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The Special Education Administrator: Job Satisfaction, Workload And Turnover

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THE SPECIAL EDUCATION ADMINISTRATOR: JOB SATISFACTION, WORKLOAD AND TURNOVER

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Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
Seton Hall University
2003

ABSTRACT

The Special Education Administrator: Job Satisfaction, Workload and Turnover.

The role of the Special Education Administrator is a specialized position within the field of educational administration and also one of "the most contentious" positions in education (Nussbaum, 2000). Special Education Administrators are responsible for providing strong leadership in the complex realities of "special education" which may include the supervision of personnel and curriculum, interpretation of laws and policies, managing students, staff, parents and communities, and contending with arduous litigation. Despite this already complex role, many Special Education Administrators are assigned additional duties that extend beyond ensuring that children with special needs receive appropriate services. In this study, 267 New Jersey Special Education Administrators responded to a survey that determined job satisfaction levels, the workload and its effect on special education services and the Special Education Administrators perceptions of turnover in the position. The subjects in this study attested that overall they were satisfied in their present position, with 65% of the responses in the satisfied to extremely satisfied range. An overwhelming majority (91%) of the subjects indicated that they perceived their workload to be in the range of heavy to impossible to complete. Additionally, 84% of the subjects affirmed that they had additional responsibilities that went beyond the realm of special education and 85% of that cohort consequently believed these additional duties had moderate to extreme impact upon special education services, with 54% indicating substantial to extreme impact upon special education services. The subjects (81%) indicated that they did believe there was a high turnover rate in their position and the three top reasons stated were burnout/stress, workload, and lack of support. This research also lists responses on the additional responsibilities assigned to the position, sources of dissatisfaction in the position, suggestions to improve the position, and the reasons why turnover may be occurring.

ACKNOWLEDGMENTS

I would like to thank the many people who encouraged me and helped me throughout this endeavor.

To the members of my committee, thank you for your support and encouragement. Dr. Grace May, your dedication to the field of Special Education has encouraged me for years, I feel lucky to have had the opportunity to work with you. Dr. Manina Urgolo-Dunn, you have made excellent suggestions and kept me motivated and on target. Dr. Anthony Colella, your synergy is contagious and inspiring, thank you. Dr. Maria Polignano, thank you for your encouragement and dedication in what I know were busy times for you.

Thanks to my circle of family and friends without whom I couldn't have done this. To my sisters; Patty, Linda and Sue who continually encouraged me, entertained me and fed the family on many holidays so that I could concentrate on my research. To my brothers, Mark and Paul, who now think I'm the ultimate "bookworm". To my mother who always praised me for being a good student. I want to especially thank my children, Kate and Andrew, for being patient about my "hogging" the computer and enduring take-out dinners.

To my colleagues at Glen Ridge High School, Dr. Dan Fishbein, Ken Rota, Dirk Phillips, Bill Indek, Ellen Coburn, Nina Parisi, and Janet Dobbs, thank you for your guidance and support. I want to thank the many excellent educators (too numerous to list!) that I have had the good fortune to work with, Thank you! Your dedication inspired me on a daily basis to pursue educational research so that children may benefit.

DEDICATION

In loving memory of my Dad, Paul Vincent Gilhool, who always encouraged me to

pursue my education and modeled a passion for learning.

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INTRODUCTION

This chapter provides the background or purpose upon which this study is based. This study focused on the level of job satisfaction of the Special Education Administrator and how it related to a number of critical variables. The first hypothesis of this study states that the level of job satisfaction for the Special Education Administrator is effected by gender, level of education, salary, the number of students receiving services, the district factor grouping and location of the district that the Special Education Administrator is employed, the number and type of certifications held by the administrator, years spent in the position, administrative title and workload.

The second hypothesis states that the Special Education Administrators workload and sources of dissatisfaction contributed to the turnover rate of Special Education Administrators. Terms are defined; rationale of the study is established and summarized. The chapter concludes by explaining the limitations of the study.

Background of the Problem

The role of the Special Education Administrator, a relatively new area of professional specialization, has a distinct position within the field of educational administration. Since the passage in 1975 of the Education of All Handicapped Children Act guaranteeing a "free and appropriate public education" for all disabled students, the field of special education has been in an era of rapid change, a time period that requires strong leadership in educational administration (Burello & Sage, 1979). Debra Nussbaum (2000) in a *New York Times* article entitled "From the Classroom to the Trenches", exposes the position of the Special Education Administrator as one of "the

most contentious in education" with many Special Education Administrators "looking for a parachute". (November 5, 2000, Sunday). The Special Education Administrator ideally supervises special education personnel and curriculum, and interprets laws and policies to ensure that educational services are provided to children with special educational needs. However, in New Jersey there is a trend for multi-title positions where the special education administrator has additional responsibilities that extend beyond special education . For example, a title such as Supervisor of Special Services could include the duties of District Test Coordinator, Affirmative Action Officer, Supervisor of Guidance, or Director of Curriculum. Nussbaum's article on Special Education Administrators illustrates the complexities of the role and the need for administrators that concentrate solely on Special Education. In New Jersey, 15.3 percent of the 1.3 million public school students need special services and the quality of their services are effected by the decisions of the Special Education Administrator.

This thesis examined the relationship between career satisfaction and several demographic characteristics that create the "work experience" of the Special Education Administrator. Examination of the relationship of the level of job satisfaction to work experience for the Special Education Administrator will assist schools in gaining some insight into the retention/attrition phenomenon that has plagued the field of special education for several decades (McNab,1993; National Association of State Directors of Special Education,1993; Wald,1988). Ultimately, schools that retain satisfied Special Education Administrators will have more consistently delivered educational services to their special needs students.

Statement of the Problems

The research examined levels of job satisfaction for Special Education Administrators in New Jersey along with demographic and qualitative data to determine if these variables had an effect on job satisfaction.

The primary question: What is the level of job satisfaction for the Special Education Administrator in New Jersey? Subsidiary questions:

1. Is gender related to job satisfaction for the position of Special Education Administrator?

2. What is the relationship between levels of education and job satisfaction for the Special Education Administrator?

3. Does the present salary of the Special Education Administrator influence job satisfaction?

4. What is the relationship between the number of students receiving special education services in a school district and job satisfaction for the Special Education Administrator?

5. Does the district factor grouping of a school district effect the career satisfaction level of a Special Education Administrator?

6. Does the county in which the Special Education Administrators work effect job satisfaction?

7. Does the number of certifications held by the Special Education Administrator effect job satisfaction?

8. Does more experience in the present position create more satisfied Special Education Administrators?

9. Is there a relationship between a Special Education Administrator's title and job satisfaction?

10. How does the workload of the Special Education Administrator effect job satisfaction?

A second dimension of the study was qualitative in nature examining the perceptions of Special Education Administrators on their position regarding salary, workload, impact upon special education, added duties, sources of dissatisfaction, improvement of the position, and turnover. The additional questions were addressed:

11. Do Special Education Administrators perceive their salary to be appropriate?

12. Do Special Education Administrators that have a workload with responsibilities beyond special education services perceive that these added responsibilities impact upon special education services?

13. What do Special Education Administrators view as additional responsibilities?

14. What are the sources of dissatisfaction for Special Education Administrators?

15. How do the Special Education Administrators believe this position can be improved?

16. Do Special Education Administrators see a turnover in the field? Why do they think this is occurring?

Hypothesis

The first hypothesis of this study stated that the level of job satisfaction for the Special Education Administrator is effected by gender, level of education, salary, the number of students receiving services, the district factor grouping and location of the district that the Special Education Administrator is employed, the number and type of

certifications held by the administrator, years spent in the position, administrative title and workload.

The second hypothesis stated that the Special Education Administrators workload and sources of dissatisfaction contributed to the turnover rate of Special Education Administrators.

Definition of Terms

Job satisfaction is defined by the seminal work of R.H. Hoppock in 1935, as an individual's affective reaction to a job or its many facets.

The New Jersey Administrative Code, Title 6, Chapter 28, defines terms and authority for special education in New Jersey.

Special education is defined as specially designed instruction to meet the educational needs of pupils with educational disabilities including, but not limited to, subject matter instruction, physical education and vocational training.

Pupil with an educational disability means a student who has been determined to be eligible for special education and /or related services according to N.J.A.C. 6:28-3.5.

Special Education Administrator means the person who directs or manages educational programs for students with educational disabilities. This person is authorized to direct the formulation of goals, plans, policies, budgets and personnel actions of special education programming. This person is authorized to direct and supervise all school operations that involve special education students, evaluate staff including teaching staff members who work with students with educational disabilities, and direct activities of school-level supervisors working with students receiving special education services. In New Jersey, the Special Education Administrator could have the title:

Coordinator, Child Study Team Coordinator, Supervisor, Director, Director of Special Services, Principal, or Superintendent.

Certification means number and type of state licenses held in teaching, supervision or administration.

Professional experiences means number of years teaching and/ or administrating in a school.

Level of education means educational degrees attained ; bachelors, masters, educational specialist, or doctoral degrees.

Salary refers to yearly income of the Special education administrator noted in thousands of dollars.

Size means numbers of students enrolled in a school district.

District factor grouping is a ranking system used by school districts in New Jersey that classifies districts by their socioeconomic status (SES). The New Jersey Department of Education introduced the District Factor Group system (DFG) in 1975. Schools are ranked by census data, using the following seven indices: (a) percent of the population with no high school diploma, (b) percent with some college, (c) occupation (d) population density, (e) income, (f) unemployment, and (g) poverty. Districts are grouped having factor scores within an interval of one tenth of the distance between the highest and lowest scores. The DFG is denoted on a scale from "A" to "J", with an "A" DFG having the highest levels of poverty, unemployment and percentage of population without high school diplomas, and population density, plus the lowest incomes, and percentages of people with some college. Conversely, a "J" DFG would have the lowest

levels of poverty, unemployment and percentage of population without high school diplomas, plus the highest incomes and percentages of people with some college.

Turnover is defined as change or movement of people, the Special Education Administrators leaving their present position for the same or similar position in another district.

Significance of the Study

This study has significance for the retention of Special Education Administrators in New Jersey public schools. Boards of Education and Superintendents of Schools, who hire and like to retain personnel, will have a better understanding of the relationship between job satisfaction and Special Education Administrator's work experience.

This study enables the New Jersey State Department of Education to consider the relationship between job satisfaction and types of certifications, level of education, and years spent teaching by the Special Education Administrator in future decisions regarding licensing of Special Education Administrators. At the time of this study there is no specific training set out by state or federal laws for the Special Education Administrator. Nussbaum (2000) interviewed Ida Graham, former director for the Office of Licensing and Credentials for the New Jersey State Department of Education, and discovered that to qualify as a director, a person must pass a national test to get a school administrator's license. Additionally, Graham noted that directors must have a master's degree that includes course work in management. However, Nussbaum clarified that many districts bypass this requirement by not using the title "director."

Another significant aspect of this study is that concerned citizens, parents, students, educators, and professional organizations gain knowledge about the

professionals directing special educational services. Additionally, insight into the perceptions of Special Education Administrators about the state of special education services and their recommendations for improvement of the position is gained.

Special Education Administrators can examine the level of job satisfaction and work experiences of other professionals in the same, or similar position.

Limitations of the Study

This study is limited to the 267 Special Education Administrators who are members of the New Jersey Association of Pupil Services Administrators (NJAPSA) as of April 2001. By law, the Special Education Administrators hold New Jersey certification as a Supervisor, Principal or Chief School Administrator. New Jersey Special Education Administrators who are not members of the NJAPSA are excluded in the results of this study.

There are also major disadvantages to using mailed surveys. The first is that the return rate is generally quite low. According to Heberlain and Baumgartner (1978) a researcher should not expect more than a 48% return rate on the first mailing. This could effect the validity of generalizing from the researcher's set of responses to an entire population. In this research a cover letter and a questionnaire were mailed along with a postage-paid, return address envelope to all 643 Special Education Administrators that were listed on the NJAPSA website data base. From this mailing, 292 surveys were returned and of these 292 returns, only 267 were usable, representing a 42% return rate.

Another limitation is that the researcher is not aware of the responses and characteristics of those who choose not to respond to the survey.

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review selected literature and research pertaining to Special Education Administrators, job satisfaction, and turnover for special education personnel. It will illustrate the complex role of the Special Education Administrator, the variables that may make this role more satisfactory and manageable and one in which professionals would like to remain employed.

Chapter II will be structured as follows: (a) studies related to the Special Education Administrator, (b) studies related to job satisfaction, (c) studies related to job satisfaction in the field of education, (d) studies on job turnover (attrition) and retention in the field of education.

The Special Education Administrator

The research that includes Special Education Administrators is very sparse. However, there are a few studies that have significance for further research involving the Special Education Administrator.

Joel R. Arick and David A Krug (1993) in "Special Education Administrators in the United States: Perceptions on Policy and Personnel Issues" analyzed 1,468 special education director's view on personnel needs, quality of preparation, training issues, and administrative policies/practices for mainstreaming students with disabilities. The researchers indicated that the administrators with special education teaching experience or course work had higher levels of mainstreamed students. The special education

administrators disclosed that collaboration between regular and special education was the highest training need.

More useful data about the Special Education Administrator was disclosed in the work of Gail Chase-Furman, "The Work of the Special Education Director: A Field Study",(1988). Although Furman's investigation was limited to the examination of organizational structure and work of one director in regard to "staff" position, her work contains some significant analysis in regard to some of the constraints of having the special education director in a "staff office." Some of the difficulties noted by the Special Education Director were problems related to not having direct control over special education services at the building level, the unmet needs of teachers for both closer supervision by the director and a desire for stronger advocacy with principals.

Another study, "A Time and Effort Study of Selected Directors of Exceptional Student Education" (Nutter, 1983), surveyed special education administrators about their job priorities and the amount of time they spent on tasks. The task analysis revealed that the main areas of the Special Education Director position fell under the following categories: procedures and policy making; school operations; office work; relations with the community; and budgeting/accounting.

The research of Donna Mc Clure Begley on "Burnout among Special Education Administrators" (1982), a paper presented at the Annual Convention of the Council for Exceptional Children, helped determine the type of pressures a Special Education Administrator might experience. Begley revealed a number of sources of burnout by surveying 124 special education administrators. Some of the pressures included implementation of P.L. 94-142 (the Education for All Handicapped Children Act), fiscal

reductions, role ambiguity and conflict, and a high incidence of staff absenteeism and turnover. The survey instrument used was the Maslach Burnout Inventory. The demographic data collected included current administrative position, length of time in administrative work, and areas of certification. This study focused on the symptoms of burnout experienced by the Special Education Administrators. The symptoms included by the administrators included fatigue and feelings of being physically run down, sleeplessness, increased irritability, and greater professional risk taking. Begley summarized the complex role of the Special Education Administrator as follows:

> The administrator, lost amidst due process hearings, review audits, reluctant superintendents, and concerned but dissatisfied parents and advocates, becomes a victim of excessive workloads and unrealistic deadlines. (p.5)

Begley believed that the role of the Special Education Administrator was filled with frustrating demands.

Begley cited the work of Cherniss and Egnatios (1978) with community mental health professionals that identified factors related to work frustration and alienation. Begley believed the sources of frustration found among the community mental health workers was consistent with those of Special Education Administrators. The four factors that were explored in both studies were:

(1) feelings of inadequacy due to poor training and supervision

(2) lack of feedback concerning one's responsibilities

(3) paperwork

(4) role conflicts, poorly defined job objectives, sudden changes in rules and

regulations, and the need to consider and respond to political and

organizational issues. (p.4)

Begley purported that there was a "dramatic shift" in the role definition for Special

Education Administrators with the implementation of Public Law 94-142. Special

Education Administrators that previously focused on management and program

development had to shift their role to justify the suitability of their services and program

delivery systems (Lamb & Burello, 1979). Begley further clarified this change by noting:

Special education administrators have a unique set of responsibilities, all of which

contribute to high levels of stress and frustration. These personnel are faced with

constant managerial pressures as well as those resulting from the implementation

of Public Law 94-142, fiscal reductions, serious role ambiguity and conflict, and

an increasingly high incidence of staff absenteeism and turnover. (pp.8-9).

Washington (1980) conducted research among educational administrators that

focused on situations that produced high amounts of stress. The researcher found that in

the field of educational administration that several situations were related to excessive

stress. These situations included compliance with multi-faceted federal, state, and local

policies; dealing with directives and central administration demands; paperwork

demands; maintenance of public approval and financial support for educational programs;

supervision of staff; and the number of meetings and telephone calls.

Whitworth, J.E.and Hatley, R.V. (1979) reported on what types of training

Directors of Special Education indicated they thought would be helpful for their position

in "A Comparative Analysis of Administrative Role Expectations by Regular and Special

Education Personnel, Final Report." Directors suggested more preparation in the areas of student personnel services, guidance and counseling, and school and community relations. The Directors also noted that they would like to spend more time in the areas such as curriculum development, direct services to children, and parent conferences.

"A Study of Special Education Directors in Minnesota" (Weatherman, & Harpaz, 1975) explored the credentials a Special Education Director should possess. The findings indicated that the position should include a Master's degree in educational administration and/or special education, experience in public school administration, and training in program design and certification that the state of Minnesota requires. It was also suggested that a candidate for Special Education Director should have a basic understanding of the special education system; child development; local school organization; community resources; and laws, regulations and guidelines that are pertinent to special education. Weatherman and Harpaz (1975) concluded their study by clarifying the minimum competencies of the Special Education Administrator:

> This analysis of the position of director or administrator of special education indicates that minimum competencies include a variety of technical areas. No longer is it possible for the director of special education to be trained in the categorical areas of special education or even across a number of handicapping conditions, but rather must have skills and knowledge that extend from personnel management, understanding of fiscal concerns, to detailed expertise in special education program development, management, and evaluation. (p.17)

Job Satisfaction

Since the seminal work of R.H. Hoppock in 1935 entitled *Job Satisfaction*, there has been an abundance of research on the study of job satisfaction. Hoppock defined job satisfaction as an "individual's affective reaction to a job or its many facets". In most of the work in which people are employed, an involvement of the individual with the work environment and its facets exists. This job involvement may produce satisfaction or dissatisfaction, competent or inferior feelings, productivity or lack of it, tenure or turnover.

Researchers have been prolific in terms of investigating job satisfaction and all its facets. Cranny, Smith and Stone, (1992) indicated that more than 5,000 studies of job satisfaction have been published since the 1930's. To help clarify this plethora of research, the theoretical frameworks uncovered by the research of Thompson, McNamara and Hoyle (1997) will be utilized. Thompson et al. did an extensive review of the literature during an inquiry synthesizing empirical findings on job satisfaction published in the first 26 volumes of *Educational Administration Quarterly*. Thompson et al. discovered three theoretical frameworks on job satisfaction throughout their review and summarized the frameworks as follows:

1. Content Theories of Job Satisfaction – explain job satisfaction in terms of needs that must be satisfied or values that must be attained.(Locke, 1976) Examples: Maslow's (1954) Need Hierarchy Theory; Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 1959).

2. Process or Discrepancy Theories of Job Satisfaction – explain job satisfaction in terms of categories of variables (i.e., expectancies, values, needs, etc) relate to or

combine to cause job satisfaction (Locke, 1976). As an outgrowth, discrepancy theories explain job satisfaction as the difference between (a) an individual's desired work outcomes and what an individual actually receives in the organization (Locke, 1976) or (b) an individual's work motivation and organizational incentives (Hoy & Miskel, 1996). Examples: Porter's (1961) Need Satisfaction Theory; March & Simon's (1958) Inducements Contributions Theory; Vroom's (1964) Subtractive & Multiplicative Models of Job Satisfaction.

3. Situational Models of Job Satisfaction – explain job satisfaction in terms of how categories of variables (the categories are typically task characteristics, organizational characteristics, and individual characteristics) combine to relate to job satisfaction (Hoy & Miskel, 1996). Examples: Situation Occurences Theory of Job Satisfaction (Quarstein et al., 1992); Glisson and Durick's (1988) Predictors of Job Satisfaction. (p.30).

This review of literature on job satisfaction will highlight seminal studies on job satisfaction and indicate their place in the theoretical framework set forth by Thompson et al. (1997).

The discussion of content theory of job satisfaction would be incomplete without the discussion of Maslow's (1954) theory of prepotent needs. Maslow's theory has been the basis of explanation for how job satisfaction is psychologically motivated. Maslow created a hierarchy of human needs in which he believed the emergence of higher-order needs were dependent on the relative satisfaction of lower order, more basis needs. Maslow viewed needs in the following ascending order: (a) physiological needs; (b) safety needs; needs for belongingness and love; (c) needs for importance, self-esteem, respect, independence; (d) need for information; (e) need for understanding; and (f) need for beauty and (g) need for self-actualization. The satisfaction of lower level needs

before higher level needs was not insisted upon by Maslow. He did suggest however that lower order needs would be more fulfilled than higher order needs. In regard to job satisfaction, the research of Centers and Bugental (1966) reported that workers in higher level jobs had greater motivation to fulfill higher order needs. Gruneberg (1979) suggested in reference to Maslow's theory, that lower level job holders have these positions because they have lower level needs.

Another classic example of content theory of job satisfaction is the two-factor theory of job satisfaction purported by Herzberg, Mausner, and Snyderman (1959). Herzberg et al. suggested that satisfaction and dissatisfaction are truly two separate sets of processes; job content and job context. Job content is related to achievement, advancement, recognition, responsibility, and work tasks. These factors are the "satisfiers" or "motivators" that produce job satisfaction. Job context is associated with the factors of company policies and practices, compensation, co-workers, supervision, and working conditions. These factors are the "dissatisfiers" that cause dissatisfaction, but they cannot cause satisfaction. Herzberg et al. insist that only the factors that are associated with job content, the satisfiers or motivators, can lead to satisfaction. The theory of Herzberg et al. initiated a new surge of research on job satisfaction and helped to clarify that job satisfaction is a complex term. Job satisfaction may not only just include overall feelings of satisfaction but may contain separate external variables, satisfiers and dissatisfiers, that create a "facet" satisfaction. Furthermore, Dawis (1984) continued to assess satisfaction with particular facets or elements of work and noted it is possible for a worker to be dissatisfied with specific facets of work, such as co-workers, pay, supervision, types of work or working conditions, yet still indicate an overall sense

of job satisfaction. Taber and Alliger (1995) concurred that workers develop attitudes toward facets of employment such as benefits, company policy, co-workers, pay, promotion opportunities, and supervision.

Other researchers enriched the factors presented by Herzberg, Mausner and Snyderman, that they considered relevant to job satisfaction. Pritchard (1969) had an equity theory approach to job satisfaction. Pritchard's equity theory fits into the framework of content theory because of its emphasis on values that must be attained. Pritchard suggested that satisfaction depends upon personal feelings of equity, fairness, or justice when what is obtained is contrasted to what is desired and how this ratio compares to that obtained by other people. Pritchard's equity theory shifted the focus of attention from the facets of the work environment to the individual's cognitive interpretation related to employment.

The theory of work adjustment by Lofquist and Dawis (1969) proposed that job satisfaction can be attained if their is a good fit between the individuals needs, skills, and abilities and that of the organization and is an example of a process/discrepancy theory. Lofquist and Dawis note that if satisfaction is achieved high performance will follow. Their model insists that work is more than a set of given tasks. Work is a place of human interaction and psychological reinforcement, with psychological reinforcement being the most significant factor in job satisfaction (Herr & Cramer, 1988).

Previous research by Henry A. Murray (1938) and the work of Holland (1973) in examining the importance and the degrees of tolerance associated with person-situation congruence, are other examples of process/discrepancy theories. These works are similar to the research of Lofquist and Dawis in regard to the relationship between the

individual's needs and the reinforcer system that characterizes the work environment.
The research of Lofquist and Dawis (1969) and other related research has delineated
work settings and occupations on the basis of their profile of reinforcers of individual
behavior. Their research indicates that it is possible to have 20 different reinforcers in
any one work environment. Herr and Cramer (1988) noted the 20 unique reinforcers
evident in the work place ranging from "ability utilization" to "work conditions", that
also included "achievement, activity, advancement, authority, autonomy, company
policies and practices, compensation, creativity, independence, moral values, recognition,
responsibility, security, social service, social status, supervision-human relations,
supervision-technical and variety" (p.50) This discrepancy theory model of job
satisfaction indicates that people will have needs profiles that are either compatible or
incompatible with the reinforcer profile of any particular occupation or environment and
this fit will determine one's job satisfaction or dissatisfaction.

In 1973, O'Toole lead a task force to review the status of work in America and
summarized what was then known about worker satisfaction. O'Toole (pp.36-96), an
example of a situational model, indicated that one's level of job satisfaction is directly
connected to the level of autonomy or control over the conditions of work, the challenge
and variety of the task, the cohesiveness of the work group, employer concern and
involvement of employees in the decision making process, job security, potential of job
mobility, prestige on the job, salary, and satisfactory working conditions.

Dawis (1984) reviewed the job satisfaction literature and further clarified the
meaning of job satisfaction in situational model terms. Dawis elucidates:

> From a cognitive standpoint, job satisfaction is a cognition, with affective
>
> components, that results from certain perceptions and results in certain future
>
> behaviors. As a cognition, it is linked to other cognitions, or cognitive constructs,
>
> such a self-esteem, job involvement, work alienation, organizational commitment,
>
> morale, and life satisfaction. To understand job satisfaction, we must examine its
>
> relationship to these other constructs. (p.286)

Dawis also examined the consequences of job satisfaction and suggested that job

satisfaction should be viewed from a behavioral standpoint:

> Job satisfaction is a response (a verbal operant) that has behavioral consequences.
>
> On the positive side are tenure, longevity, physical health, mental health and
>
> productivity; on the negative side, turnover, absenteeism, accidents, and mental
>
> health problems. (p.289)

Dawis notes that the turnover literature indicated a negative relationship between job

satisfaction and turnover. Dawis suggests that leaving "the job is the means by which the

individual avoids the aversive condition that is job disatisfaction" and that absenteeism,

like turnover, "is a form of avoidance adjustment" (p.289). Dawis indicated that there

were negative but low correlations between accidents and job satisfaction and also

reported that job dissatisfaction is related to physical as well as mental health issues.

These problems could include alcoholism, anxiety, coronary heart disease, depression,

drug abuse, impaired personal relationships, tension, suicide, and worry.

Dawis summarized his research on job satisfaction by commenting that it would

be most beneficial to think of job satisfaction as an outcome of job behavior. He

contended:

As an outcome, or consequence of job behavior, job satisfaction can be seen as a *reinforcer* that has consequences for future job performance and other work behavior (absences, turnover). Future satisfactory job performance can be maintained by present job satisfaction. Future absence or turnover behavior can be made more likely by present job dissatisfaction, acting as a negative reinforcer. (p.291)

Even though some researchers believe that most job satisfaction research is "atheoretical and correlational" with contradictory results (Herr & Cramer, 1988), both positive and negative relationships between job satisfaction and several other variables have been reported by researchers. Positive relationships have been indicated between job satisfaction and age, older workers are more satisfied with their jobs than younger workers (Cohn, 1979; Glenn, Taylor & Weaver, 1977; Hunt, 1980; Muchinsky, 1978; Near, Rice & Lincoln & Kalleberg, 1990); improved health (House, 1974); higher education levels (Quinn & Mandilovitch, 1980); higher pay; enriched jobs; democratic supervision; autonomy (Gilmore, Beehr & Richter, 1979; Srivastva et al., 1975; Valenzi & Dessler, 1978); higher occupational levels (Kahn, 1973; Kallenberg & Griffin, 1978); life satisfaction (Schmitt & Mellon, 1980); positive views of upper management; enhanced supervisor support behaviors (Repetti & Cosmos, 1991; Ruch, 1979) participation in decision-making; interaction with influential and significant others; small organizations and work groups; and adequate resources (Katzell,1979).

Low job satisfaction has been indicated by researchers in regard to the following variables: hazardous or unpleasant work; role ambiguity or conflict, and overload (Abdel-Halim, 1981; Helwig, 1979: Wright & Gutkin, 1981) inability to use skills; repetitive

tasks; inability to interact with co-workers; pro-union activity (Schriesheim, 1978); job turnover (McNeilly & Goldsmith,1991) over-education or overqualification (Johnson & Johnson, 2000 Quinn, 1975) poor supervision or lack of feedback and recognition; discriminatory hiring practices; lack of mobility in the organization; promotional inequity; and low wages (Kasl, 1977).

<div align="center">Educational Job Satisfaction</div>

Educational researchers have not been remiss in the study of job satisfaction. In the past, researchers have explored the job satisfaction of school psychologists (Ehloy & Reimers, 1986), work education students (Silberman,1974), women in higher education (Hill,1984), elementary and secondary teachers (Kreis & Brookopp, 1986), and school custodians (Young, 1982).

