phone number

APPENDIX D

MAP OF REGIONAL EDUCATION SERVICE AGENCIES OF WEST VIRGINIA

Regional Education Service Agencies (RESA)

APPENDIX E

PERMISSION TO USE THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE

Dr. Walter E. Sistrunk
Okolona, MS 38860

April 20, 1998

Ms. Jennifer Pitzer Sirk
Rt. 4 Box 39F
Clay, WV 25043

Dear Ms. Sirk,

You are hereby granted permission to use the Supervisory Behavior Description Questionnaire (SBDQ), Form 1 or Form 2, in your research under the following conditions:

1. Give credit as follows: "with permission of Walter Sistrunk, Copyright 1981."
2. The instrument may not be used or reproduced for commercial purposes.
3. An abstract of any completed study be sent to me.

Best wishes with your study. If I can be of help with it in any way, please contact me. A copy of the manual is enclosed.

Sincerely,

Walter E. Sistrunk
Professor of Educational
Leadership, Emeritus
Mississippi State
University

APPENDIX F

PERMISSION TO USE THE MOHRMAN COOKE MOHRMAN JOB
SATISFACTION SCALE

I hereby grant Jennifer Pitzer Sirk, a student at West Virginia University in Morgantown, West Virginia, permission to use the Mohrman Cooke Mohrman Job Satisfaction Scale in her study.

Date: 4/14/98

Signature: Allan M. Mohrman

APPENDIX G

LIST OF SIGNIFICANT MAJOR AND ANCILLARY FINDINGS

CATEGORY LABEL	CATEGORY DETAIL	SPECIAL EDUCATION DIRECTOR	PRINCIPAL	INTRINSIC JOB SATISFACTION	EXTRINSIC JOB SATISFACTION	OVERALL JOB SATISFACTION	SIGNIFICANCE LEVEL
Major Findings	Q1	x		x			.030*
	Q2	x			x		.000**
	Q3	x				x	.000**
	Q5		x		x		.044*
Gender/Ancillary	Female Teachers		x		x		.031*
	Female Teachers	x		x			.036*
	Female Teachers	x			x		.000**
	Female Teachers	x				x	.000**
RESA/Ancillary	RESA I	x				x	.037*
	RESA II		x		x		.021*
	RESA II	x			x		.003**
	RESA II	x				x	.016*
	RESA III	x			x		.010*
	RESA III	x				x	.046*
Grade Level/ Ancillary	Elementary Level Teachers		x		x		.049*
	Elementary Level Teachers	x		x			.012*
	Elementary Level Teachers	x			x		.002**
	Elementary Level Teachers	x				x	.001**
	Middle School Level Teachers		x		x		.007**
	Middle School Level Teachers		x			x	.043*
Highest Degree Held/Ancillary	BA+15	x			x		.041*
	MA	x			x		.004**
	MA	x				x	.004**
	MA+30	x				x	.040*

	MA+45/Ed.S.	x			x		.018*
CATEGORY LABEL	CATEGORY DETAIL	SPECIAL EDUCATION DIRECTOR	PRINCIPAL	INTRINSIC JOB SATISFACTION	EXTRINSIC JOB SATISFACTION	OVERALL JOB SATISFACTION	SIGNIFICANCE LEVEL
Full-time/Part-time Principal/Ancillary	Full-time	x		x			.023*
	Full-time	x			x		.000**
	Full-time	x				x	.000**
Intent to Stay in Field/Ancillary	Staying		x		x		.048*
	Staying	x			x		.000**
	Staying	x				x	.000**
College Granting Special Education Degree/Ancillary	WVU	x		x			.024*
	WVU	x			x		.001**
	WVU	x				x	.002**
	MUGC		x	x			.036*
	MUGC		x			x	.024*
	MU		x		x		.013*
	MU		x			x	.049*
	MU	x			x		.021*
Special Education Certification Area/Ancillary	Severe/ Profound Mental Impairments	x			x		.012*
	Multiple Certifications		x		x		.011*
	Multiple Certifications	x		x			.008**
	Multiple Certifications	x			x		.003**

	Multiple Certifications	x				x	.001**
CATEGORY LABEL	CATEGORY DETAIL	SPECIAL EDUCATION DIRECTOR	PRINCIPAL	INTRINSIC JOB SATISFACTION	EXTRINSIC JOB SATISFACTION	OVERALL JOB SATISFACTION	SIGNIFICANCE LEVEL
Special Education Teaching Experience/ Ancillary							
	1-8 Years	x			x		.002**
	1-8 Years	x				x	.004**
	9-12 Years		x		x		.024*
	9-12 Years	x			x		.006**
	9-12 Years	x				x	.014*
General Education Teaching Experience/ Ancillary							
	Zero Years		x		x		.016*
	Zero Years	x			x		.002**
	Zero Years	x				x	.049*
	.5-2.0 Years	x			x		.049*
	3-8 Years		x	x			.047*
	3-8 Years	x			x		.035*
	3-8 Years	x				x	.031*

* The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level