Researchers in educational administration have also focused much attention to the study of job satisfaction. Studies have delineated the job satisfaction of higher education administrators (Solomon & Tierney, 1977), superintendents (Bacharach & Mitchell, 1983; Brown, 1978; Brown & Bledsoe, 1978), central office administrators (Brown, 1976), principals (Gunn & Holdaway, 1986), and teachers (Barcharach & Bamberger, 1990; Pastor & Erlandson, 1982).

This review will focus on some recent studies on job satisfaction of teachers, school counselors, principals, and superintendents. Craig A. Mertler (2001) examined the current state of teacher motivation and job satisfaction through a web-based survey entitled, "The Teacher Motivation and Job Satisfaction Survey." The sample (N= 969) consisted of elementary, middle, and high school teachers responding to questions on overall job satisfaction, if they would choose to become a teacher again if they could start

over, teacher motivation, and motivational factors. Mertler's data revealed that 77% of
the teachers were satisfied with their jobs. Beginning teachers and teachers near the
completion of their careers indicated the highest levels of job satisfaction. The desire to
enter the teaching field again was indicated most by teachers in their early 20's and 30's.
Males reported knowing significantly more unmotivated teachers than did females, and
23 percent of the respondents reported knowing or working with more than 10 teachers
they would classify as unmotivated. Males were slightly more satisfied as teachers than
females. Mertler found evidence to support the fact that teachers are generally satisfied
with their jobs, yet numerous teachers indicate dissatisfaction. Mertler clarified the
repercussions of teacher dissatisfaction:

> Perhaps a fact more important to consider is the incredible number of students
> with whom these dissatisfied teachers come in contact on a daily basis. In this
> study alone, 23% (or 233 teachers) reported that they are dissatisfied with
> teaching. Imagine the number of students that those 233 teachers are responsible
> for each year, or throughout their careers! We can only assume that the students
> of these classroom teachers are not receiving the highest quality education. We,
> in the field of education, must make attempts to improve the levels of motivation-
> and ultimately the levels of satisfaction-of our classroom teachers. (p.13)

Mertler's 2001 results were similar to the overall results of teacher satisfaction
reported by Sweeney (1981), Mertler (1992) and a study by Perie and Baker (1997) that
reported an overall dissatisfaction rate of about 32%. In a previous study, Mertler (1992)
indicated that approximately one-third of the teachers reported that they would not

become teachers again if given the choice. Other researchers have indicated that 43% (Brunetti, 2001), and 34% (Perie & Baker, 1997) would not choose to become teachers.

Researchers have also explored levels of job satisfaction among subgroup populations. In Mertler (2001) males reported a higher level of job satisfaction than females and though this finding was not statistically significant in this study, it was somewhat contradictory to previous findings that found female teachers having higher levels of job satisfaction (e.g. Ellis & Bernhardt, 1992). Additionally, elementary teachers have noted higher levels of job satisfaction than have secondary teachers (Ellis & Bernhardt, 1992; Perie & Baker, 1997). Furthermore, Brunetti (2001) found that long-term high school teachers had a high level of satisfaction despite difficult working conditions and the data analysis from the study indicated that important motivators for the teachers were working with students, passion for the subject, excitement of the classroom, autonomy, and collegiality. There has also been research involving middle-school teachers' work characteristics. Pounder (1999) found that middle school teachers whose jobs had interdisciplinary teaming reported significantly higher skill variety, knowledge of students, satisfaction, professional commitment, motivation, and team helpfulness and effectiveness when compared to non-teamed teachers.

Schmidt, Weaver and Aldredge (2001) examined how newly hired counselors were functioning in school and their job satisfaction levels. The researchers found the general level of job satisfaction to be a "serious concern" because nearly a third of the participants indicated they were not satisfied with their role as a school counselor, or they were uncertain about their satisfaction. The researchers discovered that more than half of the counselors hired by schools intended to leave before their fifth year and this response

was precipitated by responsibilities assigned to their position that were viewed as unrelated to counseling services. The authors of this study expounded that if this is a trend among school counselors "then providing consistent programs and services for students, parents, and teachers will become a continuing challenge for public education" (p.20).

There has been sparse research on the job satisfaction of assistant principals serving elementary or secondary school (Marshall, 1993). To improve upon the lack of exploration in this area Chen (2000) investigated job satisfaction among high school assistant principals in Mississippi. Chen, Blendinger, and McGrath (2000) in a research paper discussing Chen's study claimed "that researchers have neglected the views of assistant principals on job satisfaction is unfortunate because these educators are expected to carry out important administrative work such as monitoring student attendance, handling student discipline, and supervising student activities" (p.30). Chen's study found that high school assistant principals were satisfied with their jobs with the exception of salary and amount of work expected. Chen discovered that job satisfaction and longevity on the job, and job satisfaction and school size (based on student enrollment) were not significantly related. Chen also investigated what assistant principals liked most and least about their jobs plus the responsibilities assistant principals would add or delete from their jobs. The assistant principals reported disliking student discipline, unprofessional teachers, heavy workloads, and after-school duties such as monitoring athletic events. They noted liking to work with others and the variety of responsibilities the job contained. The assistant principals indicated they would add curriculum and instruction, personnel and business responsibilities to their jobs and

student discipline, student activities, and athletics would be the areas they would chose to delete if they had the choice.

The job of the principal has been documented in the literature as a demanding one (Malone, Sharp, & Thompson, 2000; Malone, Sharp, & Walter, 2001). Yet, despite the demands of the principalship, it has been documented that principals report a high degree of job satisfaction (Jolly, 1999; Malone, Sharpe, & Thompson, 2000). Malone, Sharp, & Walter (2001) found the established data on the demands of the principalship and the reported high satisfaction levels worthy of further investigation. The researchers noted the following in regard to the principalship:

> Yes, the job is very demanding, yet very satisfying—an interesting observation,
>
> yet seemingly a conflicting one.(p.2)

The researchers enticed by this contradictory data created a study entitled, "What's Right about the Principalship?" Principal's in this study were surveyed and 75.2% indicated the strongest reasons for liking their job was that they liked the contact with students, 72.8% indicated they have an opportunity to impact students, 66.4% believed they could make a difference in teaching and learning, 62.9% thought they had substantial input into the direction of their school, 60.8.8% enjoyed the school culture and 60.% noted having opportunities to interact with a variety of people as a strong reason for liking the job. The principals also noted their weakest reasons for liking the job. The data revealed the weakest reasons for liking the job were salary, influence on community , control of schedule, high visibility of the job, and the cooperation of older teachers. The principals were asked if they could do it all over again, 95.1% of the responding principals said they would choose the principalship again. The principals also indicated their overall job

satisfaction rate as high to very high; 34.4% rated their satisfaction as very high, with an additional 57.6% rating it as high , for a total of 92%. Malone, Sharp, and Walter (2001) did indeed find there is a great deal right about the principalship despite the pressures, frustrations and time commitments that are part of the principal's job.

Malone, Sharpe, and Thompson (2000) investigated the state of the principalship in Indiana and had principals, aspiring principals, and superintendents rank-order selected skills and personal traits necessary to succeed as a school principal. Principals and aspiring principals considered leadership and honesty very important personality traits. The also indicated that communication skills and instructional improvement were the most substantial factors in training principals, and they believed the key barriers to the job were too much time required, job stress and insufficient compensation.

Glass, Bjork, and Brunner (2000) in their report entitled "The Study of the American School Superintendency, 2000. A Look at the Superintendent of Education in the New Millennium" reviewed responses from 2,262 superintendents in *The 2000 American Association of School Administrators Ten-Year Study of the American Superintendent.* This report supplied a plethora of information regarding the superintendency, including satisfaction with the superintendency. In this report 56% of the school superintendents indicated they had "considerable" fulfillment in their current position and 34% noted "moderate" fulfillment/satisfaction in their present position. The authors of this report explained, "Superintendents are receiving fulfillment from their jobs, their boards value them highly, and they are getting important tasks accomplished in their districts" (p.vi). The authors caution however this career is not without troubling challenges.

Cooper, Fusarelli and Carella (2000) in "Career Crisis in the School Superintendency? The Results of a National Survey," reported on another large survey (n=2,979) of school superintendents whom completed a new, validated survey instrument entitled SPEAR (Superintendents' Professional Expectations and Advancement Review). The superintendents were asked about their opinions, skills, perceptions on a myriad of career issues, and future interests. The data analysis revealed that current superintendents found their work rewarding yet challenging and were satisfied about their career. In fact, 91% indicated that they agreed strongly with the statement, "My work in this district has given me real career satisfaction." The superintendents noted that building curriculum, assisting students and positively contributing to society was particularly satisfying.

Sharp, Malone, and Walter (2001) explored the positive aspects of the school superintendency position in their study entitled "What's Right about the School Superintendency?" The researchers asserted that the high degree of job satisfaction reported by superintendents must be from positive factors, issues and challenges not from negative experiences and their study surveyed superintendents to determine which aspects of the job accounted for the high degree of job satisfaction and the high number of superintendents who indicated they would choose the superintendency again if given the opportunity. The analysis of the data revealed the strongest reasons the superintendents indicated for liking the job were the opportunity to have input into the direction of the school district; the impact upon students; building a team of educators; making a difference in teaching and learning ; meeting daily challenges; and using the skills the superintendent possesses. The weakest reasons noted by the superintendents for

liking the job included were high salary, influence in community decisions, in control of one's schedule, and enjoys working with the board of education.

<div align="center">Turnover, Attrition and Retention</div>

According to national data, about 13% of all public school teachers leave their school of employment, either to take positions at another school or to leave the teaching profession altogether (Whitener, Gruber, Lynch, Tingos, Perona, & Fondelier, 1997). Many of these public school teachers leave voluntarily. Boe, Bobbitt, Cook, Baranic, and Maislin (1998) indicated that about 65% of teachers who move to other schools, and 63% of those who leave education, do so voluntarily. Research on the attrition/retention of educators attempts to uncover a better understanding of factors contributing to school attrition so that more effective strategies for retaining professional educators might be designed and implemented. Most of the studies in this area focus on the public school teacher, a smaller number on the administrative position of principal and superintendent, and very little on the position of Special Education Administrator.

The research of Boe, Barkanic and Leow (1999) contained national trend and predictor data for the attrition of teachers from public schools. Their data came from three large, national probability samples of teachers taken over 6 school years between 1987 and 1995. Data was based on teachers' response to the Public School Teacher Questionnaires of the Schools and Staffing Surveys (SASS) and the Teacher Follow-up Surveys, a one-year longitudinal component of the SASS. The researchers found four facets of school attrition:

1. Teachers who voluntarily moved to a different school
2. Teachers who moved to a different school through involuntary assignment
3. Teachers who voluntarily left teaching altogether

4. Teachers who left teaching involuntarily through personnel action, or who retired. (p. 2)

The researchers defined turnover as a generic term that encompassed the following three major changes in a teachers status from one year to the next: School Transfer of Teachers (Movers), Teaching Assignment Transfer (Switchers), and Exit Attrition (Leavers)(p.55).

Boe, Barkanic and Leow (1999) found the following trends in school attrition:

1. School Transfer: School transfer of teachers from one year to the next has been at about 7% of all employed teachers annually during the six year period from 1987-88 to 1993-94. School transfer subjects were comprised of teachers that migrated to schools in other districts (movers) and teachers that were reassigned among schools within districts (switchers).

2. Exit Attrition: About 6% of the total teachers annually during the six year period from 1987-88 to 1993-94 left teaching (leavers).

The researchers also reviewed the reasons behind "a fairly high level" of school transfer and exit attrition. The reason for the school transfer was dependent upon the type of transfer weather it was voluntary or involuntary. It was found that 50% of school reassignment within the same school district was involuntary due to staffing needs while only 13% of the migration between districts was involuntary. For between-district migration almost 50% was due to teachers' personal reasons while only 15% of within district assignment was for personal reasons. The reasons behind exit attrition was also dependent upon the type of leaving; voluntary versus involuntary. The researchers found the main reason for involuntary leaving was retirement, while the main reason for voluntary leaving was for personal or family reasons. It was discovered that only 18.5% of the leavers did so for other work or better salary and only 5.4% left mainly because

they were dissatisfied with teaching. The researchers summarized the school attrition

findings as "fairly high" for the public teaching force accounting for 7% movers and 6%

leavers for a total of 13%. They clarified:

> An average of almost 330,000 teachers out of a teaching force of almost
>
> 2,500,000 teachers leave their school of employment annually. Of these 330,000
>
> teachers, 63% leave voluntarily (for personal or family reasons, to take other
>
> employment, etc.) while the other 37% leave involuntarily (due to staffing
>
> actions, health reasons, and retirement). With much of involuntary school attrition
>
> initiated at the discretion of school districts, it is reasonable to assume that much
>
> of it has been for constructive reasons such as placing teachers in assignments in
>
> other schools where they are better qualified and/or needed, and dismissing
>
> ineffective teachers. With this amount of school attrition, it is certainly
>
> understandable that great difficulties have been encountered in filling positions
>
> with qualified teachers, and then retaining them to create a stable and qualified
>
> school faculty. (p.6)

A considerable number of predictor variables were associated with each of the four facets

of school attrition: voluntary moving, voluntary leaving, involuntary moving, and

involuntary leaving. The main findings of this study were as follows:

1. In comparison to stayers, voluntary movers were twice as likely to have lost full

   certification than to have no change in certification status, and to be much

   younger.

2. In comparison to stayers, voluntary leavers were more than four times as likely to

   have changed from a condition of no dependents to at least one dependent in

comparison with no change in dependents, over twice as likely to be employed as an irregular and/or part-time teacher than as a regular full-time teacher, and to be much younger.

3. In comparison to stayers, involuntary movers were more than three times as likely to be employed as an irregular and/or part-time teacher than as a regular full-time teacher, and to have much less teaching experience.

4. In comparison to stayers, involuntary leaving could be subdidvided into two categories: those who left after age 51 (mostly as retirees) and those who left with 3 to 22 years of teaching experience (mostly due to staffing action and poor health). In comparison with stayers, involuntary leavers were characterized by decreased income, a change toward part-time employment, and a change from some to no dependents. (pp. 13-14).

Much of the empirical research on teacher turnover typically examines individual teacher characteristics and predicts which kinds of teachers are more likely to leave their schools. In contrast, Richard Ingersoll (1999) examined the effects of school and organizational characteristics on teacher turnover. Ingersoll's study had two objectives, first to establish the role of teacher turnover in the staffing of public schools and secondly to focus on the role of school organizational characteristics and conditions in teacher turnover. Ingersoll noted that the predicted trends of increasing student enrollments and increasing teacher retirements have contributed to problems staffing schools with qualified teachers. Ingersoll's study focused on adding to the previous research on teacher turnover by "putting the organization back" into the analysis. The author explained:

My theoretical perspective, drawn from sociology of work and organizations, is

that teacher turnover and, in turn, school staffing problems cannot be fully

understood without 'putting the organization back' into the analysis. From this

perspective, fully understanding turnover requires examining the social

organization of the schools in which turnover and staffing problems are embedded

and examining turnover at the level of the organization. (p.23)

Ingersoll's research is consistent with prior research (e.g., Boe, Barkanic & Leow 1999;

Boe, Bobbitt, Cook, Baranic, & Maislin ,1998) that teacher characteristics such as

specialty field and age account for a significant amount of turnover, especially, teacher

retirements. Ingersoll however suggested that the overall amount of turnover accounted

for by retirement is minor when compared to that of other causes, particularly teacher job

dissatisfaction and teachers seeking to pursue better jobs or other careers.

Additionally, Ingersoll's data revealed that small private schools have the highest

rate of turnover, that math and science teachers are not more likely to turnover than other

teachers. Ingersoll emphasized that organizational characteristics such as inadequate

support from the administration, low salaries, student discipline problems, and limited

faculty input into school decision-making all added to higher turnover rates. Lack of

administrative support has been noted in several studies on teacher turnover (Billingsley,

1993; Brownell& Smith, 1992; Darling-Hammond & Sclan,1996). The work of Boe,

Barkanic and Leow (1999) that was previously discussed also included the administrative

support variable. Boe et.al discovered that good administrative support was associated

with the retention of teachers, specifically that "stayers" were almost four times more

likely to perceive strongly school administrators' behavior as supportive and encouraging than to have the opposite view of administrative behavior.

The National Association of State Directors of Special Education (NASDSE) in the article "Recruiting and Retaining Special Educators: It's Everbody's Job" (1993), warned that there is a critical shortage of qualified professionals in special education which "seriously hinders the nation's ability to serve the growing number of children and youth with disabilities, birth to age 21" (p.1). The shortage of special education professionals was due to decreasing numbers of people earning special education degrees, professionals never entering practice, and large numbers of people who entered the field dropping out. The NASDSE attested:

> Decreasing numbers of newly prepared professionals, a disproportionately high number of professionals leaving the field, and great variation in supply and demand geographically and by field of specialization, all point to a national profile that demands priority attention. (p.1)

The purpose of this bulletin was to share strategies to improve recruitment and improve retention of the special education teaching force in order to better serve children and youth with disabilities. The bulletin summarized research findings on retention and attrition by reviewing the work of Bonnie S. Billingsley at Virginia Polytechnic Institute and State University, who analyzed the research on attrition conducted for the National Clearinghouse for Professions in Special Education. Billingsley reviewed research findings on retention and attrition as they related to four major factors:

1. Teacher demographics and background variables (gender, age, race)

2. Teacher preparation and qualifications (academic ability, degrees held, entry path and certification status, initial commitment to teaching)

3. Work experiences, rewards and values (teaching assignments, support received from administration, teacher autonomy and decision making, availability of resources, workload, paperwork)

4. External factors (employment climate in time of recession, retirement incentives, alternatives outside of teaching, availability of other teaching positions). (p. 4)

Billingsley found work variables to be most amenable to change and suggested the following areas as interventions and areas of further study:

1. Work conditions (teachers' roles and responsibilities, resources needed to perform their work, caseload/class mix issues; administrative requirements, particularly paperwork)

2. Administrative support

3. Rewards (intrinsic rewards, feedback and recognition; self-evaluation skills; responsibility and autonomy; extrinsic rewards)

4. Focus on beginning teachers (Nature of first assignments, support such as mentor programs). (p.4)

Judy L. Wald (1998) provides another resource that describes the high special education teacher attrition rate and advocates particular strategies and activities for educators and administrators in her book *Retention of Special Education Professionals: A Practical Guide of Strategies and Activities for Educators and Administrators* (1988). Although Wald's work pinpoints reason for special education teacher attrition rates and not those of Special Education Administrators, her recommendations clarify some of the

roles and responsibilities of the Special Education Administrator. Wald indicates that the position of Special Education Director/Supervisor is to provide professional development opportunities to educators that develop advocacy skills and general management skills, plus the Special Education Director/Supervisor should be educating all Principals about the roles and responsibilities of special education personnel.

Nancy Clark-Chiarelli (1994) in her dissertation entitled, "Work Commitment Among America's Special Educators: An Exploratory Study Of What Makes A Difference", examined the relationship between work commitment among special educators and their work experiences. Clark-Chiarelli's noteworthy work used a nationally representative sample of 3,848 full-time, public school educators that were collected as part of the first national Schools and Staffing Survey (SASS) during the 1987-88 school year and added seminal data to the somewhat fragmented research on special educator commitment. Clark-Chiarelli provided both a descriptive and statistical portrait of the work experiences and commitment of the United States' special education workforce. The researcher found five work experience factors related to special educator commitment: (a) teacher collaboration and empowerment, (b) administrative support and supervision, (c) satisfaction with salary, (d) parental support, and (e) degree to which paperwork and routine duties do not interfere with the job of teaching. These are salient findings in regard to the recruitment and retention of special educators, especially since work experience is a facet of the retention/attrition equation over which schools have control (Billingsley, 1993).

Lynda Cox (2001) indicated that special education professionals will have continued high attrition rates while the special education student population continues to

increase and complex compliance issues will continue to emerge from the 1997

reauthorization of the Individuals with Disabilities Education Act. Cox reexamined the

work of Ax, Conderman, and Stephens (2001) that revealed professional isolation as a

contributing factor in the high attrition rate of special educators and added

recommendations for administrators to alleviate the sense of isolation. Cox urged

principals to scrutinize areas where they could effect change and recommended

structuring collegial opportunities for special education teachers similar to the

collaborative team models used by middle school models; providing release days several

times a year to meet with colleagues, to regroup, plan, or problem solve; fostering a wide

range of professional development opportunities with general educators and

administrators; providing trained paraprofessional assistance; prioritizing the integration

of special education teachers and students into building activities; and involving faculty

members in the recruitment process.

The Educational Research Service (1998) indicated the shortage of candidates

who are entering the principalship is a national dilemma and the quality of recent

applicants for the principalship have been disputable (Anderson, 1991). There has been

ample reports, articles and studies written about the shortage of principals and they all

have similar conclusions; that qualified, experienced principals are getting harder to find,

regardless of salary, district type, location, or size (McKay, 2000; Natt, 1999). Sinatra

(2000) reported nearly 50% of the U.S. school districts indicated having difficulty

attracting candidates to fill the position. Perlstein (1999) found the shortage of principals

was 47% for the elementary school level, 55% for the middle school level, and 55% for

high schools. Harmel (2000) revealed that between 1988 and 1998 there was a 40% turnover rate for principals.

McCreight (2001) in a meta analysis of articles on the principal shortage summarized the reasons for the lack of interest in the principal position and the solutions to help school districts in the future retain principals and deal with predicted shortages. Mc Creight revealed six main reasons for the lack of applicants for the position of principal:

1. The principalship does not pay enough. Experienced teachers may make as much in ten months that the principal makes in twelve months.

2. The job requires too much time, on an average 54 hours a week plus many late afternoon and weekend events.

3. Principals are held accountable for test scores that link the principal position with student achievement.

4. The principal is held accountable for many social problems such as school violence which may be out of the principals control.

5. Principals feel lack of support particularly from the central administration.

6. The principal must be capable of taking on numerous roles such as teacher supervisor, disciplinarian, counselor, motivator, accountant, fundraiser and social worker. (pp.5-6)

McCreight revealed many solutions that addressed the principal shortage in the literature. Some of the recommendations she discovered in her meta-analysis were using head hunters and nationwide advertising perhaps via the internet, employing retired principals, providing bonuses and incentives. McCreight also discovered having universities provide

opportunities for increased professional development through continuing education courses close to home, educational administration degrees on line, collaboration with districts and administrative organizations, and developing principal centers helpful in producing and retaining better principals. It was also suggested that providing alternative routes to the principalship through State initiatives, having school districts develop in-house grow-your-own programs, or principal shadowing programs in which candidates shadow an experienced principal for 6 weeks may prove to be solutions to the principal problem.

The position of the Superintendent of Schools is also having difficulties in attracting educators into the position. Cooper, Fusarelli and Carella (2000) in "Career Crisis in the School Superintendency? The Results of a National Survey", revealed that 88% of Superintendents surveyed agreed " shortage of applicants for the superintendent job is a serious crisis in American Education". It was also indicated that 92% of the superintendents polled were concerned that "high turnover in the superintendency means a serious crisis in keeping strong leaders in the position." However, Glass, Bjork, and Brunner (2000) in their report entitled "The Study of the American School Superintendency, 2000," indicated that the high turnover rates in the literature originated a decade ago in a series of articles about rapid turnover of superintendents in large urban districts, the media got hold of the information and in the words of the authors "the tenure figure has a life of its own. Unfortunately , this fostered a negative image of the superintendency" (p.v). This study found the average tenure for superintendents to be between 5 and 6 years per district served. The authors indicated that the data suggests the median age of the Superintendent has increased since 1992 revealing superintendents are

entering the position later in their careers and projecting they will be staying longer. The researchers predicted the position of the superintendent will have a modest attrition rate of 5 to 6 percent per year, similar to the 1990's, for the coming decade (2000-2010). The researchers caution that "the fact remains that frequent shifts in the leadership can and do take a toll on districts and impede reform efforts."(p.i)

Conclusion

The studies in this literature review on the Special Education Administrator have examined the Special Education Administrators' perceptions on policy and personnel issues, job priorities and time spent on tasks, burnout and causes of stress, the changes in the role of the Special Education Administrator, and perceptions of the additional training and credentials the position requires.

To gain an understanding of the complex nature of the worker, particularly in this study of the Special Education Administrator, job satisfaction theory and studies pertinent to job satisfaction were reviewed from the 1935 seminal work of Hoppock who defined job satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person to feel satisfied with their job to more recent studies that can be described in the framework of content theories, process or discrepancy theories or situational models of job satisfaction.

With no research to examine in regard to the job satisfaction for the Special Education Administrators, educational job satisfaction studies of teachers, counselors, principals, and superintendents were reviewed that might be relevant to the position of the Special Education Administrator, an educator, administrator and leader in the American Public School system. Mertler (2001) found that 77% of the teachers were

satisfied with their jobs, Brunetti (2001) revealed that High School teachers had a high satisfaction level despite the difficult working conditions they reported and attributed the high satisfaction rate with motivators such as working with students, passion for the subject, excitement in the classroom, autonomy, and collegiality, and Pounder (1999) noted that the benefits of teaming educators on the middle school level produced higher satisfaction levels. Chen (2000) indicated that high school principals were satisfied with their jobs despite the heavy workloads reported. It was also indicated that the principals report a high degree of job satisfaction despite the documented demands of the principalship (Malone, Sharp, & Thompson, 2000; Malone, Sharp, & Walter, 2001). Glass, Bjork, and Brunner (2000) examined the American School Superintendency and reported that 90% of the superintendents in their study indicated moderate to considerable satisfaction in their position even with its troubling challenges.

In reviewing the literature on educational turnover, trends were discussed for regular education teachers, special education teachers, principals, and superintendents. The effects of school organizational characteristics was also discussed. Ingersoll (1999) emphasized that organizational characteristics such as inadequate support from the administration, low salaries, student discipline problems, and limited faculty input into school decision-making all added to higher turnover rates. Additionally, the turnover rates for the principalship and superintendency have significantly higher turnover rates than teachers and have reached crisis levels (Cooper, Fusarelli & Carella 2000; Harmel, 2000). The Special Education Administrator position, one of extreme importance in the delivery of services to children with special challenges, must be examined to determine if it too is in serious crisis.

Chapter III

METHODOLOGY

Introduction

Due to the complexities of the position of the Special Education Administrator and the historic attrition phenomenon that has permeated the field of special education, it is crucial to explore the nature of this administrative role to gain information on how to best improve the position and retain the Special Education Administrator, the critical leader in special education programming. This study through examination of the Special Education Administrators' level of job satisfaction, workload, and perceptions of turnover in their field, will extract firsthand information on the "work experience" for Special Education Administrators in New Jersey.

The purpose of this study is to determine level of job satisfaction for the Special Education Administrators in New Jersey. Subsidiary questions ask (a) how is gender related to job satisfaction for this position, (b) what relationship exists between levels of education and job satisfaction for the Special Education Administrator, (c) does the present salary of the Special Education Administrator influence job satisfaction, (d) what relationship exists between the number of students receiving special education services in a school district and job satisfaction for the Special Education Administrator, (e) does the district factor grouping of a school effect the career satisfaction, (f) does the county in which the Special Education Administrator works related to job satisfaction, (g) does the number of certifications held by the Special Education Administrator effect job satisfaction, (h) Does more experience in the position create more satisfied Special Education Administrators, (i) does a relationship exist between Special Education

Administrators' district title and job satisfaction, (j) how does the workload of the Special Education Administrator effect job satisfaction, (k) do Special Education Administrators perceive their salary to be appropriate, (l) do Special Education Administrators have additional job responsibilities beyond special education and do they perceive these duties to have impact upon special education services, (m) what are the additional responsibilities of Special Education Administrators, (n) do Special Educators have sources of dissatisfaction, (o) how do the Special Education Administrators suggest to improve their position, and (p) do Special Education Administrators perceive that there is high turnover in this position of administrator of special education programs and why do they think this is occurring?

This chapter will describe the selection process of the subjects. The instrument used to survey the subjects will be described along with the methods of data collection and analysis.

Procedure

It was determined that to learn more about the position of the Special Education Administrator, "the most contentious role in education" (Nussbaum, 2000), was to go to the source, the Special Education Administrators themselves. The subjects selected were all administrators in New Jersey who direct or manage programs for students with educational disabilities and were members of the New Jersey Association of Pupil Service Administrators (NJAPSA).

The Special Education Administrators were sent a cover letter (see Appendix A) and a survey (see Appendix B). The cover letter explained the nature of the study, indicated that the Special Education Administrator's participation was voluntary, and that

neither the names of the participants or the names of the affiliated school districts would be used in any way in this study. To insure anonymity and confidentiality of the subjects, a coding system was used, assigning each subject on the NJAPSA membership list a number, which appeared on the back corner of the return envelope. No names appeared on the survey or the return envelope.

The Sample

The sample consisted of a pool of 267 Special Education Administrators who completed the *Special Education Administrator's Work Experience Survey* developed by the researcher. Initial information regarding Special Education Administrators was provided by the New Jersey Association of Pupil Services Administrators (NJAPSA). The NJAPSA has a web page (http://www.njapsa.org) dedicated to Special Education Administrators. The NJAPSA home page states, " The NJAPSA is a primary support network for administrators serving students with special needs in New Jersey." The NJAPSA web page has a "Director's Directory" providing the names, titles, schools, addresses, phone numbers, and fax numbers of its members. This information was freely accessible and part of the public domain. A cover letter and a questionnaire were mailed along with a postage-paid, return address envelope to all 643 Special Education Administrators that were listed on the NJAPSA website data base. From this mailing, 292 surveys were returned. However, of these 292 returns, only 267 were usable, representing a 42% return rate.

The Special Education Administrators in this sample are representative of Special Education Administrators in New Jersey, who manage or direct educational programs for

students with educational disabilities. Information regarding the respondents was verified through the survey.

Collection of Data

All of the Special Education Administrators were contacted by letter regarding their participation in this study (see Appendix A). The letter explained the researcher's affiliation with Seton Hall University and explained the nature of the study. It further noted that participation would be completely voluntary and that their names and the names of the school in which they are employed would not be used in the study in any way. A survey, created by the researcher, entitled The Special Education Administrator's Work Experience Survey, was enclosed (see Appendix B). Completion time was determined by five volunteer pilot Special Education Administrators to ascertain the approximate time it would take to complete the survey. The survey took 15 minutes to complete. The subjects were provided with a stamped envelope to return the survey by mail to the researcher.

<div align="center">Instrumentation</div>

The Special Education Administrator's Work Experience Survey

A review of the literature revealed no instrumentation designed specifically to gather information regarding Special Education Administrators' level of job satisfaction, workload, and perceptions of turnover in this position. Consequently, a questionnaire was developed by the researcher to obtain information pertinent to the Special Education Administrator which included level of job satisfaction and workload, as well as the Special Education Administrators' perceptions about turnover in their position. (see Appendix B). The questionnaire was piloted by five Special Education Administrators

other than the Special Education Administrators used in this study. The survey was given

to this sample of five Special Education Administrators to address such issues as length

of time to complete the survey, pertinence and clarity. The respondents were interviewed

to surmise if there were any ambiguous questions, problems in understanding the

questions, threatening or embarrassing questions, or suggestions for revision.

Survey research is a tool used to gather information about some defined

population by studying a select sample from that population and asking them their

opinion. Surveys can discover such things as incidence of positive or negative opinions

on issues held by a select population, the distribution of those opinions, and the

relationship of particular sociological or psychological information to those opinions

(Newman & Mc Neil, 1998). This type of information could be collected to learn if

certain variables indicate a relationship with the primary hypothesis. A second type of

information obtained by surveys is demographic data about the respondents themselves.

These questions may ask about a person's educational background, licenses, gender, and

so forth. Information gathering of both types is included in this researcher-authored

survey.

The survey is the most widely used technique in the social sciences because it has

the advantage of reaching a large sample in a timely and economical manner (Newman &

Mc Neil, 1998). Additionally, surveys are amenable to quantification and subsequent

computerization and statistical analysis. They also have the benefit of replicability (Rea

& Parker, 1992).

When designing a survey, defining the population is of critical importance. The

researcher must consider such variables as age, gender, race, socioeconomic status,

religion, occupation, and education when delineating the characteristics of the population under investigation. The researcher must also decide the geographic boundaries to work within and these boundaries must be congruent with the stated objectives (Newman & Mc Neil, 1998). For this survey, the Special Education Administrators of the New Jersey Association of Pupil Service Administrators composed the sample to be surveyed.

Survey questions should have two important qualities: reliability and validity. A question is reliable if it evokes consistent responses. The validity of a question is determined by whether the question actually measures the concept of interest. Reliability and validity in this instrument were established by piloting the survey. A sample of five Special Education Administrators participated in taking the survey to increase the reliability, validity, and usability of the survey.

Items for this questionnaire were both open-ended and close-ended. Open-ended items allowed respondents to indicate the details they chose to provide. These items provided information that would not have been expected by the developer of the survey (Newman & Mc Neil, 1998). Close-ended questions provided a list of alternative choices and ask the respondents to select one or more of them to create the best possible answer. For this survey, both open-ended questions and close-ended questions were used. The close-ended questions were either dichotomous-choice questions, forced-choice questions, scaled-choice questions, or branching questions. Variables in this survey have measurement scales that are nominal, ordinal and interval. The substantive issues that make up the foundation of this survey instrument are identified in the problem statement in Chapter I, and are identified throughout the review of the literature.

The initial questions of the Special Education Administrators Work Experience Survey were designed to elicit descriptive information about the respondents. Respondents were asked to indicate (a) their position title (Special Education Administrators in NJ have varying titles), (b) gender, (c)highest educational degree, (d) number of years in their present position, (e) number of years in their present district (f) the district factor grouping of their present district, (g) type of district organization (h) county employed, (i) approximate number of classified students in their district, (j) number of years as an administrator of special education programs, (k) tenure status, (l) current salary, (m) certifications held, (n) teaching experience and number of years, (o) administrative experience and number of years, and (p) administrative positions held.

Later questions solicited the respondent's opinions about circumstances regarding their position as Special Education Administrator. One question asked whether the salary they received was commensurate with the responsibilities given to the position. The respondents had to respond to a scaled-choice format selecting from five items ranked from strongly agree to strongly disagree. Another area of the survey solicited the respondents opinion about the workload of their present position. Respondents had to indicate their answer in a scaled-choice format whether the workload in their present position was extremely light, light, adequate, heavy, or impossible to complete. A dichotomous-choice question was included asking whether their present position encompassed more responsibilities than just Special Education Administrator. Two branching questions followed if the respondent answered in the affirmative. One asked how these responsibilities impacted upon special education services and was presented in a scaled-choice format of five possible answers: extreme impact, substantial impact,

moderate impact, little impact, or no impact. The second question was an open-ended item asking the respondent to list the additional titles, roles, or responsibilities that their present position required beyond special education.

Another area of the survey asked the respondents about job satisfaction. One question asked the overall level of satisfaction for the Special Education Administrator, presented in a scaled-choice format where the respondents had to indicate extremely satisfied, satisfied, unsure, dissatisfied, or very dissatisfied. A dichotomous-choice question followed asking whether there were any aspects of the job that gave them some level of dissatisfaction. If the respondent answered in the affirmative, they were asked to answer the open-ended branching question by listing the sources of dissatisfaction that detracted from their position as special education administrator. The respondents were also asked to answer an open-ended question by listing suggestions to make their present position more attractive.

The final area covered by the survey was on the Special Education Administrators' perceptions about turnover in the position as Special Education Administrator. A dichotomous-choice question asked the respondents to indicate whether they thought there was a high turnover rate among Special Education Administrators. If the respondents answered in the affirmative, they were asked to answer an open-ended question listing what they believed were the top three reasons for the high turnover rate among Special Education Administrators. The questions were designed to go in order from simple, concrete responses to responses that required more thought on the part of the respondent.

Anonymity of the respondents was maintained by utilizing a number system. Participants were assigned a random number which was assigned to their survey return envelope, thereby obviating the necessity for any other identifying information.

Design and Data Analysis

The Special Education Administrator's Work Experience Survey

The descriptive information about the respondents elicited by the Special Education Administrator's Work Experience Survey will be presented in the form of frequencies, percentages or proportions for each category of data collected. These aggregate data will be expressed in the form of tables. For information regarding position title, respondents were asked to list their titles in an open-ended question format because the State of New Jersey does not require a single, formal title for Special Education Administrators. All titles reported by respondents on the survey will be included in a table and the frequencies and percentages for each category will be expressed and investigated for commonalities, trends or the lack thereof.

For information regarding gender, respondents were asked to check either male or female. These data will be expressed in a table as frequencies and percentages. For information regarding highest educational degree, the respondents were asked to check one of the following categories: BS/BA, MS/MA, MA+30, Ed.S., Ed.D., Ph.D. A table was constructed for this information and the responses were expressed as frequencies and percentages. The data was inspected for trends and patterns.

The respondents were asked to list the number of years in their present position, the number of years in their present school district, the number of years of teaching experience in regular and special education classrooms, the number of years experience

as an administrator of special education programs, and the number of years experience in other administrative positions. These data were organized in frequency distributions and the median and mode were calculated as meaningful measures of central tendency; the data was inspected for patterns and trends. Respondents were also asked their tenure status in a yes-no format. The data was presented as frequencies and percentages.

Information was collected for district factor groupings. The State of New Jersey has established a ranking system of ten categories used by school districts in New Jersey that classifies districts by their socioeconomic status (SES). Schools are ranked by census data according to the following seven indices: (a) percent of the population with no high school diploma, (b) percent with some college, (c) occupation, (d) population density, (e) income, (f) unemployment, and (g) poverty.

The DFG is denoted on a scale from *A* to *J*, with an *A* DFG having the highest levels of poverty, unemployment, and percentage of population without high school diplomas, and population density, plus the lowest incomes, and percentages of people with some college. Conversely, a *J* DFG would have the lowest levels of poverty, unemployment, and percentage of population without high school diplomas, plus the highest incomes and percentages of people with some college. Respondents were asked to circle the DFG category of their districts. A table was prepared that indicated the frequencies and percentages of respondents in each district factor grouping, and the data was interpreted in light of the seven indices used to establish the district factor rankings. The respondents were also asked to indicate the county of their employment. This information was summarized and presented in the form of frequencies and percentages.

Respondents were asked to identify all certificates held by checking one of several categories (Chief School Administrator, Principal, supervisor, teacher of the handicapped) and by completing the following open-ended items: teacher of _____; other _____. Respondents were also asked to indicate the diversity of their administrative experience by checking any of the following categories: department chair, supervisor, principal, assistant superintendent, superintendent. Frequencies and percentages in each of these categories were tabulated and presented in the form of tables; trends and tendencies were delineated and interpreted.

Respondents were asked to indicate their current salaries by checking one of the salary categories ranging from below $55, 000 to above $115,000 (see Appendix B). These data were organized in frequency distributions and the median and mode were calculated as meaningful measures of central tendency; the information was inspected for significant patterns and tendencies.

The respondents were asked to complete four scaled-choice items that contained five choice possibilities on a continuum for each of the following categories: appropriateness of salary; workload; impact of job responsibilities on special education services; overall job satisfaction. The results were summarized and reported in tables as frequencies and percentages in each category. Trends and patterns were investigated and discussed.

A series of dichotomous and open-ended questions were asked to elicit information in the following categories: additional responsibilities; sources of dissatisfaction; suggestions for improvement of the position; perceptions of turn-over; top

three reasons for turnover. These data were inspected for commonalities and motifs and listed in tables.

The various data collected, including the demographic information, the information provided for open-ended questions and the responses to the scaled-choice items were used to answer the primary and subsidiary questions in the following manner.

The primary question, what is the level of job satisfaction for the Special Education Administrator in New Jersey, was most directly answered by inspection of the frequencies and percentages of the responses to the scaled-choice question that asked respondents to indicate their level of satisfaction with their present positions relative to the following categories: extremely satisfied, satisfied, no feelings, dissatisfied, very dissatisfied. Further insight and refinement of the answer to this main question was provided by investigation of the responses to particular open-ended questions that asked subjects to indicate sources of dissatisfaction and what could make the present position more attractive. Additionally, the answer to the main question was enhanced by the cumulative evidence provided by the answers to the subsidiary questions.

The 1st subsidiary question focused on the relation between gender and job satisfaction and asked: Is gender related to job satisfaction for the position of Special Education Administrator? For each category of the job satisfaction scale (extremely satisfied, satisfied, no feelings, dissatisfied, very dissatisfied), the gender of the respondents was tabulated. Frequencies and percentages were listed in a bar graph figure. Conclusions were drawn upon inspection of the data relative to how gender differences were revealed among the job satisfaction categories.

The 2nd subsidiary question focused on levels of education and job satisfaction and asked: What is the relationship between levels of education and job satisfaction for the Special Education Administrator? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the levels of education as indicated by degrees awarded was tabulated for each of the subjects. Frequencies and percentages were listed in a bar graph figure. Conclusions were drawn upon inspection of the data relative to how level of education was distributed among the satisfaction categories.

The 3rd subsidiary question focused on the relationship between salary and job satisfaction and asked: Does the present salary of the Special Education Administrator influence job satisfaction? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the frequencies of the reported salary levels were tabulated and listed in a table. Conclusions were drawn upon inspection of the data relative to how salary level was distributed among the satisfaction categories.

The 4th subsidiary question examined the relationship between the number of classified students in a school district and job satisfaction and asked: What is the relationship between the number of students receiving special education services in a school district and job satisfaction for the Special Education Administrator? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the frequencies of the reported number of classified students were tabulated and presented as bar graph and pie chart figures.

The 5th subsidiary question focused on district factor groupings and career satisfaction and asked: Does the district factor grouping of a school district effect the career satisfaction level of a Special Education Administrator? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the district factor grouping of the respondents was tabulated and the frequencies and percentages were expressed in the form of a table. Conclusions were drawn upon inspection of the data relative to how district factor groups were distributed among the job satisfaction categories.

The 6th subsidiary question examined the relationship between the county in which the Special Education Administrator was employed and job satisfaction and asked: Does the county in which the Special Education Administrator works effect job satisfaction? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the frequencies of the counties levels were tabulated and listed in a table. Conclusions were drawn upon inspection of the data relative to how each county was distributed among the satisfaction categories.

The 7th subsidiary question focused on number of certifications held and job satisfaction and asked: Do the number of certifications held by the Special Education Administrator effect job satisfaction? This question was answered by comparing reported certifications to reported job satisfaction as indicated by responses to a check list of certification options and the scaled-choice item for job satisfaction. The frequencies and percentages for each certification area were tabulated and compared to the frequencies and percentages in each category of the job satisfaction scale. Frequencies and

percentages were expressed in the form of a table that reflected the outcomes. The results were discussed and interpreted accordingly.

The 8th subsidiary question focused on professional experiences and job satisfaction and asked: Does more experience in the present position create more satisfied Special Education Administrators? For each category of the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), the number of years in the present position for each of the respondents was tabulated. Frequencies, percentages and means were listed in a table. Conclusions were drawn upon inspection of the data and which categories contained the respondents with the most or least years of experience.

The 9th subsidiary question inspected the relationship between job title and job satisfaction and asked: Is there a relationship between Special Education Administrators' district title and job satisfaction? Each job title category was compared to the job satisfaction scale (extremely satisfied, satisfied, unsure, dissatisfied, very dissatisfied), and was tabulated by percentages in a table. Conclusions were drawn upon inspection of the data and which categories contained the respondents with the most or least satisfied responses.

The 10th subsidiary question focused on workload and job satisfaction and asked: How does the workload of the Special Education Administrator effect job satisfaction? This information was clustered according to commonalities and frequencies, expressed in a table. This question was answered by comparing reported workloads to reported job satisfaction as indicated by responses to three scaled-choice items, one dichotomous item and one open ended question. The two main scaled-choice items were compared by

tabulating the frequencies and percentages for each category and cross-referencing them. For example, the workload item asked respondents to indicate whether their workloads were extremely light, light, adequate, heavy or impossible to complete. Responses in these categories were compared to the responses in the categories of the job satisfaction item which asked subjects to indicate whether they were extremely satisfied, satisfied, unsure, dissatisfied, or very dissatisfied. Frequencies and percentages were expressed in the form of a bar graph and tables that reflected the outcomes.

The 11th subsidiary question examined the Special Education Administrators perception of the appropriateness of their salary and asked: Do Special Education Administrators perceive their salary to be appropriate? This question was answered by comparing salary appropriateness to reported job satisfaction. For example, the salary item asked respondents to indicate whether their salary was appropriate for the responsibilities of the position by selecting one of the following choices, strongly agree, agree, unsure, disagree, or strongly disagree. Responses in these categories were compared to the responses in the categories of the job satisfaction item which asked subjects to indicate whether they were extremely satisfied, satisfied, unsure, dissatisfied or very dissatisfied. Frequencies and percentages were expressed in the form of a bar graph and tables that reflected the outcomes.

The 12th subsidiary question reviews the Special Education Administrators perception of their workload's effect upon special education services and asked: Do Special Education Administrators that have a workload with responsibilities beyond special education services perceive that these added responsibilities impact upon special education services? This question was answered by examining workload to impact upon

services. The workload item asked respondents to indicate whether their workloads were extremely light, light, adequate, heavy, or impossible to complete. The workload item was compared to the item that asked the Special Education Administrators to indicate their added responsibilities impact upon special education services by noting whether the impact was extreme impact, substantial impact, moderate impact, little impact, or no impact.

The 13th subsidiary question focused on the additional titles/roles/responsibilities that the Special Education Administrator believed their position encompassed beyond special education services and asked: What do Special Education Administrators view as additional responsibilities? This question was answered by compiling the additional responsibilities listed by the Special Education Administrators and were presented in frequencies and percentages.

The 14th subsidiary question delineated the sources of dissatisfaction that Special Education Administrators believed detracted from their position and asked: What are the sources of dissatisfaction for Special Education Administrators? This question was answered by examining the sources of dissatisfaction listed by the Special Education administrators and clustering them according to commonalities and frequencies. This data was expressed in a table.

The fifteenth subsidiary question examined ways in which the Special Education Administrators thought their position could be improved and asked: How do Special Education Administrators believe this position can be improved? The question was answered by examining the suggestions that the Special Education Administrators

believed would make their position more attractive. This information was clustered according to commonalities and frequencies and expressed in a table.

The 16th subsidiary question focused on perceptions of turnover rates and asked: Does the Special Education Administrator perceive a high turnover rate among administrators in this position? Subjects were asked to indicate (yes – no) if a high turnover rate existed in the profession. Their responses were tabulated and included in a table in the form of frequencies and percentages. Additionally, subjects were asked to list the top three reasons for the high turnover rates. This information was clustered according to commonalities and frequencies, expressed in a table and used in part to answer the main question of the study.

Chapter IV

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine whether career satisfaction levels for

Special Education Administrators in New Jersey were effected by gender, level of

education, salary, the number of classified students in the district, the District Factor

Grouping (DFG) and location of the district employed, years spent in the position, the

number and type of certifications held, the title given to position, and workload. A second

dimension of the study examined the perceptions of Special Education Administrators on

their position regarding salary, workload impact upon special education, added duties,

sources of dissatisfaction, improvement of the position, and turnover. The following

research questions were investigated:

The primary question: What is the level of job satisfaction for the Special

Education Administrator in New Jersey? Subsidiary questions:

1. Is gender related to job satisfaction for the position of Special Education

Administrator?

2. What is the relationship between levels of education and job satisfaction for

the Special Education Administrator?

3. Does the present salary of the Special Education Administrator influence job

satisfaction?

4. What is the relationship between the number of students receiving special

education services in a school district and job satisfaction for the Special Education

Administrator?

5. Does the district factor grouping of a school district effect the career satisfaction level of a Special Education Administrator?

6. Does the county in which the Special Education Administrator works related to job satisfaction?

7. Does the number of certifications held by the Special Education Administrator effect job satisfaction?

8. Does more experience in the present position create more satisfied Special Education Administrators?

9. Is there a relationship between Special Education Administrators' district title and job satisfaction?

10. How does the workload of the Special Education Administrator effect job satisfaction?

A second dimension of the study was qualitative in nature examining the perceptions of Special Education Administrators on their position regarding salary, workload impact upon special education, added duties, sources of dissatisfaction, improvement of the position, and turnover. The additional questions that were addressed:

11. Do Special Education Administrators perceive their salary to be appropriate?

12. Do Special Education Administrators believe additional responsibilities impact special education services?

13. What do Special Education Administrators view as additional responsibilities?

14. What are the sources of dissatisfaction for Special Education Administrators?

15. How do the Special Education Administrators believe this position can be improved?

16. Do Special Education Administrators see a turnover in the field? Why do they think this is occurring?

The researcher sought to measure the level of career satisfaction and gain demographic information from New Jersey Special Education Administrators who were members of the New Jersey Association of Pupil Service Administrators (NJAPSA). The NJAPSA has a web page (http://www.njapsa.org) dedicated to Special Education Administrators. The NJAPSA home page states, " The NJAPSA is a primary support network for administrators serving students with special needs in New Jersey." The NJAPSA web page has a "Director's Directory" providing the names, titles, schools, addresses, phone numbers, and fax numbers of its members. This information was freely accessible and part of the public domain.

The instrument selected to measure level of career satisfaction, demographic data, and the perceptions of the Special Education Administrator was a survey entitled, The Special Education Administrator's Work Experience Survey, prepared by the researcher (see Appendix B). The survey was a self-report measure of demographic information along with perceptions of satisfaction, workload, impact upon special education services, sources of dissatisfaction, suggestions to improve the position, and causes of turnover. The initial questions of the Special Education Administrators Work Experience Survey were designed to elicit descriptive information about the respondents. Respondents were asked to indicate (a) their position title (Special Education Administrators in NJ have varying titles), (b) gender, (c)highest educational degree, (d) number of years in their present position, (e) number of years in their present district (f) the district factor grouping of their present district (g) number of years as an administrator of special

education programs (h) if they are tenured, (i) current salary, (j) certifications held, (k) teaching experience and number of years, (l) administrative experience and number of years, and (m) administrative positions held. Later questions solicited the respondents' opinions about circumstances regarding their position as Special Education Administrator. One question asked whether the salary they received was commensurate with the responsibilities given to the position. The respondents had to respond to a scaled-choice format selecting from five items ranked from strongly agree to strongly disagree. Another area of the survey solicited the respondents opinion about the workload of their present position. Respondents had to indicate their answer in a scaled-choice format whether the workload in their present position was extremely light, light, adequate, heavy, or impossible to complete. A dichotomous-choice question was included asking whether their present position encompassed more responsibilities than just Special Education Administrator. Two branching questions followed if the respondent answered in the affirmative. One asked how these responsibilities impacted upon special education services and was presented in a scaled-choice format of five possible answers: extreme impact, substantial impact, moderate impact, little impact, or no impact. The second question was an open-ended item asking the respondent to list the additional titles, roles, or responsibilities that their present position required beyond special education.

Another area of the survey asked the respondents about job satisfaction. One question asked the overall level of satisfaction for the Special Education Administrator, presented in a scaled-choice format where the respondents had to indicate extremely satisfied, satisfied, unsure, dissatisfied, or very dissatisfied. A dichotomous-choice

question followed asking whether there were any aspects of the job that gave them some level of dissatisfaction. If the respondent answered in the affirmative, they were asked to answer the open-ended branching question by listing the sources of dissatisfaction that detracted from their position as special education administrator. The respondents were also asked to answer an open-ended question by listing suggestions to make their present position more attractive.

The final area covered by the survey was on the Special Education Administrators' perceptions about turnover in the position as Special Education Administrator. A dichotomous-choice question asked the respondents to indicate whether they thought there was a high turnover rate among Special Education Administrators. If the respondents answered in the affirmative, they were asked to answer an open-ended question listing what they believed were the top three reasons for the high turnover rate among Special Education Administrators. The questions were designed to go in order from simple, concrete responses to responses that required more thought on the part of the respondent.

A cover letter and a questionnaire were mailed along with a postage-paid, return address envelope to all 643 Special Education Administrators that were listed on the NJAPSA website data base. From this mailing, 292 surveys were returned and of these 292 returns, 267 were usable, representing a 42% return rate.

Data Analysis –Hypothesis One

Hypothesis 1. The first hypothesis stated that the level of job satisfaction for the Special Education Administrator is effected by gender, level of education, salary, the number of students receiving services, the district factor grouping and location of the

district that the Special Education Administrator is employed, years spent in the position, the number and type of certifications held by the administrator, administrative title and workload.

Job Satisfaction

Job satisfaction was measured on The Special Education Administrator's Work Experience Survey by the question "Overall, how satisfied are you in your present position." A Likert scale was used for this question. Respondents chose from 1, extremely satisfied to 5, very dissatisfied. The results of this question (see Figure 1) yielded that 13% of the respondents selected extremely satisfied, 52% satisfied, 15% unsure, 12% dissatisfied, 4% very dissatisfied and 3% had no response indicated. Responses ranging from satisfied to extremely satisfied accounted for 65% of the responses. Responses ranging from dissatisfied to very dissatisfied accounted for 16% of the responses. The unsure response was selected by 15% of the respondents. A majority of the Special Education Administrators, 65% were satisfied to extremely satisfied with their position. The Special Education Administrators that indicated unsure and responses in the dissatisfied to extremely dissatisfied range were about equal in percentages. The unsure response was selected by 15% of the Special Education Administrators and choices in the dissatisfied range were selected by 16% of the Special Education Administrators.

Gender And Job Satisfaction

The respondents were separated by gender. The male respondents represented 37% of the sample population and female respondents represented 63% of the sample population. The male respondents in answering the job satisfaction question responded in
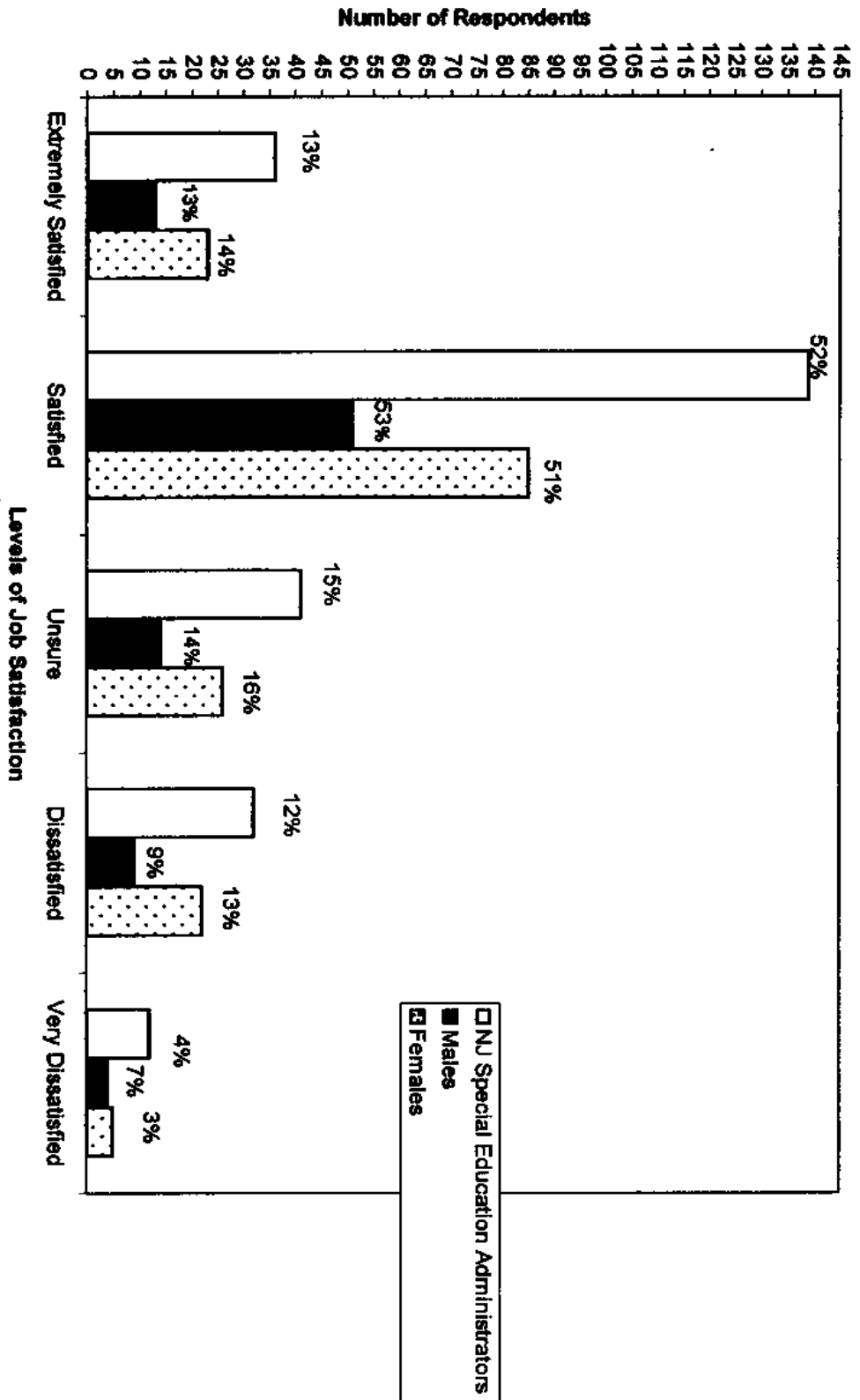
Figure 1. Frequency Distribution of Job Satisfaction.

the following percentages, 13% extremely satisfied, 53% satisfied, 14% unsure, 9% dissatisfied, 7% very dissatisfied, and 2% had indicated no response. Responses ranging from satisfied to extremely satisfied accounted for 66% of the responses. Responses ranging from dissatisfied to very dissatisfied accounted for 16% of the responses. The unsure response was selected by 14% of the male respondents.

The job satisfaction question was answered by the female respondents in the following percentages, 14% extremely satisfied, 51% satisfied, 16% unsure, 13% dissatisfied, 3% very dissatisfied, and 3% indicated no response. Responses ranging from satisfied to extremely satisfied accounted for 65% of the responses. Responses ranging from dissatisfied to very dissatisfied accounted for 16% of the responses. The unsure response was selected by 16% of the female respondents.

Hypothesis One was not supported in the analysis of the data pertaining to gender and job satisfaction. Job satisfaction of the Special Education Administrator had not been effected by gender. As shown in Figure 1, both male and female respondents had similar responses to the job satisfaction question. The male respondents indicated that 66% were in the satisfied range with their position as Special Education Administrator and the females responded that 65% were in the satisfied range with their position as Special Education Administrator. Male and female samples of the Special Education Administrators both indicated 16% of the responses in the dissatisfied range. The unsure response was selected by 14% of the male respondents and 16% of the female respondents.

Level Of Education

For information regarding highest educational degree, the respondents were asked to check one of the following categories: BS/BA, MS/MA, MA+30, Ed.S., Ed.D., or Ph.D. The respondents selected the following choices as their highest degree; 1% BS/BA, 12% MS/MA, 56%MA+30, 5% Ed.S., 15% ED.D, 10% Ph.D, and 1% did not indicate a response (see Figure 2). The largest percentage of education attained for the Special Education Administrators was MA +30 with a 56% response. Additionally, 25% of the Administrators indicated they had a terminal degree of Ed.D, or Ph.D.

The respondents selections were also examined by gender. The male respondents represented 37% of the sample population and female respondents represented 63% of the sample population. As depicted in Figure 3, the following responses to highest degree attained indicated by the males were: 0% BS/BA, 7% MS/MA, 56% MA+30, 6% Ed.S, and 30% Doctorates (18% Ed.D. and 12% Ph.D). The following responses to highest degree attained by the female respondents were: 1% BS/BA, 16% MS/MA, 56% MA+30, 4% Ed.S, and 22% Doctorates (13% Ed.D and 9% Ph.D) and 1% indicated no response. Fifty-six percent of both male and female respondents reported their highest degree attained was a MA plus 30 credits. The male respondents seem to have slightly higher levels of education than the female participants. The males had indicated 8% more terminal degrees (Ed.D or Ph.D) than the females with a 30% and 22% response respectively.
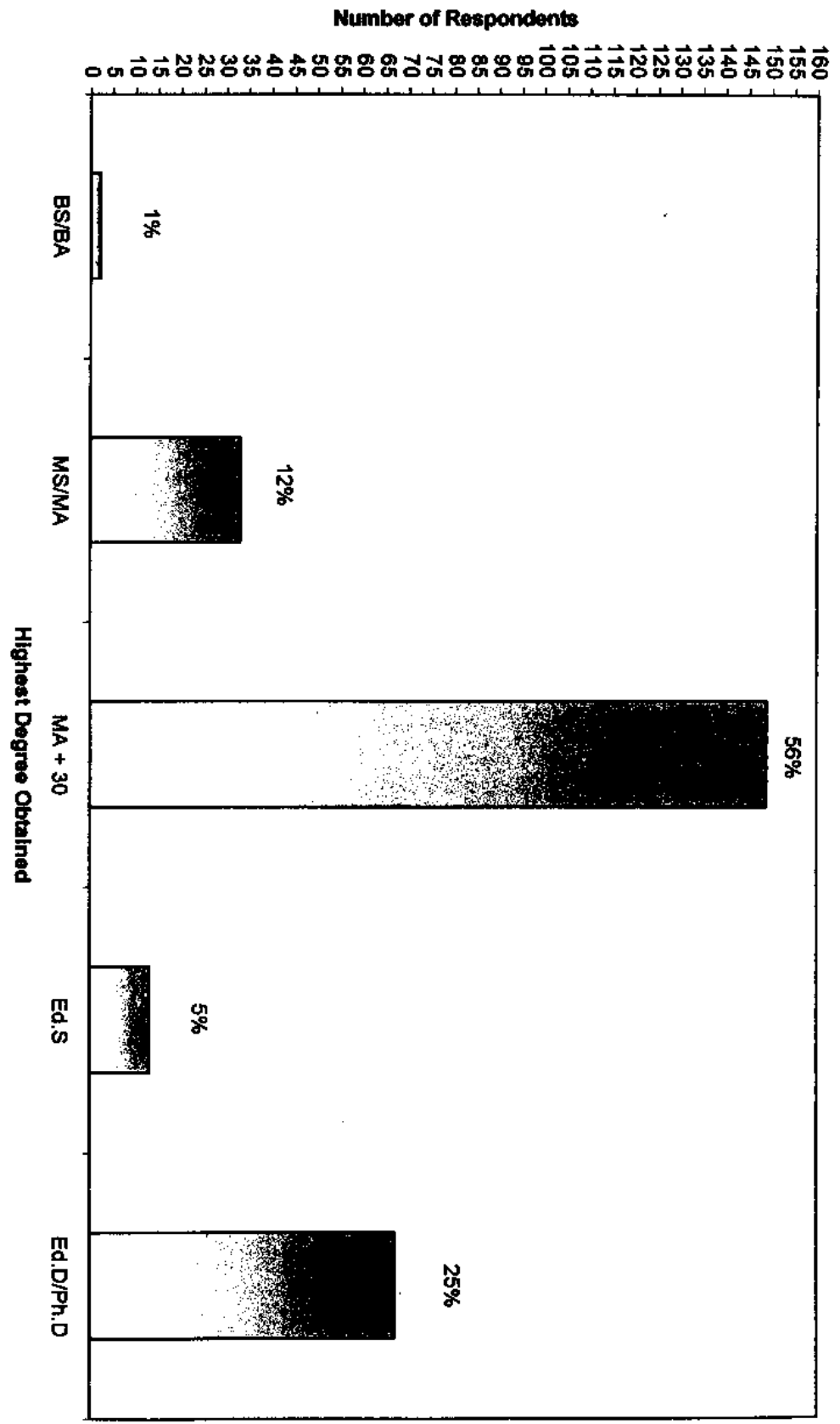
Figure 2. Frequency Distribution of Highest Degree.
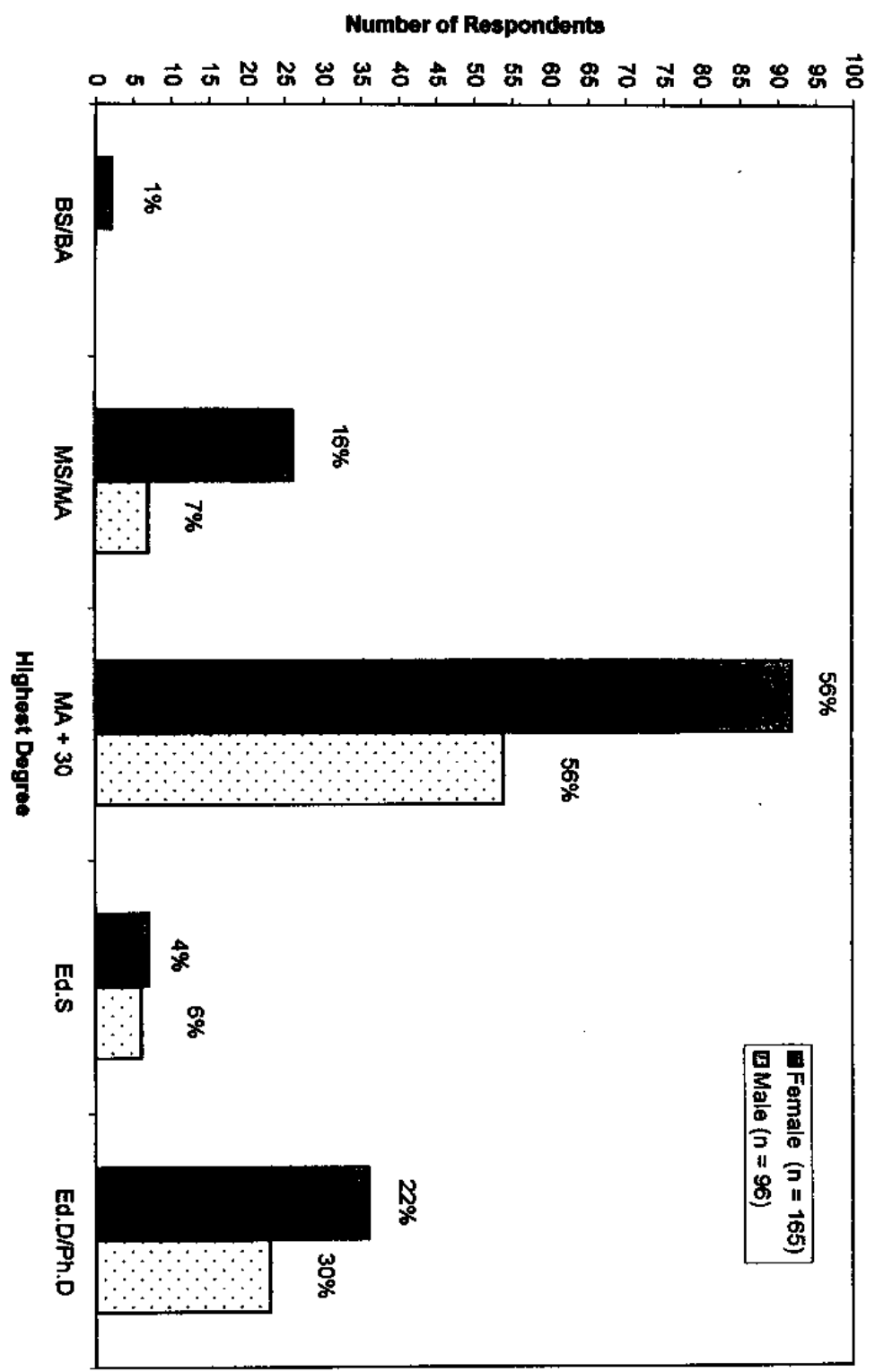
Figure 3. Frequency Distribution of Highest Educational Degree by Gender.

The entire Special Education Administrator sample was separated by highest level of education attained and examined for job satisfaction . Conclusions were drawn upon inspection of the data relative to how level of education was distributed among the satisfaction categories. Job satisfaction was determined by the question "Overall, how satisfied are you in your present position?" A Likert scale was used for this question. Respondents chose from 1, extremely satisfied to 5, very dissatisfied. Respondents that indicated that a BS/BS was the highest degree attained made-up 1% of the responses for educational level and had a 100% response to the job satisfaction choice unsure (see Figure 4).

As shown in Figure 4, respondents that indicated that a MS/MA was the highest degree attained contributed to 12% of the responses for educational level and selected the following levels of job satisfaction: 12% extremely satisfied, 61% satisfied, 12% unsure, 12% dissatisfied and 3% very dissatisfied. Respondents that indicated that a MA +30 was the highest degree attained contributed to 56% of the responses for educational level and selected the following levels of job satisfaction: 11% extremely satisfied, 56% satisfied, 17% unsure, 11% dissatisfied, 3% very dissatisfied, and 1% did not respond.

As depicted in Figure 5, respondents that indicated that an Ed.S was the highest degree attained contributed to 5% of the responses for educational level and had the following levels of job satisfaction: 8% extremely satisfied, 46% satisfied, 8% unsure, 15% dissatisfied, 15% very dissatisfied and 8% did not indicate a response. Respondents that noted that an Ed.D was the highest educational level attained created 15% of the responses for educational level and had the following levels of job satisfaction: 22% extremely satisfied, 30% satisfied, 13% unsure, 25% dissatisfied, 5% very dissatisfied

Figure 4. Frequency Distribution of Job Satisfaction by Education Level.
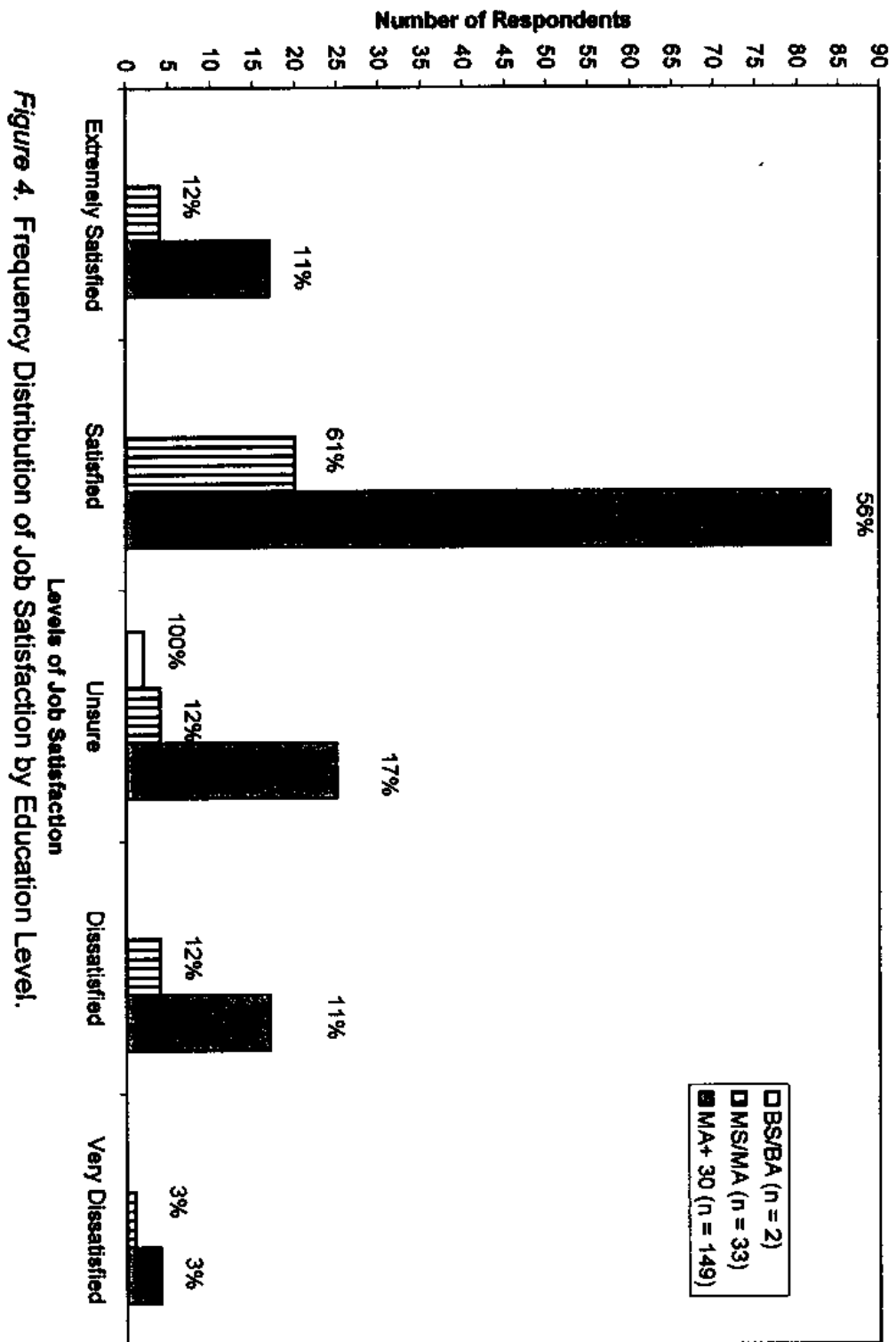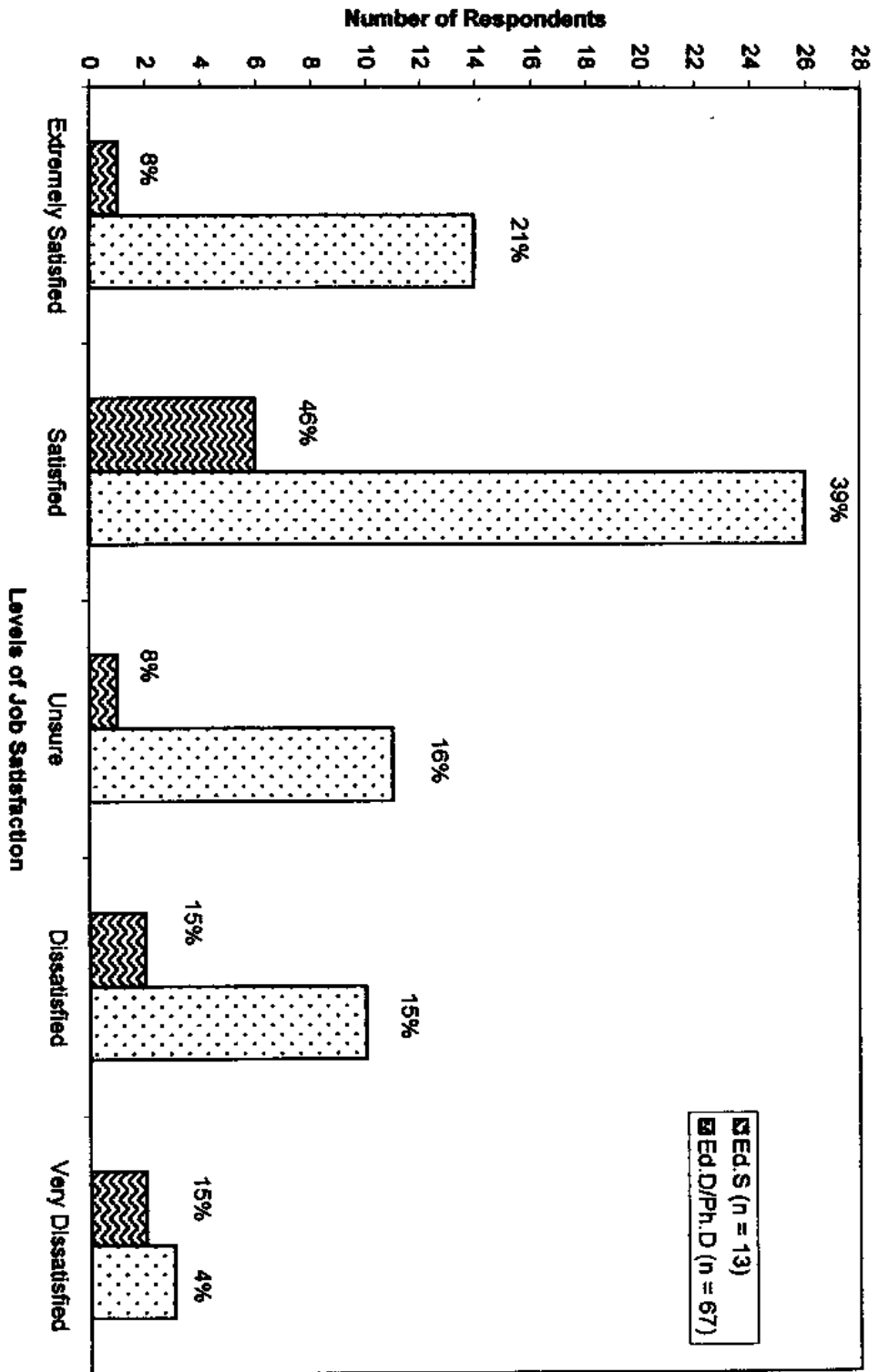
Figure 5. Frequency Distribution of Job Satisfaction by Education Level.

and 5% did not indicate a response. Respondents that indicated that a Ph.D. was the highest educational level attained composed 10% of the responses for educational level and had the following levels of job satisfaction: 19% extremely satisfied, 52% satisfied, 22% unsure, 0 dissatisfied, 4% very dissatisfied and 4% no response noted.

Upon examination of the education level data and its effect upon job satisfaction, it did support Hypothesis One. There was a slight inverse trend in regard to level of education and level of satisfaction, as the level of education increased the satisfied levels of job satisfaction decreased. Respondents with a MS/MA, MA +30 and Ed.D/Ph.D had had job satisfaction levels indicating percentages in the satisfied to extremely satisfied categories as 73%, 67% and 60% respectively. Similarly, levels ranging from dissatisfied to very dissatisfied were 15%, 14% and 19%. A larger number of Special Education Administrators with a Masters degree only indicated they were satisfied, 13% more than the Special Education Administrators with a doctorate. The participants with the terminal doctorate degrees had the highest levels of dissatisfaction.

Initially, there seemed to be some interaction effect between education level and job satisfaction at the BS/BA level and Ed.S level. The Special Education Administrators reporting a BS/BA as their highest level of education were clearly undecided about their level of satisfaction and respondents with an Ed.S degree had much higher levels of dissatisfaction (30%). However, upon inspection the sample sizes for these two education levels (BS/BA n =2 and Ed.S n =13), they were too small to be conclusive.

Salary and Job Satisfaction

Respondents were asked to indicate their current salaries by checking a salary category. The following results for the respondents were: (a) 4% below $55,000, (b) 5%

$55,000 - $65,000, (c) 12% $66,000 - $75,000, (d) 19% $76,000 -$85,000, (e) 21% 86,000 - $95,000, (f) 22% $96,000 - $105,000, and 6% indicated above $115,000. The most frequently occurring salary range indicated by respondents with a frequency of 59 was in the $96,000 to $105,000 category. The average salary was $88,000.

The respondents selections were also examined by gender. The male respondents represented 37% ($n = 96$) of the sample population and female respondents represented 63% ($n = 165$) of the sample population.

The following salary ranges were reported by the male respondents: (a) 1% below $55,000 (b) 3% $55,000 -$65,000 (c) 5% $66,000 - $75,000 (d) 17% $76,00 - $85,000 (e) 23% $86,000 - $ 95,000 (f) 32% $96,000 - $105,000 (g) 13% 106,000 - $115,000 and (h) 5% above $115,000.

The following salary ranges were reported by the female respondents: (a) 6% below $55,000 (b) 7% $55,000 -$65,000 (c) 17% $66,000 - $75,000 (d) 21% $76,00 - $85,000 (e) 18% $86,000 - $ 95,000 (f) 16% $96,000 - $105,000 (g) 8% 106,000 - $115,000 and (h) 7% above $115,000.

For the male respondents 73% of them have salaries $86,000 and above and for the female respondents 49% of them reported salaries $86,000 and above. The most frequently reported salary range for males was the $96,000 – $105,000 range with a frequency of $n = 31$. The most frequently reported salary range for women was the $76,000 – $85,000 with a frequency of $n = 35$. The average salary reported by male respondents was $94,000 and the females reported average salary was $85,000.

The responses were separated by level of job satisfaction and conclusions were drawn upon inspection of the data relative to how salary level was distributed among the satisfaction categories.

The respondents that selected extremely satisfied (see Table 1) had the following salary ranges: 3% below $55,000, 5% $55,000 - $65,000, 14% $66,000 - $75,000, 14% $76,000 - $85,000, 19% $86,000 - $95,000, 14% $96,000 - $105,000, 14% $106,000 - $115,000 and 17% above $115,000.

The extremely satisfied category was also examined by gender. The male Special Education Administrators had the following salary ranges: 0 below $55,000, 0 $55,000 - $65,000, 8% $66,000 - $75,000, 23% $76,000 - $85,000, 23% $86,000 - $95,000, 8% $96,000 - $105,000, 23% $106,000 - $115,000, and 15% above $115,000.

The female Special Education Administrators that indicated they were extremely satisfied with their present position had the following salary ranges: 4% below $55,000, 9% $55,000 - $65,000, 17% $66,000 - $75,000, 9% $76,000 - $85,000, 17% $86,000 - $95,000, 17% $96,000 - $105,000, 9% $106,000 - $115,000 and 17% above $115,000.

The respondents that selected satisfied (see Table 2) had the following salary ranges: 2% below $55,000, 6% $55,000 - $65,000, 14% $66,000 - $75,000, 20% $76,000 - $85,000, 22% $86,000 - $95,000, 26% $96,000 - $105,000, 9% $106,000 - $115,000 and 1% above $115,000.

The satisfied category was also examined by gender. The male Special Education Administrators had the following salary ranges: 0 below $55,000, 4% $55,000 - $65,000,

Table 1

Job Satisfaction and Salary Range for Extremely Satisfied Respondents

Extremely Satisfied Respondents   (n = 36)

3%	Below $55,00	19%	$86,000 – $95,000
5%	$55,000 - $65,000	14%	$96,000 - $105,000
14%	$66,000 - $75,000	14%	$106,000 - $115,000
14%	$76,000 - $85,000	17%	Above $115,00

Extremely Satisfied Respondents by Gender

SALARY RANGE	MALE	FEMALE (n = 23)
Below $55,00	0	4%
$55,000 - $65,000	0%	9%
$66,000 - $75,000	8%	17%
$76,000 - $ 85,000	23%	9%
$86,000 - $ 95,000	23%	17%
$96,000 - $105,000	8%	17%
$106,000 - $ 115,000	23%	9%
Above $115,000	15%	17%

Table 2

Job Satisfaction and Salary Range for Satisfied Respondents

Satisfied Respondents ($n = 136$)

2%	Below $55,00	22%	$86,000 – $95,000
6%	$55,000 - $65,000	26%	$96,000 - $105,000
14%	$66,000 - $75,000	9%	$106,000 - $115,000
20%	$76,000 - $85,000	1%	Above $115,00

Satisfied Respondents by Gender

	MALE	FEMALE
Below $55,00	0	3%
$55,000 - $65,000	4%	7%
$66,000 - $75,000	4%	20%
$76,000 - $ 85,000	14%	23%
$86,000 - $ 95,000	27%	19%
$96,000 - $105,000	35%	20%
$106,000 - $ 115,000	14%	6%
Above $115,000	2%	1%

4% $66,000 - $75,000, 14% $76,000 - $85,000, 27% $86,000 - $95,000, 35% $96,000 - $105,000, 14% $106,000 - $115,000, and 2% above $115,000.

The female Special Education Administrators that indicated they were satisfied with their present employment had the following salary ranges: 3% below $55,000, 7% $55,000 - $65,000, 20% $66,000 - $75,000, 23% $76,000 - $85,000, 19% $86,000 - $95,000, 20% $96,000 - $105,000, 6% $106,000 - $115,000, and 1% above $115,000.

The respondents that selected unsure (see Table 3) had the following salary ranges: 10% below $55,000, 7% $55,000 - $65,000, 12% $66,000 - $75,000, 25% $76,000 - $85,000, 15% $86,000 - $95,000, 22% $96,000 - $105,000, 5% $106,000 - $115,000, and 2% above $115,000.

The unsure category was also examined by gender. The male Special Education Administrators had the following salary ranges: 7% below $55,000, 0 $55,000 - $65,000, 0 $66,000 - $75,000, 14% $76,000 - $85,000, 7% $86,000 - $95,000, 57% $96,000 - $105,000, 7% $106,000 - $115,000, and 7% above $115,000.

The female Special Education Administrators that indicated they were unsure with their present job had the following salary ranges: 11% below $55,000, 11% $55,000 - $65,000, 19% $66,000 - $75,000, 31% $76,000 - $85,000, 19% $86,000 - $95,000, 4% $96,000 - $105,000, 4% $106,000 - $115,000 and 0 above $115,000.

The respondents that selected dissatisfied category (see Table 4) had the following salary ranges: 10% below $55,000, 6% $55,000 - $65,000, 13% $66,000 - $75,000, 10% $76,000 - $85,000, 13% $86,000 - $95,000, 19% $96,000 - $105,000, 16% $106,000 - $115,000, and 13% above $115,000.

Table 3

Job Satisfaction and Salary Range for Unsure Respondents

Unsure Respondents   ($n = 40$)

10%	Below $55,00	15%	$86,000 – $95,000
7%	$55,000 - $65,000	22%	$96,000 - $105,000
12%	$66,000 - $75,000	5%	$106,000 - $115,000
25%	$76,000 - $85,000	2%	Above $115,00

Unsure Respondents by Gender

SALARY RANGE	MALE (n=10)	FEMALE (n=26)
Below $55,00	7%	11%
$55,000 - $65,000	0	11%
$66,000 - $75,000	0	19%
$76,000 - $ 85,000	14%	31%
$86,000 - $ 95,000	7%	19%
$96,000 - $105,000	57%	4%
$106,000 - $ 115,000	7%	4%
Above $115,000	7%	0

Table 4

Job Satisfaction and Salary Range for Dissatisfied Respondents

Dissatisfied Respondents   ($n = 31$)

10%	Below $55,00	13%	$86,000 – $95,000
6%	$55,000 - $65,000	19%	$96,000 - $105,000
13%	$66,000 - $75,000	16%	$106,000 - $115,000
10%	$76,000 - $85,000	13%	Above $115,00

Dissatisfied Respondents by Gender

SALARY RANGE	MALE (n = 9)	FEMALE (n = 22)
Below $55,00	0	14%
$55,000 - $65,000	11%	4%
$66,000 - $75,000	22%	9%
$76,000 - $ 85,000	0	14%
$86,000 - $ 95,000	33%	4%
$96,000 - $105,000	22%	18%
$106,000 - $ 115,000	11%	18%
Above $115,000	0	18%

The dissatisfied category was also examined by gender. The male Special Education Administrators had the following salary ranges: 0% below $55,000, 11% $55,000 - $65,000, 22% $66,000 - $75,000, 0 $76,000 - $85,000, 33% $86,000 - $95,000, 22% $96,000 - $105,000, 11% $106,000 - $115,000, and 0% above $115,000.

The female Special Education Administrators that indicated they were dissatisfied with their present job had the following salary ranges: 14% below $55,000, 4% $55,000 - $65,000, 9% $66,000 - $75,000, 14% $76,000 - $85,000, 4% $86,000 - $95,000, 18% $96,000 - $105,000, 18% $106,000 - $115,000, and 18% above $115,000.

The respondents that selected very dissatisfied job satisfaction level (see Table 5.) had the following salary ranges: 0% below $55,000, 0% $55,000 - $65,000, 0% $66,000 - $75,000, 33% $76,000 - $85,000, 25% $86,000 - $95,000, 8% $96,000 - $105,000, 17% $106,000 - $115,000, and17% above $115,000.

The very dissatisfied category was also examined by gender. The male Special Education Administrators had the following salary ranges: 0% below $55,000, 0% $55,000 - $65,000, 0% $66,000 - $75,000, 43% $76,000 - $85,000, 14% $86,000 - $95,000, 14% $96,000 - $105,000, 14% $106,000 - $115,000, and 14% above $115,000.

The female Special Education Administrators that indicated they were very dissatisfied with their present job had the following salary ranges: 0% below $55,000, 0% $55,000 - $65,000, 0% $66,000 - $75,000, 20% $76,000 - $85,000, 40% $86,000 - $95,000, 0% $96,000 - $105,000, 20% $106,000 - $115,000 and 20% above $115,000.

The data on salary as compared to job satisfaction levels did support Hypothesis One. There seemed to be a slight effect of salary upon job satisfaction levels for subjects in the unsure category of job satisfaction. Of the respondents that indicated uncertainty,

Table 5

Job Satisfaction and Salary Range for Very Dissatisfied Respondents

Very Dissatisfied Respondents ($n = 12$)

0	Below $55,00	25%	$86,000 – $95,000
0	$55,000 - $65,000	8%	$96,000 - $105,000
0	$66,000 - $75,000	17%	$106,000 - $115,000
33%	$76,000 - $85,000	17%	Above $115,00

Very Dissatisfied Respondents by Gender

SALARY RANGE	MALE ($n = 7$)	FEMALE ($n = 5$)
Below $55,00	0	0
$55,000 - $65,000	0	0
$66,000 - $75,000	0	0
$76,000 - $ 85,000	43%	20%
$86,000 - $ 95,000	14%	40%
$96,000 - $105,000	14%	0
$106,000 - $ 115,000	14%	20%
Above $115,000	14%	20%

54% disclosed they earned less than the average salary for Special Education

Administrators below $85,000 and only 44% above $86,000. In comparison to the

respondents that indicated they were extremely satisfied to satisfied, 64% and 58%

respectively, had an income at or above the average salary with salaries ranging from

$86,000 to above $115,000. This was not a surprising outcome. Special Education

Administrators that had an average to above average income might be extremely satisfied

with their position. However, upon inspection of the data for respondents that selected the

very dissatisfied to dissatisfied category, they also had incomes at or above the average

salary with 67% and 61% respectively having incomes ranging from $86,000 to above

$115,000. There seemed to be little or no effect of salary upon the satisfied and

dissatisfied levels of job satisfaction. It was only in the unsure category that there seemed

to be an effect. Levels of job satisfaction uncertainty seemed to have a relationship with

lower than average salaries.

When the data was separated by gender it did support that salary had an effect on

job satisfaction levels. Of the males that selected extremely satisfied, 69% had incomes

ranging at or above average with salaries from $86,000 to above $115,000 and 31% had

reported income levels below $85,000. Females in the extremely satisfied category had

similar results with 60% at or above the average salary from $86,000 to above $115,000

and 39% had reported income levels below $85,000. Males that were in the satisfied

category, 22% of them reported incomes less then $85,000 and 78% had salaries ranging

from $86,000 to above $115,000 and females had 53% below average and 46% in the

upper ranges. Male respondents that were in the dissatisfied category, 33% of them

reported incomes less then $85,000 and 66% had salaries ranging from $86,000 to above

$115,000 and females had 41% below average and 58% in the upper income brackets.

Males that were in the very dissatisfied category, 43% of them reported incomes less then

$85,000 and 56% had salaries ranging from $86,000 to above $115,000 and however,

females had 20% below average salaries and 80% in the upper salary ranges. There

seemed to be a relationship between female respondents in the very dissatisfied category

and higher level salaries. Additionally, the females that were in the unsure category, 72%

of them had reported incomes less than $85,000 and only 27% had incomes ranging from

$86,000 to above $115,000 and the males had 21% below average salaries and 78% in

the upper ranges.

Number of Classified Students Serviced and Job Satisfaction

The respondents were asked to indicate the approximate number of classified

students (excluding speech) in their school districts. The range provided for the special

education population was 1-100 students, 100-250 students, 250-500 students, 500-750

students, and 750-1000 students. The percentages calculated (see Figure 6) were that

24% of the Special Education Administrators worked in a school district with 1-100

classified students, 31% of the Special Education Administrators worked in a school

district with 100-250 classified students, 21% of the Special Education Administrators

worked in a school district with 250 – 500 classified students, 7% of the Special

Education Administrators worked in a school district with 500-750 classified, 12% of the

Special Education Administrators worked in a school district with 750-1000 classified

students, and 5% indicated no response.

The respondents were separated by number of classified students they reported in

their school districts and examined for job satisfaction levels. As pictured in Figure 7,
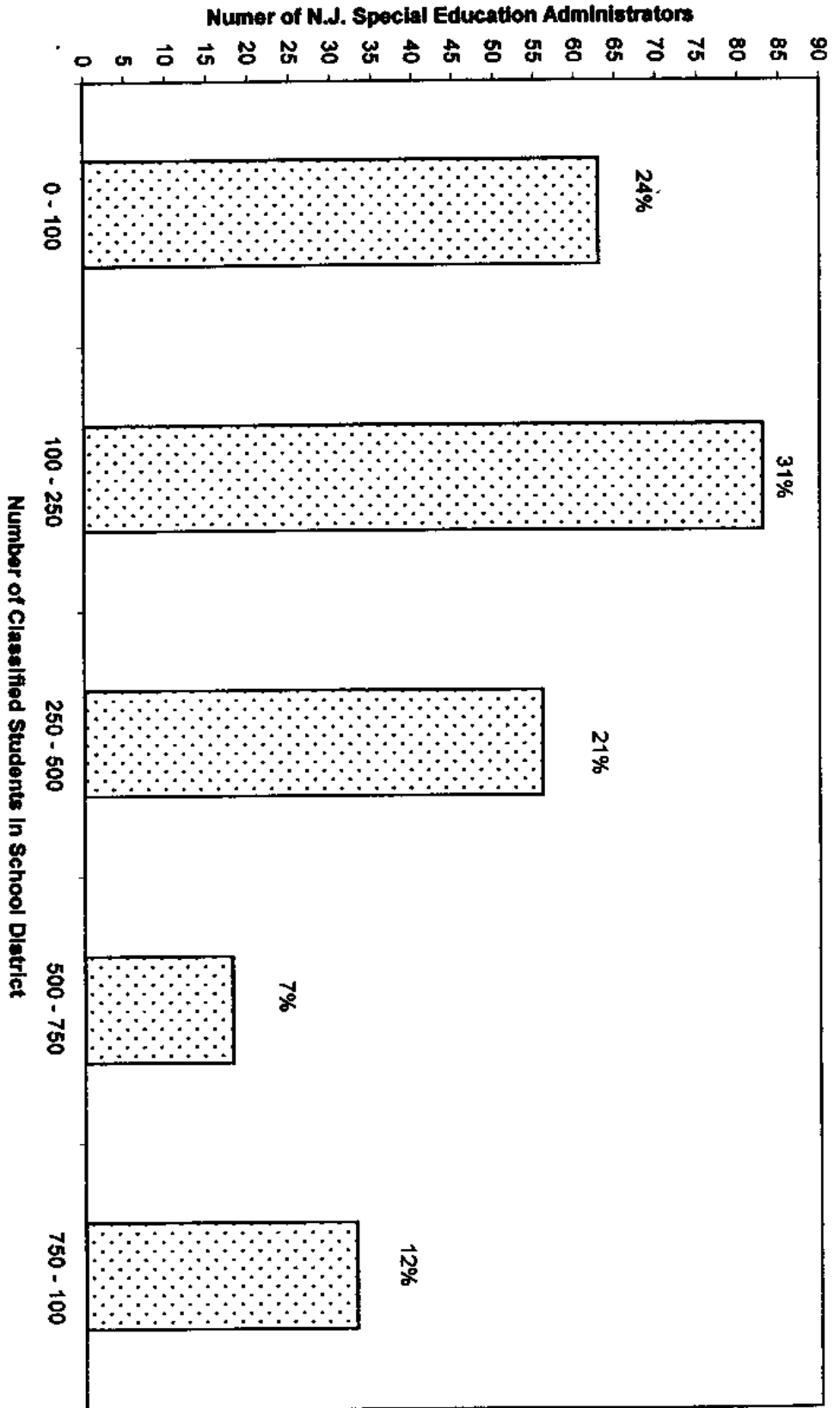
Figure 6. Distribution of Special Education Administrator's Classified Population.

Extremely Satisfied
21%
n = 13

Unsure
21%
n = 13

Dissatisfied
6%
n = 4

Very Dissatisfied
3%
n = 2
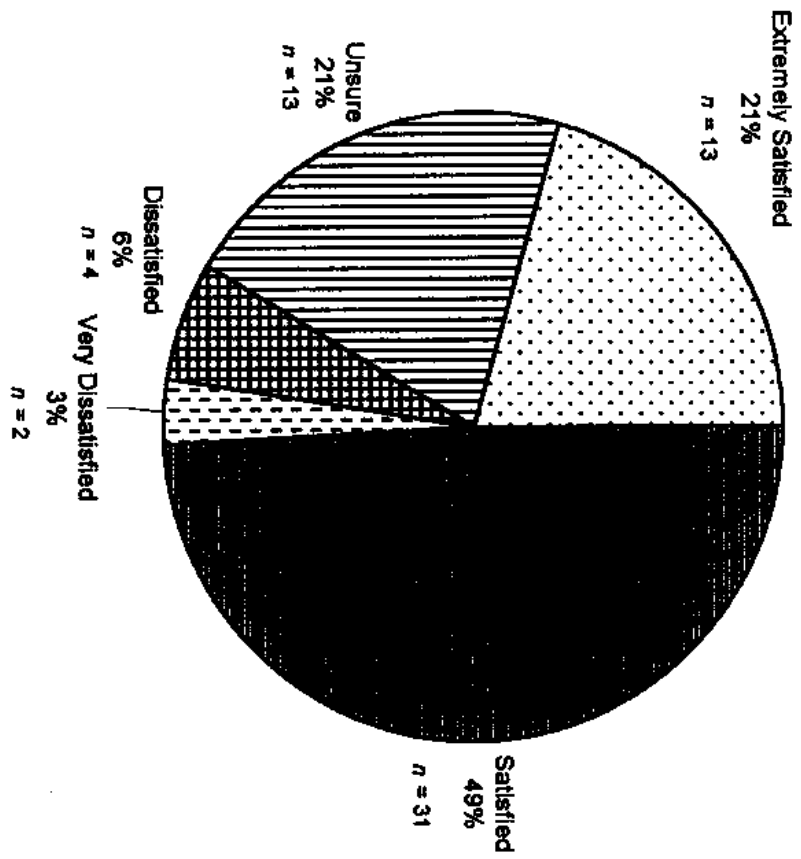
Satisfied
49%
n = 31

Figure 7. NJ Special Education Administrators' School Special Education Population
Size and Percentage of Job Satisfaction.
Number of Classified Students: 0-100 (n=63 schools)

the Special Education Administrators that reported their school special education size as 0-100 students had the following results: 21% of the respondents selected extremely satisfied, 49% satisfied, 21% unsure, 6% dissatisfied and 3% very dissatisfied.

The Special Education Administrators that noted their school special education population size as 100-250 had the following levels of job satisfaction (depicted in Figure 8): 13% extremely satisfied, 49% satisfied, 16% unsure, 13% dissatisfied, 4% very dissatisfied and 5% had no response indicated.

The Special Education Administrators that noted their school special education population size as 250-500 had the following levels of job satisfaction: 11% extremely satisfied, 52% satisfied, 18% unsure, 13% dissatisfied, 7% very dissatisfied and 7% had no response indicated (see Figure 9).

As portrayed in Figure 10, the Special Education Administrators that noted their school special education population size as 500-750 had the following levels of job satisfaction: 11% extremely satisfied, 55% satisfied, 5% unsure, 11% dissatisfied, 5% very dissatisfied and 11% had not indicated a response.

The respondents that selected their school special education population size as 750-1000+ had the following responses for levels of job satisfaction (exhibited in Figure 11): 6% extremely satisfied, 60% satisfied, 15% unsure, 12% dissatisfied, 0 very dissatisfied and 6% had not indicated a response.

Hypothesis One was not supported by the data in regard to number of classified students in a Special Education Administrator's school district. The largest percentage of job satisfaction level selected by the respondents was in the "satisfied" area and the responses were similar for all categories of classified students reported. For schools with
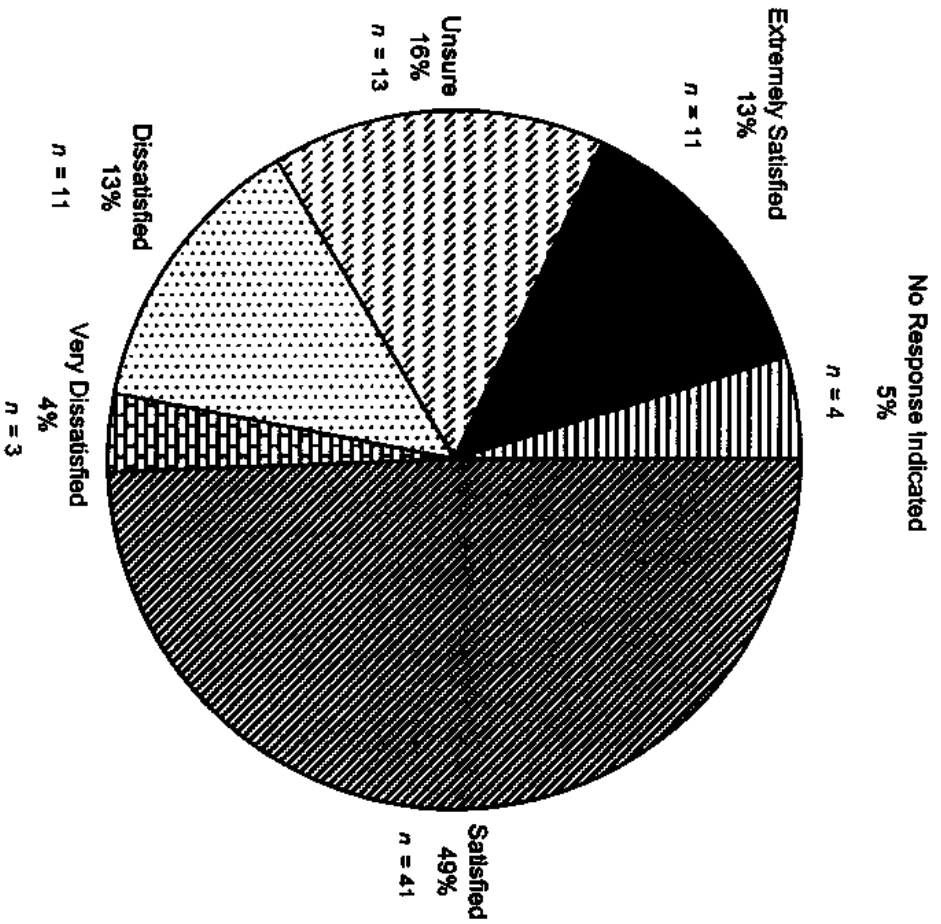
Figure 8. NJ Special Education Administrators' School Special Education Size
and Percentage of Job Satisfaction.
Number of Classified Students: 100-250 (*n*=83 schools)
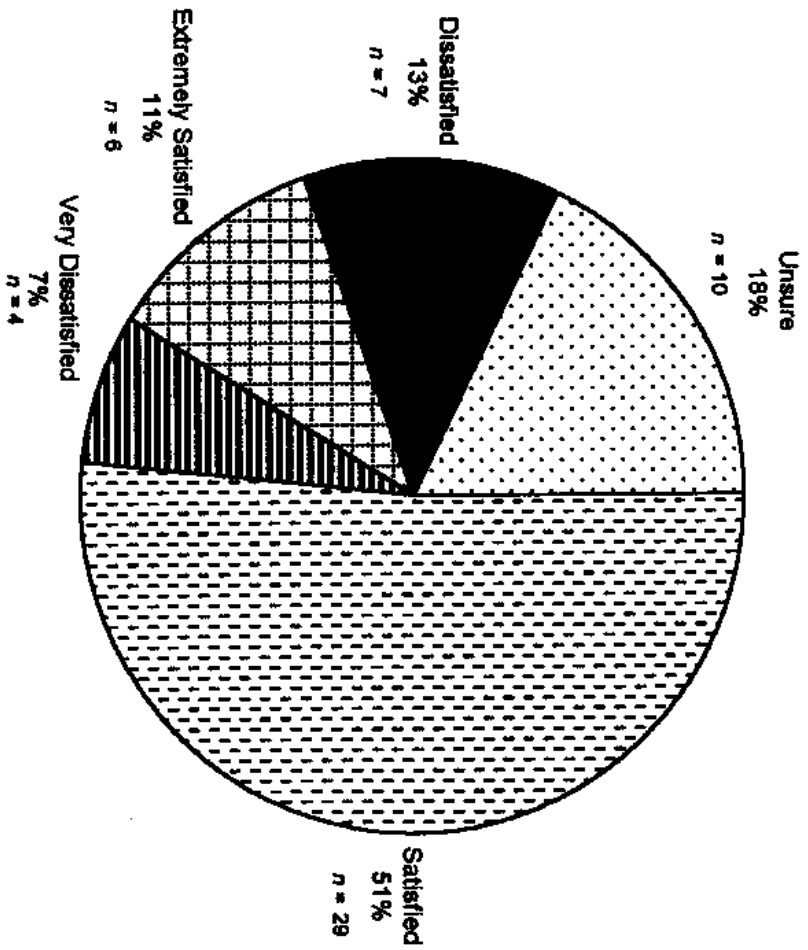
Figure 9. NJ Special Education Administrators' School Special Education Size
and Percentage of Job Satisfaction
Number of Classified Students: 250-500(n=56 schools)

Extremely Satisfied
11%
n = 2

Dissatisfied
11%
n = 2

No Response
11%
n = 2

Very Dissatisfied
6%
n = 1

Unsure
6%
n = 1
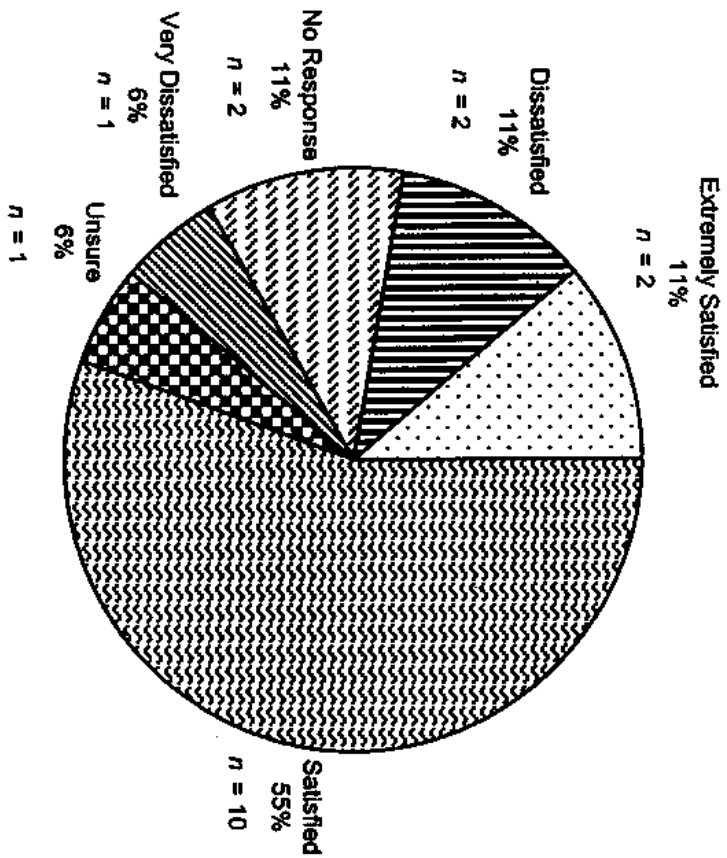
Satisfied
55%
n = 10

Figure 10. NJ Special Education Administrators' School Special Education Size and Percentage of Job Satisfaction Reported.

Number of Classified Students: 500-750 (n=18 schools)
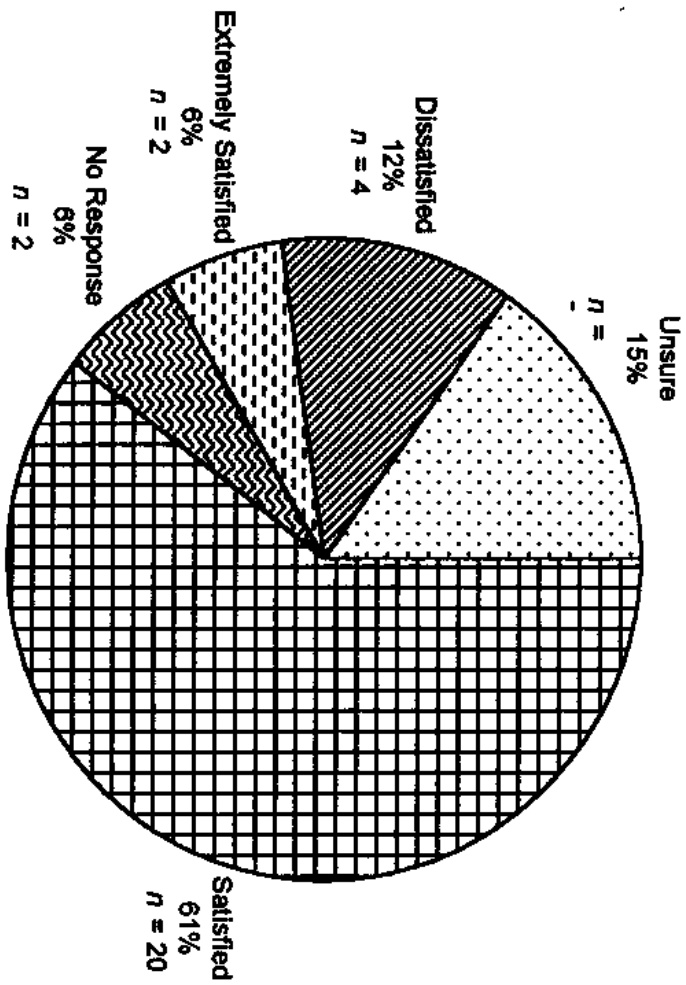
Figure 11. NJ Special Education Administrators' School Special Education Size and Percentage of Job Satisfaction Reported.

Number of Classified Students: 750-1000+ (n=33 schools)

1-100 classified students, 70% of the Special Education Administrators selected either satisfied or extremely satisfied, 100-250 students the Special Education Administrators noted a 60% satisfied or extremely satisfied response, 200-500 students a 63% satisfied to extremely satisfied response was observed, 500-750 students the Special Education Administrators had a 66% satisfied and extremely satisfied rate and 750-1000+ also indicated a 66% response the satisfied to extremely satisfied range. Similar results were found in the job satisfaction range of dissatisfied to very dissatisfied with responses of 9% for 0-100 students, 17% for 100-250 students, 11% for 250-500 students, 15% for 500-750 students, and 12% for 750-1000+ students. Even Special Education Administrators that were unsure of how satisfied they were in their present position had inconclusive results across the special education population size range. The percentages ranged from 21%, 16%,18%, 5%, and 15%, respectively. The number of classified students serviced did not seem to have an effect on job satisfaction of the Special Education Administrators.

District Organization and District Factor Grouping

To obtain information on the Special Education Administrator's work environment, the respondents were asked to select their district type either, K-6, K-8, K-12, 7-12, or 9-12, the district factor grouping (DFG) and provide the name of the county in which their school district is located. The organization of a school district provides information indicating the age and grade ranges that the Special Education Administrator supervises. The respondents provided the following responses in regard to their district organization: 8% K-6, 26% K-8, 46% K-12, 4% 7-12, 12% 9-12.

Information was examined for district factor groupings (DFG). A DFG is a ranking system of 10 categories that the State of New Jersey has established that classifies districts by their socioeconomic status (SES). Schools are ranked by census data according to the following seven indices: (a) percent of the population with no high school diploma, (b) percent with some college, (c) occupation, (d) population density, (e) income, (f) unemployment, and (f) poverty. The DFG is denoted on a scale from A to J, with an A DFG having the highest levels of poverty, unemployment and percentage of population without high school diplomas, and population density, plus the lowest incomes and percentages of people with some college. Conversely, a J DFG would have the lowest levels of poverty, unemployment and percentage of population without high school diplomas, plus the highest incomes and percentages of people with some college. Respondents were asked to circle the DFG category of their districts. A table was prepared that indicated the frequencies and percentages of respondents in each district factor grouping, and the data was interpreted in light of the seven indices used to establish the district factor rankings.

This information was summarized and presented in the form of frequencies and percentages as shown in Table 6. Of the 267 respondents, 142 or 53% of the respondents identified their DFG. The largest percentage of responses were from I districts with 22 responses making up 15% of the sample. A district with an I DFG would have a high SES. The next most frequent response was the B DFG with 17 responses and representing 12% of the respondents. A B DFG would have low SES. By dividing the DFG groups by SES, with A through E representing the lower SES group and districts from E/F through J representing higher SES districts, one can determine if

Table 6

District Factor Grouping for Respondent's School District

District Factor Grouping	Frequency	Percentage
A	8	6%
A/B	1	1%
B	17	12%
C	4	3%
C/D	9	6%
D	7	5%
D/E	8	6%
E	3	2%
E/F	3	2%
F	9	6%
F/G	14	10%
G	10	7%
G/H	12	8%
H	7	5%
HIJ	1	1%
I	22	15%
J	7	5%

different district types have similar representation. District Factor Groupings A-E

represented 41% of the respondents and District Factor Groupings E/F through J 59%.

DFG and Job Satisfaction

Table 7 examines the relationship of DFG to levels of job satisfaction to explore

the possibilities of DFG having an effect on the career satisfaction level of Special

Education Administrators. As noted earlier, the highest frequency of responses were for

DFG B and DFG I, both at opposite ends of the ranking scale. In DFG B 12% of the

respondents indicated that they were extremely satisfied and 65% satisfied. In DFG I

18% of the respondents indicated they were extremely satisfied and 59% satisfied.

DFG's B and I both have a 77% response in the satisfied to extremely satisfied range.

For the unsure category of job satisfaction, 6% of the DFG B respondents felt uncertain

about their employment and 9% in the I DFG. Only in the area of dissatisfaction does a

divergence occur. For the category dissatisfied 6% of the B DFG respondents were

represented yet 14% of the " I" DFG respondents noted dissatisfaction, more than double

that of the B DFG respondents. However, in the B DFG group, 12% the Special

Education Administrators selected the very dissatisfied category and none of the

respondents in the I district selected very dissatisfied. Preliminarily, the data appears to

show a relationship between extreme unhappiness and DFG yet if one combines the

dissatisfied to very dissatisfied responses to create a dissatisfied range, the B DFG would

have 18% of the respondents in that category and the I DFG had 14%. Conversely, upon

inspection three type of districts DFG EF, DFG F and DFG H all reported large

percentages in the extremely satisfied to satisfied areas ;67%, 89%, and 85%

respectively, with no indication of dissatisfaction whatsoever. Additionally, the top

Table 7

District Factor Grouping And Job Satisfaction Levels

	Level of Job Satisfaction				
	Extremely Satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied
A	14%	71%		14%	
A/B *			100%		
B	12%	65%	6%	6%	12%
C	25%	50%	25%		
C/D	22%	44%	22%	11%	
D	14%	29%	14%	14%	14%
D/E		75%		25%	
E		67%		33%	
E/F		67%	33%		
F	11%	78%	11%		
F/G	14%	57%	21%	7%	
G	10%	60%		10%	10%
G/H	8%	25%	17%	50%	
H	14%	71%	14%		
HIJ *				100%	
I	18%	59%	9%	14%	
J		14%	43%%	29%	14%

* *n* = 1

ranked DFG J has the highest percentage of unsure subjects. In regard to Hypothesis One, school systems with an E/F, F or H district factor grouping may have Special Education Administrators with higher levels of job satisfaction and Special Education Administrators in the highest ranked DFG J may exhibit higher levels of uncertainty.

County Information

The subjects were asked to provide the name of the county in which they were employed. Of the 267 returned surveys, 223 subjects (84%) had indicated county of employment and 44 subjects (16%) did not complete the county item. New Jersey is divided into 21 separate counties (see Table 8). The Special Education Administrators that participated in the study worked in 20 of the counties and no surveys were returned from Atlantic County. Atlantic County's county seat is in Mays Landing and has 23 municipalities. The largest response was from Bergen County Special Education Administrators with 30 subjects selecting Bergen County as their place of employment making up 11% of the responses. Bergen County's county seat is in Hackensack and has 70 municipalities. Closely following Bergen County was Monmouth County with 28 surveys returned and making up 10% of the responses. The smallest number of participants were from Cape May County and Mercer County with one subject each. Cape May County's county seat is in Cape May Court House and has 16 municipalities. Mercer County's county seat is in Trenton and is composed of 13 municipalities.

County Information and Job Satisfaction

When the counties were examined in relationship to levels of job satisfaction indicated by the respondents, several counties reported no responses in the dissatisfied or

Table 8

Subjects' County of Employment and Job Satisfaction Levels

New Jersey Counties	Frequency	%	Level of Job Satisfaction				
			Extremely Satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied
Atlantic	--	--	--	--	--	--	--
Bergen	30	11%	17%	57%	17%	7%	0
Burlington	18	7%	17%	61%	17%	6%	0
Camden	14	5%	14%	43%	7%	21%	7%
Cape May	1	1%	0	0	0	100%	0
Cumberland	4	1%	0	50%	25%	25%	0
Essex	10	4%	0	60%	20%	20%	0
Gloucester	12	4%	8%	67%	8%	17%	0
Hudson	8	3%	12%	75%	12%	0	0
Hunterdon	8	3%	33%	17%	33%	0	0
Mercer	1	1%	0	100%	0	0	0
Middlesex	13	5%	8%	62%	15%	8%	0
Monmouth	28	10%	14%	43%	21%	9%	3%
Morris	21	8%	9%	52%	14%	5%	9%
Ocean	12	4%	50%	25%	0	0	17%
Passaic	10	4%	20%	50%	0	20%	10%
Salem	4	1%	0	25%	25%	0	50%
Somerset	7	3%	0	43%	28%	14%	0
Sussex	7	3%	0	72%	28%	0	0
Union	10	4%	20%	20%	30%	30%	0
Warren	7	3%	28%	43%	0	14%	14%

very dissatisfied category (see Table 8.) Those counties were Hudson County, Hunterdon County, Mercer County and Sussex County. By combining the extremely satisfied and satisfied responses to create a satisfied range and the dissatisfied to very dissatisfied responses to create a dissatisfied range it can be determined which counties have the highest percentages of satisfaction and dissatisfaction. For example as shown in Table 8, Hudson County with 12% of the respondents in the extremely satisfied category and 75% in the satisfied category, the percentages can be combined and it can be noted that 87% of the subjects from Hudson county feel satisfied to extremely satisfied with their position as Special Education Administrator. Hudson county has the highest percentage of respondents in the satisfied range with 87% followed by, Burlington with 78%, Ocean with 75% and Gloucester with 75%.

In the dissatisfied range, Passaic County had 30% of the subjects in the dissatisfied range with 20% of the respondents selecting dissatisfied and 10% choosing very dissatisfied categories. Passaic County and Union County had the highest percentage (30%) of respondents in the dissatisfied range followed by Camden and Warren counties , each with 28% of the subjects in the dissatisfied range. Upon inspection of the data it seems there might be a relationship in regard to the county in which the Special Education Administrator is employed and levels of job satisfaction. Hudson, Burlington, Ocean, and Gloucester counties had the highest levels of job satisfaction noted and Passaic, Union, Camden and Warren had the highest percentages of job dissatisfaction selected by the subjects.

Credentials and the Special Education Administrator

To get a better understanding of the educational background and training of the Special Education Administrators, the subjects were asked to indicate all certifications that they held. As displayed in Figure 12, the data revealed that most of the Special Education Administrators have multiple certifications. It was found that 33% of the respondents held a Chief School Administrator license, 64% Principal certification, 93% a Supervisor certificate, and 62% held Teacher of the Handicapped certification. To further clarify the data it was quantified according to the number of any of the four certificates; Chief School Administrator, Principal, Supervisor, or Teacher of the Handicapped, that the respondents possessed. As seen in Figure 13, the respondents held multiple certifications, 19% of the subjects held only one of the four certificates, 27% maintained two certifications, 33% earned three of the four certifications, and 21% held all four certifications: Chief School Administrator, Principal, Supervisor, and Teacher of the Handicapped.

For descriptive purposes, the researcher has provided the other teaching and educational certifications that the subjects listed on the survey in Table 9. As for other teaching certifications the largest percentage indicated was the Elementary Education certification by 32% of the respondents and 9% noting Early Childhood certification. Other educational certifications were noted by the subjects with 27% indicating LTD/C certification, 19% School Psychologist, and 12% Student Personnel Services.

Quantity of School Certifications And Level of Job Satisfaction

Since it had been discovered that the Special Education Administrators held multiple certifications the following certifications were counted and quantified for each
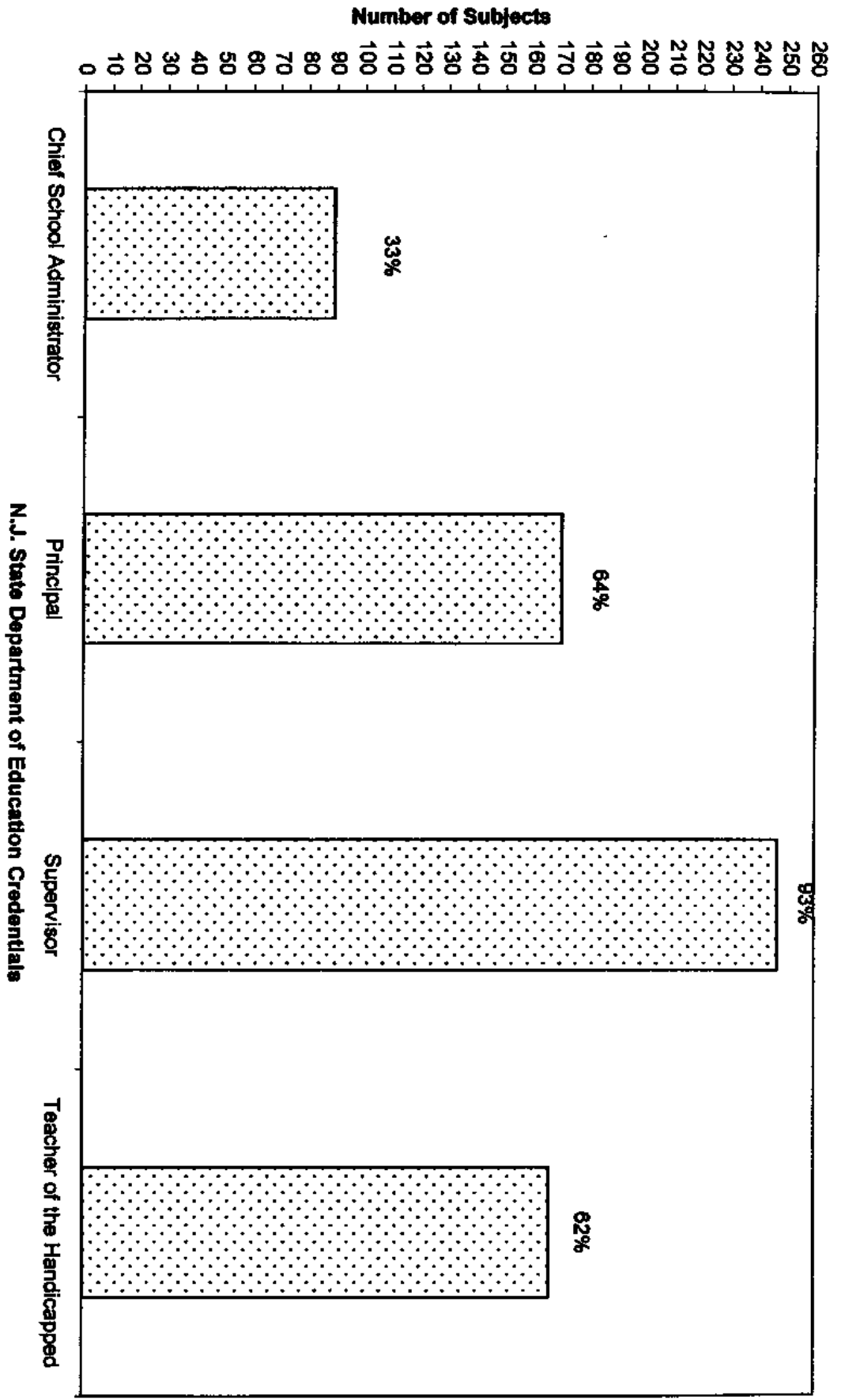
Figure 12. Frequency Distribution of Special Education Administrators and School Certifications.
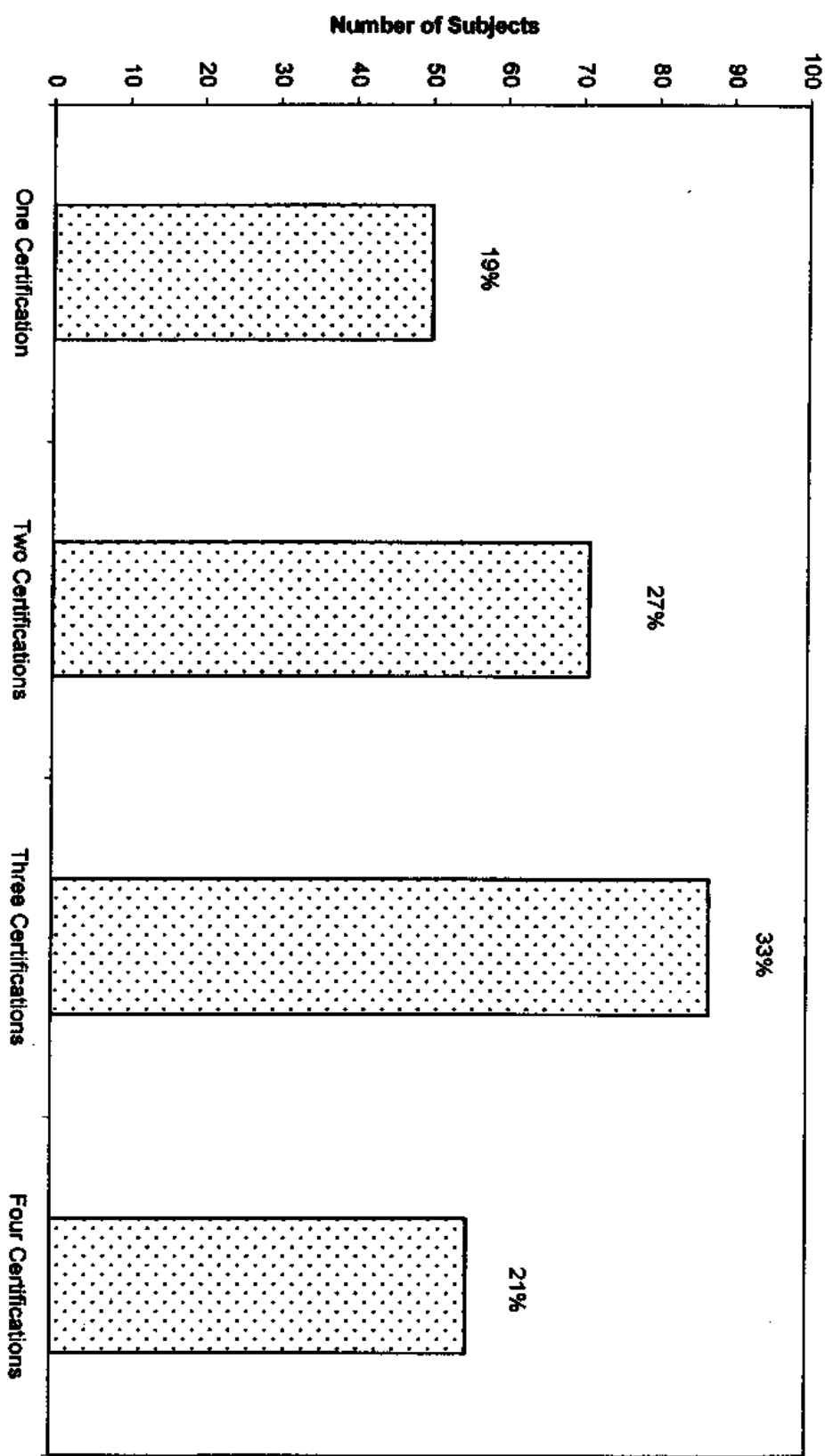
Figure 13. Frequency Distribution of Special Education Administrators and Number of Certifications

Table 9

Special Education Administrator And Other Certifications

Other Teaching Certificates	Frequency	%
Art	1	1%
Bilingual Education	1	Less than 1%
Deaf & Hard of Hearing	6	2%
Early Childhood Education	23	9%
Elementary Education	85	32%
English	15	6%
Health & P.E.	10	4%
Horticulture & Landscape	1	Less than 1%
Math	3	1%
Music	4	1%
Psychology	3	1%
Reading	5	2%
Sciences	6	2%
Skilled Trades	1	Less than 1%
Social Studies	14	5%
Spanish	2	1%
Visually Impaired	2	1%

Other Educational Certifications	frequency	%
Comprehensive Industrial Education.	1	Less than 1%
Director of Student Personnel Services	6	2%
English As Second Language	1	Less than 1%
Learning Disabilities Teacher Consultant	73	27%
Reading Specialist	11	4%
Registered Nurse	2	1%
School Business Administrator	7	3%
School Psychologist	51	19%
School Social Worker	23	9%
Speech Correctionist	10	4%
Student Assistance Counselor	2	1%
Student Personnel Services	33	12%

of the respondents: Chief School Administrator, Principal, Supervisor, and Teacher of the Handicapped. Fifty of the respondents (19%) had one certification, 71 (26%) held two certifications, 87 (33%) had three certifications, and 55 (21%) had all four certifications. This quantification, entitled "Number of Certifications," is presented in Table 10 and compared to job satisfaction levels selected by the participants. Respondents that held four certifications had the highest percentage of job satisfaction under the extremely satisfied category and also the largest percentage of responses under the dissatisfied category. In fact, when the percentages reported in the dissatisfied category and the very dissatisfied category are combined to create a range of dissatisfaction, the levels of dissatisfaction increases as the number of certifications increase. For respondents that held one certification 12% indicated they were dissatisfied, for respondents with two of the certifications 14% indicated they were in the dissatisfied range with 8% dissatisfied and 6% very dissatisfied. For subjects with three certifications, 16% were in the dissatisfied range and respondents that held all four certifications, 22% were in the dissatisfied range with 20% in the dissatisfied category, and 2% in the very dissatisfied category.

The quantity of certifications held by the Special Education Administrator does seem to effect levels of job satisfaction. The possession of one or more of the four certifications; Chief School Administrator, Principal, Supervisor, and Teacher of the Handicapped, seems to have a relationship with level of job satisfaction. Upon inspection of the data this variable does support Hypothesis One. The number of certifications that the Special Education Administrator possesses does influence job satisfaction. The data revealed that as the number of certifications increased so did the

Table 10

Number of School Certifications And Levels of Job Satisfaction

		Extremely Satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied	No response
1	(*n* = 50)	8%	50%	26%	12%	0	4%
2	(*n* = 71)	11%	56%	15%	8%	6%	3%
3	(*n* = 87)	11%	59%	10%	10%	6%	3%
4	(*n* = 55)	20%	36%	20%	20%	2%	2%

reported level of job dissatisfaction for Special Education Administrators. Apparently, as the number of certifications increased, the level of job satisfaction decreased.

Teaching and Administrative Experiences

For descriptive purposes the subjects were asked if they had teaching experience in the special education classroom and/or the regular education classroom and the number of years taught for each. As exhibited in Table 11, 64% of the Special Education Administrators had special education classroom teaching experience and 55% of the subjects noted they had regular classroom teaching experience. As shown in Figure 14, the special education teaching experiences for the Special Education Administrator range from ½ a year to 32 years. The most frequently reported response for number of years taught was three years indicated by 16 of the subjects. The average number of years teaching in the special education classroom was 8.6 years. Figure 15, clarifies the regular education teaching experiences of the Special Education Administrator. The regular education teaching experience for the subjects ranges from ½ a year to 25 years. The mode was 3 years of regular education teaching experience for 21 participants. The average amount of years spent in the regular education by the respondents was 6.1 years.

Figure 16 presents the number of years of experience as a School Administrator that the subjects noted on the survey. The range of responses was ½ a year to 37 years. The most frequently reported number of years as an administrator was 12 years with 23 responses. The average number of years as a School Administrator was 11.7 years. Table 12, shows the Administrative positions that the Special Education Administrators have held. The position of Department Chairperson, has been held by 28% of the

Table 11

Special Education Administrators And Teaching Experience

	Yes		No	
	f	%	*f*	%
Special Education	172	64%	95	36%
Regular Education	146	55%	121	45%

Number of Respondents

Years Teaching Special Education
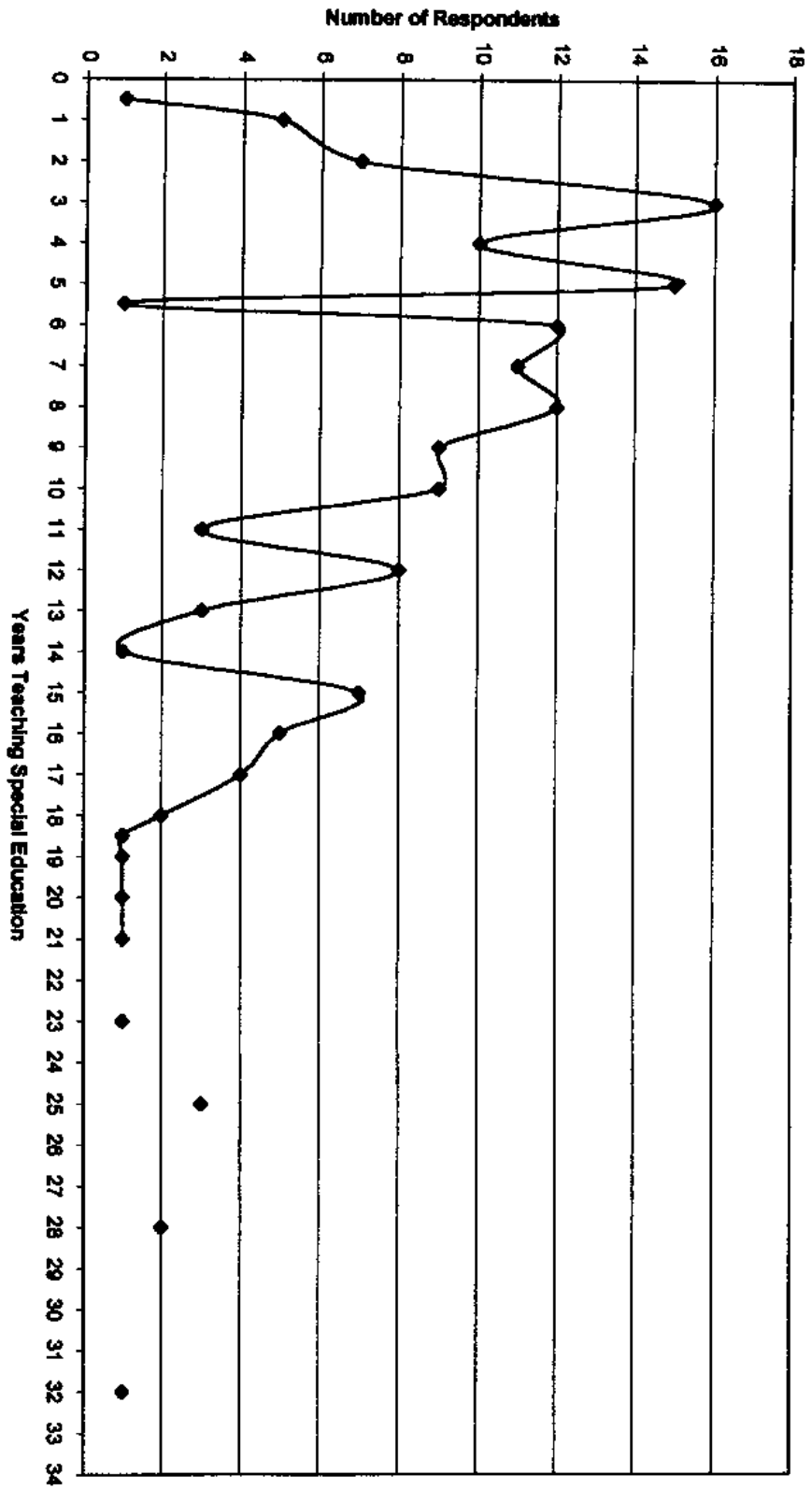
Figure 14. Frequency Distribution of Years of Special Education Teaching Experience.
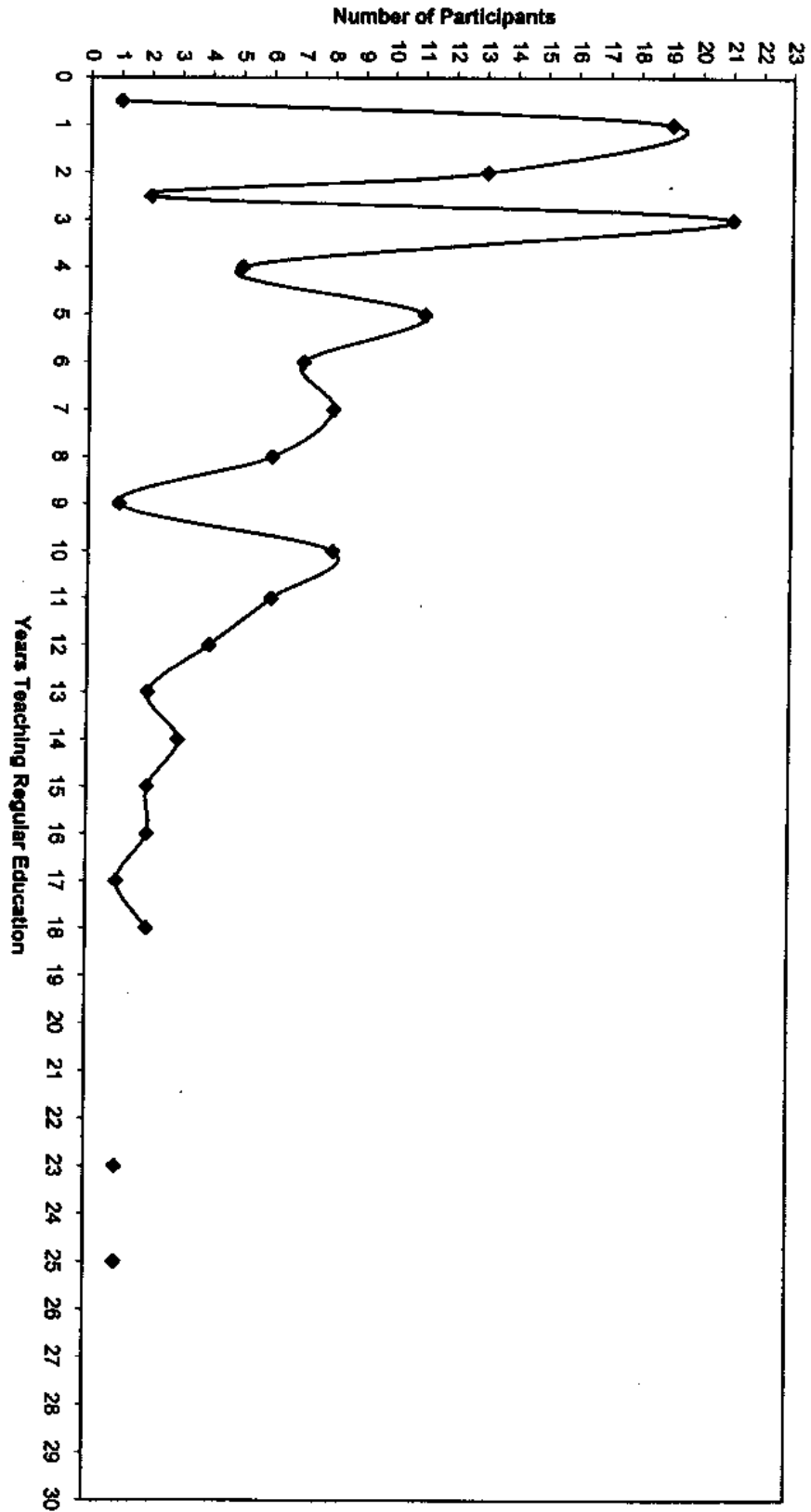
Figure 15. Frequency Distribution of Regular Education Teaching Experience.
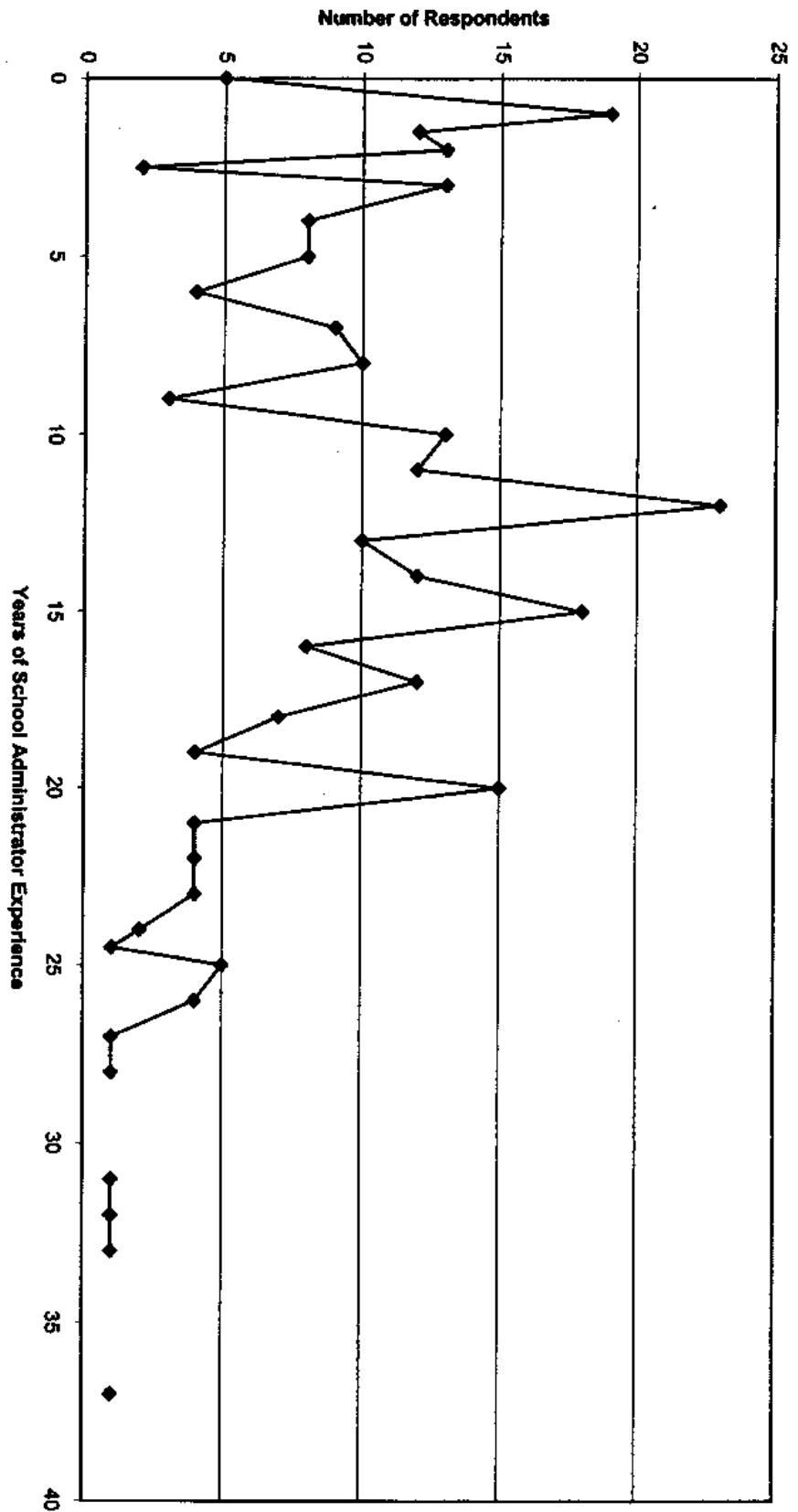
Figure 16. Frequency Distribution of Years of Experience as a School Administrator.

Table 12

Special Education Administrators and Administrative Positions Held

	f	%
Department Chairperson	74	28%
Supervisor	197	74%
Principal	85	32%
Assistant Superintendent	23	9%
Superintendent	13	5%

respondents, Supervisor 74%, Principal 32%, Assistant Superintendent 9% and the Superintendent position by 5% of the Special Education Administrators.

The subjects were also asked to report the number of years they have been an Administrator of Special Education programs. Figure 17, shows that 86 (32%) of the subjects have been an Administrator of Special Education programs for 1-5 years, 47 (18%) for 6-10 years, 57 (21%) for 11-15 years, 40 (5%)16-20 years, 23 (9%) 21-25 years, and 7 (3%) more than 25 years. Additionally, the participants were asked to indicate if they had tenure in their district. Figure 18 shows that 171 (64%) of the Special Education Administrators had tenure in their district and 88 (33%) did not have tenure. When the data was inspected by gender, 99 (60%) of the female Special Education Administrators indicated they had tenure and 62 (38%) indicated they did not have tenure. The male respondents indicated that 66 (69%) of them had tenure in their district and 26 (27%) did not have tenure.

Years in Present Position and Job Satisfaction

The participants were asked to indicate the number of years in their present position as Special Education Administrator. Figure 19 shows the data for all Special Education Administrator respondents and by gender. The subjects indicated that 126 (48%) of them were in their present position from 1-5 years, 35 males (36%) and 91 (55%) females. The respondents noted that 65 (25%) of them were in their present position 6 – 10 years, 27 (28%) males and 36 (22%) females. For 11-15 years in the present position, the subjects indicated the following: 39 (15%), 13(14%) male and 23(14%) female. For the 16 -20 year category, 18 (7%), 10(10%) male and 7(4%) female. Fourteen (5%) of the subjects indicated the 21-25 year category, 9 (9%) male and 5 (3%)
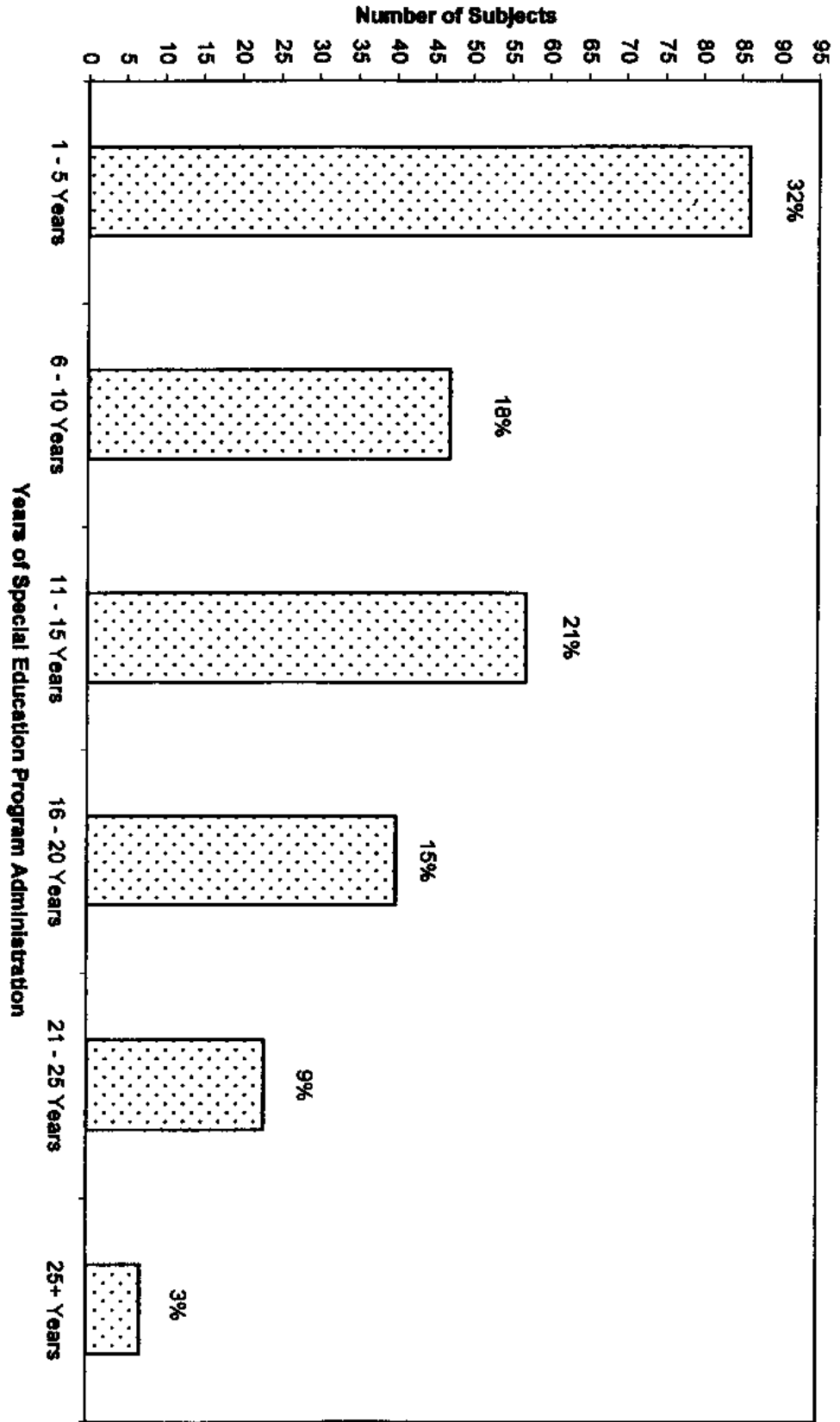
Figure 17. Frequency Distribution of Years as An Administrator of Special Education Programs.
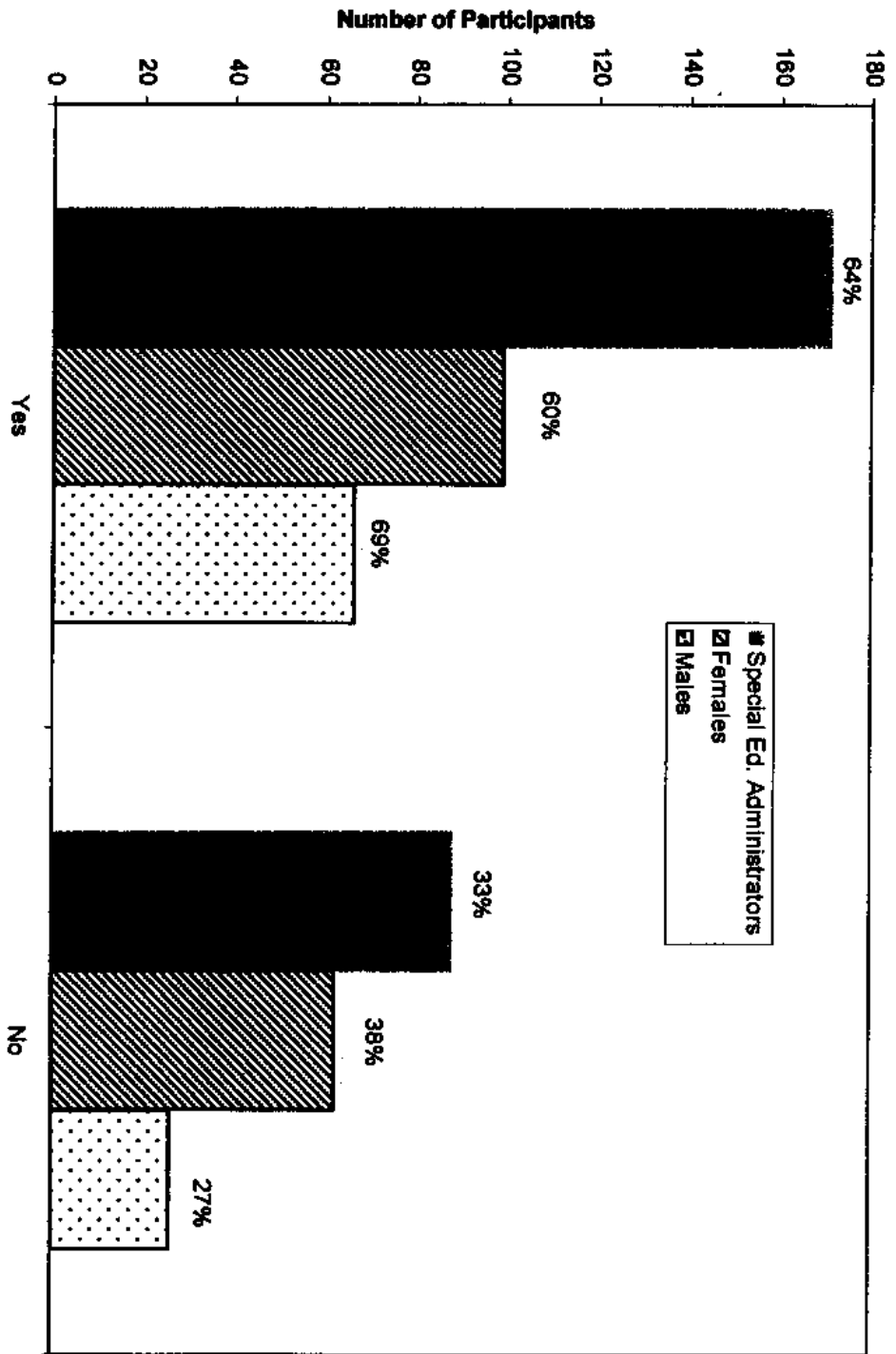
Figure 18. Frequency Distribution of Special Education Administrators and Tenure.
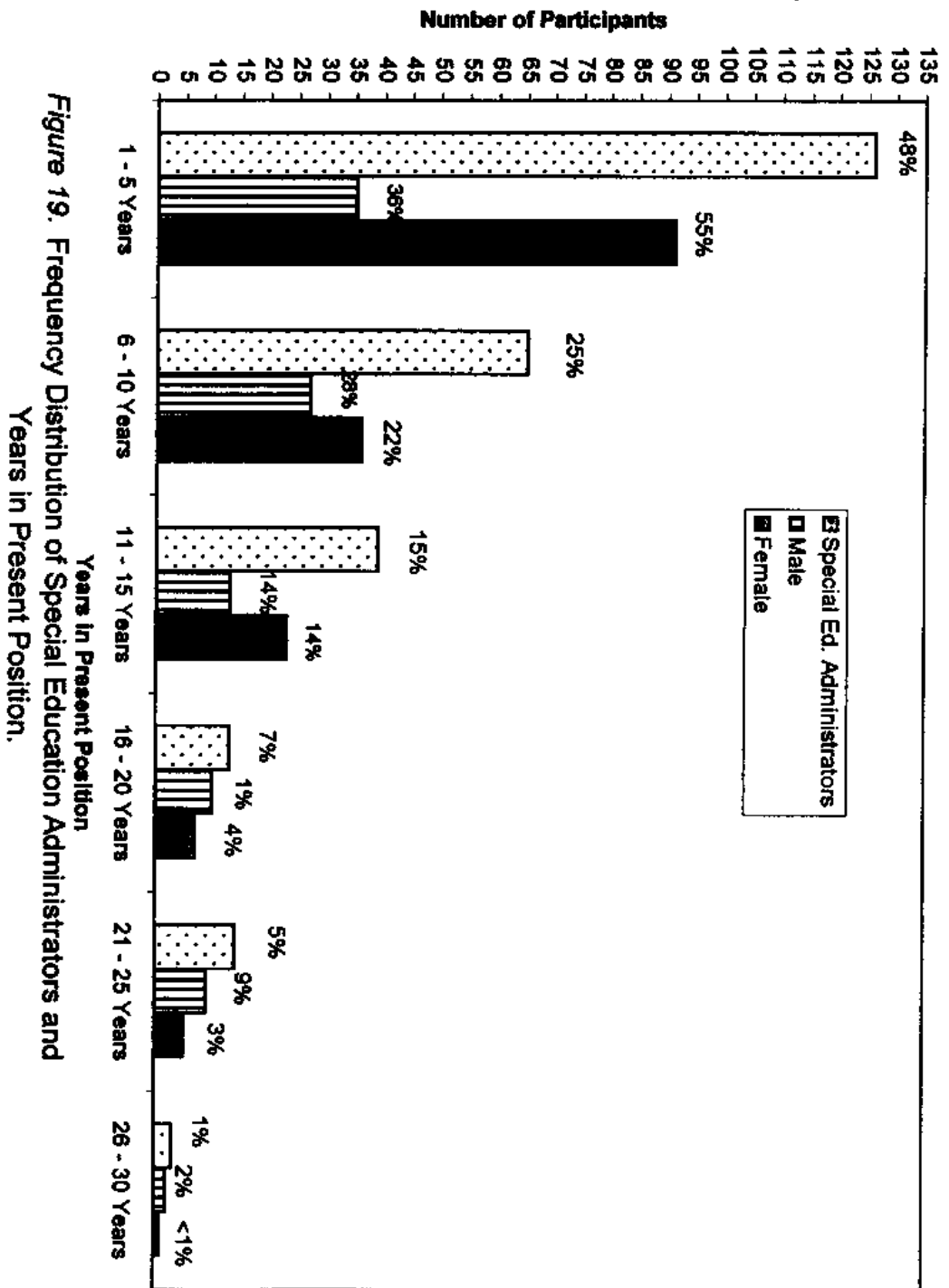
Figure 19. Frequency Distribution of Special Education Administrators and Years in Present Position.

female. The 26-30 year category was indicated by 3(15%) subjects 2 (2%) males and 1 female.

One of the goals of this study was to determine if time on the job, years in the present position, had an effect on job satisfaction. The data was separated first by gender and than by number of years in the position. Table 13 displays the female and male respondents number of years in the present position and job satisfaction levels. The female respondents that indicated 1-5 years in their present position had the following levels of job satisfaction: 15% extremely satisfied, 47% satisfied, 18% unsure, 13% dissatisfied, and 3% very dissatisfied.

The female respondents that indicated 6-10 years in their present position had the following levels of job satisfaction: 14% extremely satisfied, 58% satisfied, 14% unsure, 11% dissatisfied, and 3% very dissatisfied.

The female respondents that indicated 11 –15 years in their present position had the following levels of job satisfaction: 9% extremely satisfied, 57% satisfied, 13% unsure, 17% dissatisfied, and 0% very dissatisfied.

The female respondents that indicated 16-20 years in their present position had the following levels of job satisfaction: 29% extremely satisfied, 43% satisfied, 14% unsure, 0% dissatisfied, and 0% very dissatisfied.

The female respondents that indicated 21-25 years in their present position had the following levels of job satisfaction: 0% extremely satisfied, 60% satisfied, 20% unsure, 20% dissatisfied, and 0 very dissatisfied.

The female respondents that indicated 26-30 years (n =1) in their present position had the following levels of job satisfaction: 0 extremely satisfied, 0% satisfied, 0%

Table 13

Years in Present Position As Special Education Administrator And Job Satisfaction

Years In Present Position	Level of Job Satisfaction				
	Extremely satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied
1-5 years (n=91)	15%	47%	18%	13%	3%
6-10 years (n=36)	14%	58%	14%	11%	3%
11-15 years (n=23)	9%	57%	13%	17%	0
16-20 years (n=7)	29%	43%	14%	0	0
21-25 years (n=5)	0	60%	20%	20%	0
26-30 years (n=1)	0	0	0	100%	0

Years In Present Position	Level of Job Satisfaction				
	Extremely satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied
1-5 years (n=35)	14%	54%	17%	9%	3%
6-10 years (n=27)	11%	59%	15%	7%	7%
11-15 years (n=13)	23%	23%	23%	15%	8%
16-20 years (n=10)	10%	60%	0	10%	20%
21-25 years (n=9)	11%	44%	22%	11%	11%
26-30 years (n=2)	0	100%	0	0	0

unsure, 100% dissatisfied, and 0% very dissatisfied. Initially, there appeared to be an increase in the dissatisfied responses as years on the job increases, however the sample sizes for 21-25 years and 26-30 years constituted only 4% of the female sample and was too small to be conclusive. Further examination of the data for patterns or trends discovered that no responses in the very dissatisfied category had been indicated from female Special Education Administrator with 11 or more years in their present position. Additionally, women in the 16-20 years category had the largest percentage of responses to the extremely satisfied level of job satisfaction (29%) and no reported levels of any dissatisfaction. In support of Hypothesis One, it seemed that as years in the present position increased for female respondents, the very dissatisfied levels of job satisfaction decreased and females with 16-20 years in their present position were most satisfied with 72% of the responses in the satisfied range and no responses in the dissatisfied range.

The male respondents that indicated 1-5 years in their present position had the following levels of job satisfaction: 14% extremely satisfied, 54% satisfied, 17% unsure, 9% dissatisfied, and 3% very dissatisfied.

The male respondents that indicated 6-10 years in their present position had the following levels of job satisfaction: 11% extremely satisfied, 59% satisfied, 15% unsure, 7% dissatisfied, and 37% very dissatisfied.

The male respondents that indicated 11 –15 years in their present position had the following levels of job satisfaction: 23% extremely satisfied, 23% satisfied, 23% unsure, 15% dissatisfied, and 8% very dissatisfied.

The male respondents that indicated 16-20 years in their present position had the following levels of job satisfaction: 10% extremely satisfied, 60% satisfied, 0% unsure, 10% dissatisfied, and 20% very dissatisfied.

The male respondents that indicated 21-25 years in their present position had the following levels of job satisfaction: 11% extremely satisfied, 44% satisfied, 22% unsure, 11% dissatisfied, and 11% very dissatisfied.

The male respondents that indicated 26-30 years (n =2) in their present position had the following levels of job satisfaction: 0 extremely satisfied, 100% satisfied, 0% unsure, 0% dissatisfied, and 0% very dissatisfied.

Reviewing the data for trends or patterns, it can be noted that there is a slight increase in levels of reported dissatisfaction by the male respondents as the number of years on the job increased. When the percentages in the dissatisfied and very dissatisfied categories were combined, they tended to increase as the number of years on the job increased. In the 1-5 years category the male respondents marked 12% of their responses in the dissatisfied range, 6-10 years 14%, 11-15 years 23%, 16-20 years, 30%, and 21-25 years 22%. The 26-30 year range comprised of 2 subjects had a 100% response to the satisfied category too small a sample to be conclusive. In support of Hypothesis One, as years in the present position increased for male respondents the dissatisfied and very dissatisfied levels of job satisfaction also increased.

Position Title

The subjects were asked to complete an item that indicated their current position title. The Special Education Administrator in New Jersey may have one of many titles. The researcher created this item to verify the multiple titles for the Special Education

Administrator and to explore the possibility that job satisfaction may be related to the position title. The title responses were provided by 263 of the subjects. These titles were divided into one of five categories; Director, Supervisor, Multi-Role titles, Child Study Team titles, and Superintendent. As shown in Table 14, the largest number of responses, 49% ($n = 129$) were in the Director category. In this Director designation, 57% of the participants indicated that they had the title Director of Special Services, 15% Director of Student Personnel Services, and 10% Director of Education.

The Supervisor title had been indicated by 52 (20%)of the subjects (see Table 14). The most frequent response by 27 participants (52%) was Supervisor of Special Services which exceeded Supervisor of Special Education (31%) and Supervisor of Student Personnel Services (8%).

Some of the responses (14%) indicated that the subjects had responsibilities beyond the position of Special Education Administration and these multi-role titles are delineated in Table 15. The most frequent response in this multi-role category was the title Principal. For these eight subjects (22%) they are the building administrator as well as the Administrator of Special Education Programs. Other participants that are multi-tasking are the subjects with the title Child Study Team Coordinator/ LDTC with a 13% response, Director of Special Services/ Assistant Principal with an 8% response and Director of Special Services/Principal also with an 8% response.

Also clarified in Table 15, are the titles that have the stem Child Study Team (11%) and Superintendent (5%). The most frequent title provided in the C.S.T. category was Child Study Team Coordinator by 43% of the participants. Some of the Special Education Administrators bear the title Superintendent. As it is demonstrated in Table

Table 14

Position Titles Reported By Special Education Administrators

	f	%
Director	4	3%
Director of:		
Child Study Services	2	1%
Pupil /Student Services	6	5%
Special Education	13	10%
Special Education, Federal & State Programs	1	<1%
Special Programs & Services	1	<1%
Special Services	74	57%
Student Personnel Services	19	15%
Student Support Services	1	<1%
Associate Director	1	<1%
Director of Social Services	1	<1%
Executive Director	4	3%
Senior Director	1	<1%

	f	%
Supervisor of:		
Services for Children	1	2%
Special Education	16	31%
Special Education, Federal & State Programs	1	2%
Special Services	27	52%
Student Personnel Services	4	8%
Support Services	1	2%
District Supervisor of Special Education	1	2%
Education Supervisor	1	2%

Table 15

Position Titles Reported By Special Education Administrator

	f	%
Administrative Assistant/CST Coordinator	1	3%
Assistant Principal	1	3%
Child Study Team Coordinator/ LDTC	5	13%
Child Study Team Coordinator/ School Psychologist	1	3%
Child Study Team Coordinator/LDTC/Assistant Principal	1	3%
Child Study Team Coordinator/School Social Worker	2	5%
Director of CST/Principal	2	5%
Director of Special Services/Assistant Principal	3	8%
Director of Special Services/LDTC	2	5%
Director of Special Services/Principal	3	8%
Principal	8	22%
Pupil Personnel Services/Director of Curriculum	1	3%
Superintendent/Principal/ CST Director	1	3%
Superintendent/Principal/ Special Education Director	1	3%
Supervisor of Instruction/ LDTC	1	3%
Supervisor of Special Education/ Director of Curriculum	1	3%
Supervisor of Special Education/School Psychologist	2	5%
Supervisor of Special Education/Title I	1	3%

	f	%
Child Study Team:		
Administrator	1	3%
Chairperson	3	10%
Coordinator	13	43%
Department Head	1	3%
Director	5	17%
Supervisor	7	23%

	f	%
Assistant Superintendent	3	23%
Assistant Superintendent of:		
Pupil Personnel Services	1	8%
Pupil Services	2	15%
Special Services	2	15%
Student Services	1	8%
Associate Superintendent	1	8%

15, 23% of the subjects have the title Assistant Superintendent, and another 23% Superintendent of Schools. Other responses in this category included the Assistant Superintendent of Pupil Services (15%) and Assistant Superintendent of Special Services (15%). Two title responses were provided by subjects but not included in these categories due to their uniqueness and ease of identification.

The title designations provided by the subjects were also examined in terms of their relationship to district organization, number of classified students, and salary (see Table 16). The most frequently occurring responses, the mode for the previously mentioned variables, gives descriptive information on each category of title. Under the title of Director, most subjects (62%) indicated that they worked in a district that was configured K-12, and 32% reported the number of classified students in their district in the 100-250 range. Directors most frequently (31%) indicated their salary to be in the $96,0000 - $105,000 range.

Supervisors reported that 47% of them worked in K-12 districts and 35% of them were responsible for 100-250 classified students. The most commonly reported salary by 29% of the Supervisors was in the $76,000-$85,000 range.

Participants with the Child Study Team title indicated that 43% of them worked in school districts that are configured K-8 and had 1-100 classified students. The income reported by 23% of the C.S.T. titles was in the $66,000-$75,000 range.

Some Special Education Administrators had Multi-Role titles and these subjects reported that 54% of them worked in K-8 districts and had small numbers of classified students in the 1-100 range. The most frequently reported salary for these multi-role respondents was in the $66,000-$75,000 range.

Table 16

District Organization, Special Education Population And Salary for Position Titles of Special Education Administrators

District Organization						
Title	K-6	K-8	K-12	7-12	9-12	No response
Director (n =129)	5%	16%	62%	4%	12%	1%
Supervisors (n =52)	8%	24%	47%	6%	12%	2%
Child Study Team (n = 30)	20%	43%	20%	7%	7%	3%
Multi-Role (n =37)	11%	54%	16%	0	11%	8%
Superintendent (n =13)	0	23%	54%	0	23%	0
Number of Classified Students						
Title	1-100	100-250	250-500	500-750	750-1000	No response
Director (n =129)	7%	32%	30%	8%	17%	6%
Supervisor (n = 52)	22%	35%	20%	6%	10%	6%
Child Study Team (n=30)	50%	30%	10%	0	7%	3%
Multi-Role (n =37)	57%	27%	8%	0	0	8%
Superintendent (n=13)	15%	15%	8%	23%	38%	0

Title	<$50,000	$55,000-$65,000	$66,000-$75,000	$76,000-$85,000	$86,000-$95,000	$96,000-$105,000	$106,000-$115,000	>$115,000
Director	1%	1%	7%	20%	25%	31%	12%	4%
Supervisor	2%	4%	14%	29%	22%	22%	4%	2%
C.S.T.	20%	20%	23%	17%	13%	3%	3%	0
Multi-Role	5%	19%	24%	22%	19%	5%	5%	0
Super	0	0	0	0	15%	23%	23%	38%

The Superintendent titled participants indicated that 54% of them work in K-12 districts and with large numbers of classified students. Of the Superintendents, 61% indicated they worked with anywhere between 500-1000 students, 23% selected the 500-750 student category and 38% marked the 750-1000 student range. Superintendents also reported higher percentages of them in the upper salary levels. Superintendents most frequently reported (38%) that they had salaries in the range of more than $115,000. The average salary for Special Education Administrators was $88,000 found in the $86,000-$95,000 range.

When the data is examined by the average salary and above by adding the percentages in each of the categories $86,000-$95,000, $96,000-$105,000, $106,000-$115,000, $115,000+ , it was found that 100% of the Superintendents have income in the upper brackets, 72% of the Directors, 50% of the Supervisors, 29% of the Multi-Role titles, and 19% of the Child Study Team entitled Special Education Administrator.

Title and Job Satisfaction

The data was separated by job title and examined for levels of job satisfaction (see Table 17). The subjects with the title Director had the following levels of job satisfaction: 10% indicated they were extremely satisfied, 54% satisfied, 15% unsure, 13% dissatisfied, and 3% very dissatisfied. The Directors had 64% of their responses in satisfied categories and 16% of their responses in the dissatisfied categories.

The participants with the titles Supervisor had the following levels of job satisfaction: 15% extremely satisfied, 50% satisfied, 19% unsure, 8% dissatisfied, and 6% in the very dissatisfied category. The Supervisors had 65% of their responses in satisfied categories and 14% of their responses in the dissatisfied categories.

Table 17

Position Title And Job Satisfaction

Title	Extremely Satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied	No Response
Director (n=129)	10%	54%	15%	13%	3%	5%
Supervisor (n=52)	15%	50%	19%	8%	6%	2%
Multi-Role (n=37)	16%	62%	11%	8%	3%	0
Child Study Team (n=30)	10%	53%	20%	17%	0	0
Superintendent (n=13)	31%	15%	15%	31%	8%	0

Multi-Role titled subjects had the following levels of job satisfaction; 16% Extremely satisfied, 62% satisfied, 11% unsure, 8% dissatisfied, and 3% very dissatisfied. The Multi-Role positions had the highest percentage of responses 78% in satisfied categories and 11% of their responses in the dissatisfied categories.

Child Study Team Titles had indicated the following levels of job satisfaction: 10% extremely satisfied, 53% satisfied, 20% unsure, 17% dissatisfied, and no responses in the very dissatisfied category. The Child Study Team entitled positions had 63% of their responses in the satisfied range and 17% in the dissatisfied range.

The Superintendent titled subjects noted the these responses for job satisfaction, 31% extremely satisfied, 15% satisfied, 15% unsure, 31% dissatisfied, and 8% very dissatisfied. The Superintendents had 46% of their responses in the satisfied categories, the lowest percentage of all the titles and 39% in the dissatisfied categories the highest percentage of all respondents.

In reviewing the data in light of Hypothesis One, there may be some relationship between job title and job satisfaction. Special Education Administrators with the title Superintendent had the lowest percentage of responses in the satisfied range, only 46%, and had the highest reported levels of dissatisfaction (39%) and conversely extreme satisfaction (31%). This cohort reported the highest number of classified students with 61% indicating 500-1000 classified students in their district. Within the Title groups, salary was the highest for the Superintendents with 100% in the average to above average range of $86,000 – 115,000+. The Multi-Role title had a 78% in the satisfied range, the highest percentage of satisfaction reported and exceeded the Superintendents in reports of job satisfaction by 32%. Special Education Administrators with the Multi-Role titles

were more likely to be satisfied with their position and Superintendent entitled Special Education Administrators have less reports of satisfaction and were more likely to be either dissatisfied in their position or extremely satisfied.

Workload and The Special Education Administrator

The respondents were asked to indicate the workload in their present position as either extremely light, light, adequate, heavy, or impossible to complete. The item on workload was completed by 99% of the subjects. The results as shown in Figure 20, indicate those responses by group and by gender. There was less than a 1% response for the extremely light category for the subjects, and no response indicated in the light category. An adequate workload was indicated by 20 (7%) of the subjects, a heavy workload by 143 (54%) of the subjects, and an impossible to complete workload by 99 (37%) of the respondents. Perceived workload in the range of heavy to impossible to complete was indicated by 91% of the participants.

When workload was inspected in terms of gender, similar responses were found for females and males alike. There was practically no response for the extremely light and light categories for either gender, an 8% response to the adequate category by females and similarly 7% for the males, a 48% response to the heavy category by the females, and a 63% response by the males, and a 42% response by females to the impossible to complete category and 63% by the males. The heavy category had a 15% larger response. The males had a response to the heavy category the superceded the females by 15%. Additionally, the females response to the impossible to complete category exceed the male response by 13%. However, if the data is examined in a range
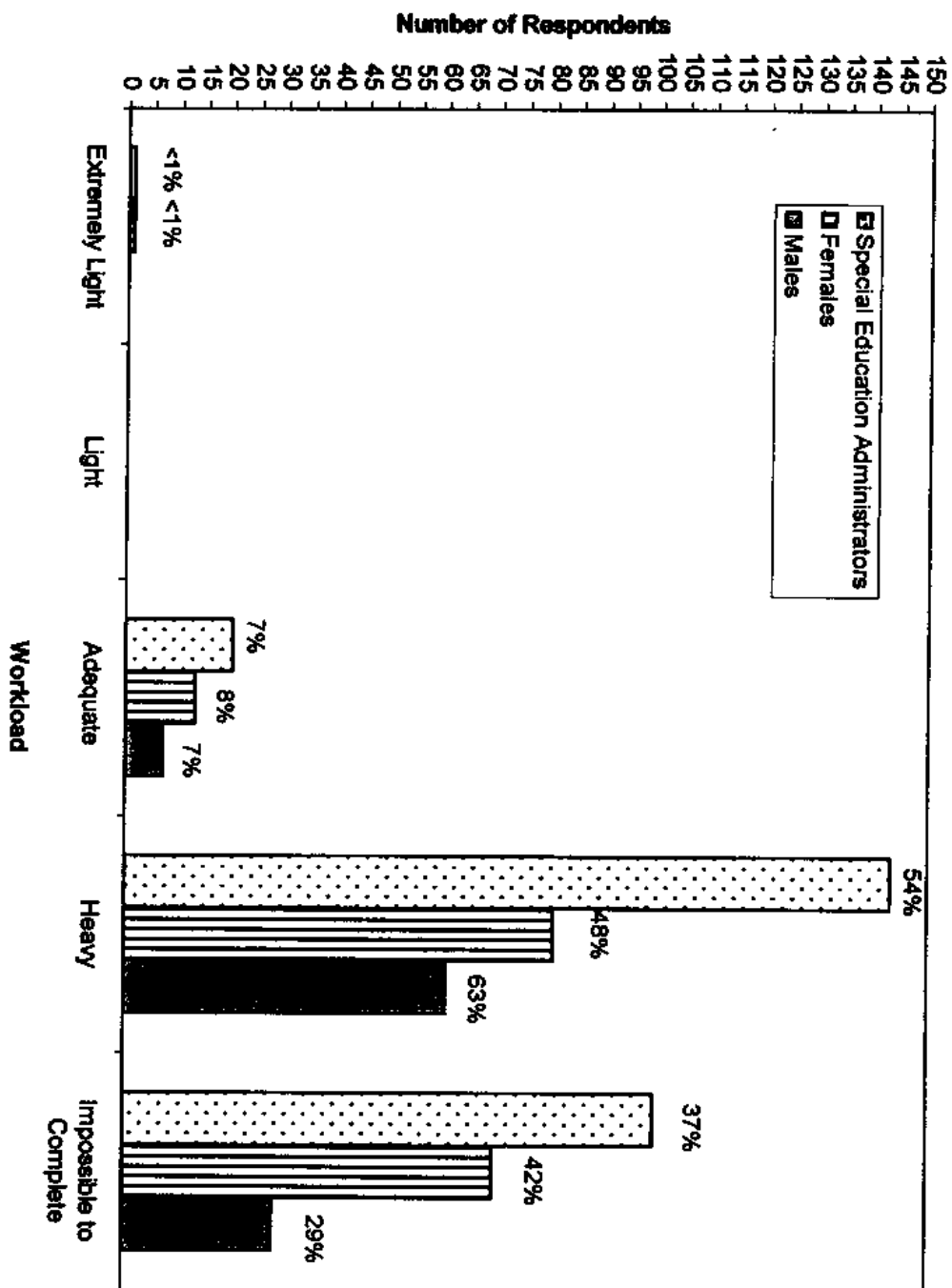
Figure 20. Frequency Distribution of Special Education Administrators and Perceived Workload.

of responses, combined percentages from the heavy category and the impossible to complete responses, 90% of the females and 92% of the males selected those items.

Workload and Job Satisfaction

The data was separated by the type of workload selected by the subjects and examined in terms of type of workload and levels of job satisfaction as displayed in Table 18. Table 18 shows that one subject selected the extremely light category of workload and such a 100% job satisfaction level of satisfied was indicated. None of the subjects thought that their workload was in the light category. Twenty of the subjects selected the adequate category of workload and 20% of them selected the extremely satisfied category of job satisfaction, 55% the satisfied level of job satisfaction, 15% were unsure, and 5% were very dissatisfied about their level of job satisfaction. In the adequate category 80% of the subjects were in the extremely satisfied to satisfied range and 5% in the dissatisfied range.

One hundred and forty-three participants indicted the heavy category of workload and 15% of them selected the extremely satisfied category of job satisfaction, 62% the satisfied level of job satisfaction, 12% were unsure about their level of job satisfaction, 8% selected dissatisfied and 2% noted very dissatisfied. In the adequate category 77% of the subjects were in the extremely satisfied to satisfied range and 10% selected the dissatisfied categories.

For the impossible to complete category of workload selected by 99 subjects, the following results were found for level of job satisfaction: 9% extremely satisfied, 36% satisfied, 24% unsure, 22% dissatisfied and 6% very dissatisfied. In the impossible category 45% were in the satisfied range and 28% in the dissatisfied range.

Table 18

Special Education Administrators' Perception of Workload And Level of Job Satisfaction

Workload	Level of Satisfaction				
	Extremely Satisfied	Satisfied	Unsure	Dissatisfied	Very Dissatisfied
Extremely Light ($n = 1$)	0	100%	0	0	0
Light ($n = 0$)	0	0	0	0	0
Adequate ($n = 20$)	25%	55%	15%	0	5%
Heavy ($n = 143$)	15%	62%	12%	8%	2%
Impossible to Complete ($n = 99$)	9%	36%	24%	22%	6%

As the workload increased, demonstrated through the categories light, adequate, heavy and impossible, the satisfaction levels decreased. Of the respondents that selected the adequate workload category, 80% of them selected responses in the satisfied areas, the heavy workload category subjects indicated 77% in the satisfied range and only 45% of the impossible workload category participants noted the satisfied range. Furthermore, as the workload levels increased the dissatisfaction levels increased. Of the respondents that selected the adequate workload category, 5% of them selected responses in the dissatisfied areas, the heavy workload category subjects indicated 10% in the dissatisfied range and 28% of the impossible workload category participants selected job satisfaction levels in the dissatisfied range. In terms of Hypothesis One and the workload's effect upon level of job satisfaction, the data suggested that as the workload increased the dissatisfaction levels increased and satisfaction levels decreased.

Data Analysis - Hypothesis Two

The second area of the study was qualitative in nature examining the perceptions of Special Education Administrators on their position regarding salary, added duties, workload impact upon special education services, sources of dissatisfaction, improvement of the position, and turnover. Hypothesis Two stated that the workload and sources of dissatisfaction reported by the Special Education Administrators contributed to the high turnover rates for this administrative position.

Salary Satisfaction

The participants were asked to respond to a statement that asked whether the salary they received was commensurate with the responsibilities given to the position; "My salary is appropriate for the responsibilities I am given." The respondents had to

respond to a scaled-choice format selecting from five items ranked from strongly agree to strongly disagree. As shown in Figure 21, 18 (7%) of the subjects strongly agreed that their salary was appropriate, 89 (33%) agreed, 24 (9%) were unsure, 80 (30%) disagreed and 54 (20%) strongly disagreed with the statement. Two subjects (1%) had no response indicated.

The data for the salary satisfaction variable was also examined by gender (see Figure 22). Nine female (5%) and 7 male (7%) respondents selected the strongly agree choice, 58 or 35% of the females and 31 or 32% of the males indicated the agree response, 14(8%) of the females and 10 (10%) of the males noted the unsure category, 44 (27%) of the females and 33 (34%) of the males indicated the disagree response and 38 (23%) of the females and 15 (16%) of the males selected the strongly disagree choice.

The participants response to salary appropriateness was compared to their reported income. As shown in Table 19, the subjects that indicated that they strongly agreed with their salary, the most frequent responses were in the two highest income brackets, 25% in the $106,000 - $115,000 range and 25% in the $115,000+ range. For subjects that were in the agree category, the most frequent by 28% of them was in the $96,000 to $105,000 category. The highest levels of response for subjects that were unsure about the appropriateness of their salary was in the $86,000 - $95,000 income range with a 33% response. The most frequently reported response for the disagree category was in the $76,000 - $85,000 income bracket selected by 23% of the subjects and again in the $76,000 - $85,000 range for the strongly disagree subjects.

There seems to be an interactive effect between salary satisfaction and reported income. As salary satisfaction increases from strongly disagree to strongly agree so do
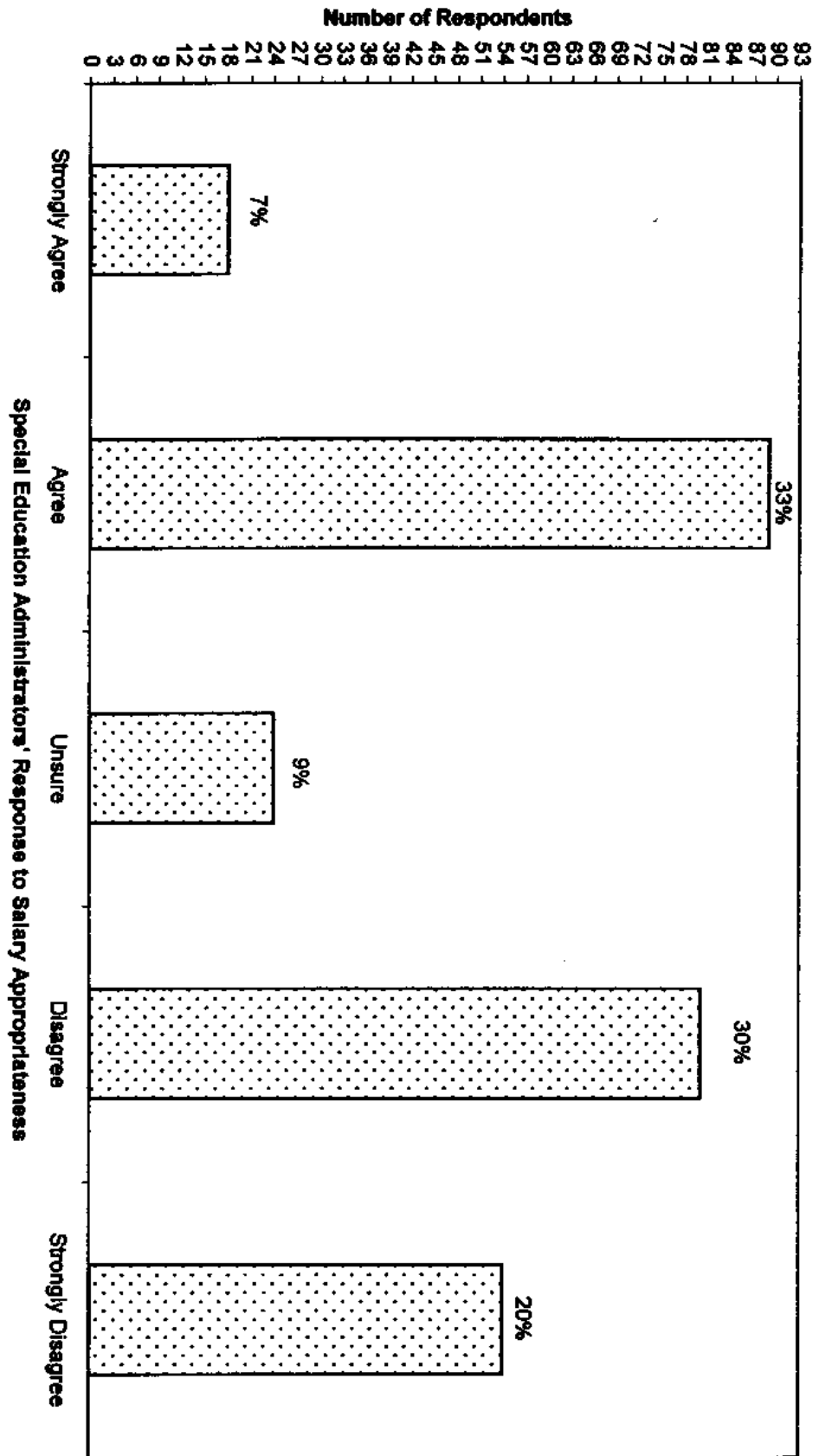
Figure 21. Frequency Distribution of Special Education Administrators Response to the Item: "My salary is appropriate for the responsibilities I am given."

Table 19

Special Education Administrators Response to Salary Appropriateness Compared To Reported Salary

Salary Satisfaction	<$50,000	$55,000-$65,000	$66,000-$75,000	$76,000-$85,000	$86,000-$95,000	$96,000-$105,000	$106,000-$115,000	>$115,000
Strongly Agree ($n = 16$)	0	0	6%	6%	19%	19%	25%	25%
Agree ($n = 89$)	2%	3%	3%	15%	15%	28%	18%	6%
Unsure ($n = 24$)	0	13%	4%	21%	33%	21%	8%	0
Disagree ($n = 77$)	6%	6%	13%	23%	19%	22%	4%	5%
Strongly Disagree ($n = 53$)	8%	8%	15%	26%	25%	11%	6%	2%

reported incomes. In the strongly disagree category 44% of the respondents have incomes above $86,000, 52% for the disagree category, 62% for the unsure category, 67% for the agree category and 88% in the strongly agree category. Conversely, as salary satisfaction decreased from strongly agree to strongly disagree so did the reported incomes with larger percentages in the below average salary range. In the strongly agree category, 12% of the subjects had incomes below $85,000, 23% for the agree category, 38% in the unsure category, 48% in the disagree category and 57% in the strongly disagree category.

The subjects response to salary appropriateness as compared to reported salary was also examined by gender and reviewed in Table 20. Among the strongly agree responses, 88% of the 9 females reported salaries in the average to above average salary ranges with 33% indicating $86,000 - $95,000, 33% selecting $96,000 - $105,000, and 22% above $115,000. Of the males ($n = 7$) that were in strong agreement with their salary appropriateness, 86% of them made salaries ranging from $106,000 to above $115,000. Of the subjects that selected the agree choice with the statement on salary appropriateness, 58% of the females and 80% of the males were in the salary range of $86,000 - $115,000+ . The subjects that indicated they were unsure with their salary appropriateness, the most frequently occurring response was in the $86,000 - $95,000 income bracket. Of the participants that disagreed with the appropriateness of their salary, 63% of the females were reporting less than the average salary of the Special Education Administrators in this study with 11% making less than $50,000, 7% $55,000 - $65,000, 18% $66,000 - $75,000, and 27% $76,000 - $85,000. The males however, had only a 30% response in the less than $50,000 - $76,000 range and 60% in the $86,000 - $105,000 range. For the female respondents 67% of them were in the less the average

Table 20

Subjects Response By Gender To Salary Appropriateness Compared To Reported Salary

Salary Satisfaction	Salary							
	<$50,000	$55,000-$65,000	$66,000-$75,000	$76,000-$85,000	$86,000-$95,000	$96,000-$105,000	$106,000-$115,000	>$115,000
Strongly Agree								
Females	0	0	11%	0	33%	33%	0	22%
Males	0	0	0	14%	0	0	57%	29%
Agree								
Females	2%	3%	19%	17%	14%	24%	17%	3%
Males	3%	3%	3%	10%	16%	35%	19%	10%
Unsure								
Females	0	21%	7%	14%	29%	14%	14%	0
Males	0	0	0	30%	40%	30%	0	0
Disagree								
Females	11%	7%	18%	27%	14%	14%	0	9%
Males	0	6%	6%	18%	27%	33%	9%	0
Strongly Disagree								
Females	11%	11%	16%	29%	24%	3%	5%	3%
Males	0	0	13%	29%	27%	33%	7%	0

income bracket of less than $50,000 to $85,000 and conversely 67% of the male

respondents were in the average to above average salary bracket Of $86,000 - $115,000.

The male subjects believed their salary was inappropriate for the responsibilities that they

have despite the higher incomes they earned.

The data on salary satisfaction does support Hypothesis Two which states that the

workload and sources of dissatisfaction contribute to the turnover rate of Special

Education Administrators. As depicted in Figure 21 and Figure 22 , 50% of the Special

Education Administrators are in the disagree to strongly disagree categories in regard to

salary satisfaction. These results are split into equal percentages for both female and

male participants. With 50% of the subjects stating that they disagreed and strongly

disagreed with the appropriateness of their salary, perhaps much of the turnover in the

position of Special Education Administrator is in search of higher salary.

Additional Responsibilities

The subjects were asked to respond to the question, " Does your present position

encompass more responsibilities than just Special Education Administrator?" As

presented in Table 21, a large number, 225 (84%), of the subjects affirmed that they do

have additional responsibilities beyond the realm of special education. A minority 39

(15%) did note that their present position does not go beyond the scope of special

education. The responses were also reported for those subjects that identified their

gender. Of the male Special Education Administrators, 90% indicated that their position

encompassed responsibilities beyond special education and 82% of the female Special

Education Administrators also noted additional duties beyond special education.
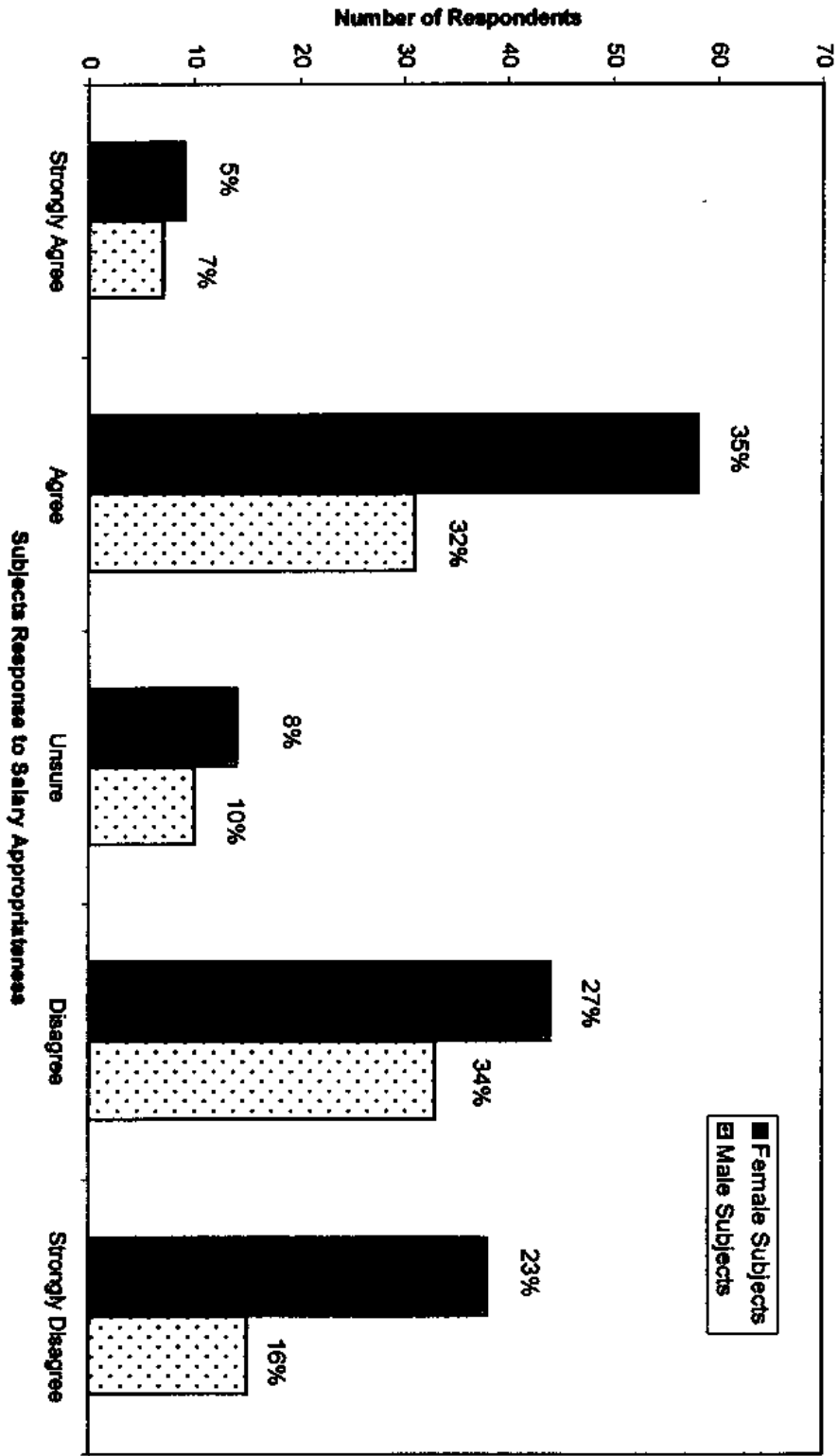
Figure 22. Frequency Distribution By Gender of Special Education Administrators Response
To the Survey Item: "My salary is appropriate for the responsibilities I am given."

Table 21

Response To The Survey Question: "Does your position encompass more responsibilities than just Special Education Administrator?"

	Yes		No	
	f	%	*f*	%
Special Education Administrators (*n* = 267)	225	84%	39	15%
Female Subjects (*n* = 165)	135	82%	29	18%
Male Subjects (*n* = 96)	86	90%	9	9%

The additional titles, roles and responsibilities that the Special Administrators reported are listed in Appendix C . These additional duties range from Admissions to running youth concern forums and include such responsibilities as building and repair issues, doing Medicaid paperwork, substituting for the Guidance Counselor, Principal, or Superintendent or being asked to translate for Spanish speaking parents. The greatest frequency of responses were in the following areas:

29%	63	504 Coordinator	15%	33	Supervisor of Nurses
15%	32	Supervisor of Guidance	13%	28	ESL/Bilingual Supervisor
10%	22	Basic Skills Coordinator	9%	20	Home Instruction Coordinator
9%	20	Homeless Liaison	8%	17	Gifted & Talented programs
7%	15	LDTC responsibilities	6%	13	Curriculum development
5%	12	Affirmative Action Officer	5%	10	Supervision of SAC
5%	10	Principal responsibilities			

The subjects that responded that their position did have additional responsibilities (n = 225) beyond special education were asked to indicate the impact of these added responsibilities upon special education services. The respondents had to respond to a scaled-choice format selecting from five items ranked from extreme impact to no impact. In Table 22, 12% of the participants indicated that they believed these additional responsibilities beyond the scope of special education had extreme impact, 42% reported substantial impact, and 32% stated moderate impact. Less than 10% of the respondents noted there was little to no impact upon delivery of special education services. When examined by gender, 47% of the females and 52% of the males found their added responsibilities to have substantial to extreme impact upon special education services.

Table 22

Added Responsibilities Impact Upon Special Education Services

	Extreme Impact		Substantial Impact		Moderate Impact		Little Impact		No Impact	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Special Education Administrators	27	12%	94	42%	73	32%	21	9%	1	<1%
Female Subjects	15	11%	60	36%	41	30%	12	9%	1	1%
Male Subjects	11	13%	34	39%	29	33%	9	10%	0	0

Additionally, of the Special Education Administrators in this study, 84% indicated that they had additional responsibilities that go beyond special education and 85% of that cohort reported there was moderate to extreme impact upon special education services, 54% in the substantial to extreme range. Upon examination of this data, there seems to be strong evidence that the Special Education Administrator has a heavy and wide range of responsibilities, much of it beyond the scope of special education. These additional duties may cause stress, frustration and burnout. In support of Hypothesis Two, additional duties contribute to turnover in the position.

Sources of Dissatisfaction

The Special Education Administrator's Work Experience Survey asked the subject the following question: Are there any aspects of your job that give you some level of dissatisfaction? The participants were asked to indicate an Yes or No response. As indicated in Table 23, 224 (84%) of the subjects selected the Yes response and 24 (9%) selected the No response. Nineteen (7%) did not indicate any response to the question.

When examined by gender, 88% of the female subjects and 78% of the males indicated a Yes response. Subjects also noted that they had no level of dissatisfaction in their job; 7% of the females and 10% of the males. There were also subjects that chose not to respond to the question. Eleven percent of the males did not indicate any response, and 4% of the female subjects did not answer the question.

If the subjects indicated they had some level of dissatisfaction with their job they were asked to list the sources of dissatisfaction they believed detracted from their position as Special Education Administrator. Two hundred and twenty-four of the subjects listed their responses provided in Appendix D. Certain commonalities became

Table 23

Response To The Survey Question: "Are there any aspects of your job that give you some level of dissatisfaction?"

Are there any aspects of your job that give you some level of dissatisfaction?				
	Yes		No	
	f	%	*f*	%
Special Education Administrators (*n* = 267)	224	84%	24	9%
Female Subjects (*n* = 165)	146	88%	12	7%
Male Subjects (*n* = 96)	75	78%	10	10%

evident and are highlighted within Appendix D . The recurring sources of dissatisfaction were: state and federal entanglements (37%), workload (36%), parent involvement (29%), lack of support (26%), legal issues (24%), time constraints(15%), budget (13%), insufficient secretarial staff (4%), salary (4%), and stress (2%).

State and Federal involvement was the largest source of dissatisfaction that detracted from the position as Special Education Administrator indicated by 37% of the subjects. The most frequent theme with 24 responses in this category had to do with constantly changing regulations on both the state and federal levels. The following examples are comments on the changing aspect of the code:

"Constant & pointless changes (accompanied by threats) from OSBP."

"Constant changes in code, monitoring, grants."

"Constant change in implementation of laws and regulatory mandates."

In addition to the constant changes noted by the subjects, a lack of leadership at the stated level was perceived by 10 of the respondents. The following are some comments that were listed:

"Lack of Leadership in State Department and their failure to attract excellent staff."

"Lack of supervision at county & state level- no CST supervisor for past 2 yrs."

"Lack of support, deliberate scapegoating, and downright condescension of NJ OSBP."

"Lack of support /Direction from state & county offices."

"Lack of support from the State Department of Education."   3

"Lack of technical support from the county Office of Education."

Another trend in the category of state and federal involvement and probably the most significant in terms of services delivered to children with special needs, pertained to the lack of focus on children. Some participants noted the following:

"Constant rule changes – dot "i" cross "t's" forget children."

"Greater emphasis on state – mandated compliance issues than student services."

"Inability to interact with students and teachers because of state paperwork & timelines."

"State oversight that is paper oriented not child oriented."

Thirty-six percent of the Special Education Administrators listed comments indicating their workload as a source of dissatisfaction. Many of the comments suggested that they had overwhelming "mounds" of paperwork, "Paperwork, Paperwork, Paperwork". Additional listings included:

"There is an incredible amount of paperwork that has little to do with providing quality educational programs for students with disabilities."

"Too much paperwork. Tremendous increase over the years- paper documentation and data collection."

The comments noted that much of this paperwork was generated by NJ State Department of Education. Comments on this phenomenon suggested:

"Paperwork required by State Dept. of Education."

"The heavy pressure of paperwork, state Dept. mandates and lack of support to address some issues."

"Too much useless paperwork to prove compliance w/code."

Also noted in this category were the feelings of being "spread too thin," these comments address this issues:

"Too many duties and not enough help."

"Too many buildings to cover."

"Too many meetings."

"Too many staff to supervise."

"Too many responsibilities."

Besides "mounds" of paperwork and too many duties, one subject pinpointed the constant workload that prevails for the Administrator of Special Education by noting: "I can't take my coat off in the morning without being confronted with a problem."

A response to the sources of dissatisfaction that detracted from the position as Special Education Administrator was the topic of parents, indicated by 29% of the participants. The comments focused on the constant parental demands, many of the subjects noting that parental demands were unrealistic. The following are some examples of that parental pressure:

"Issues of parent involvement – often too little, sometimes too much and too unrealistic."

"Parents requesting services that are above & beyond free appropriate public education."

"Parents (sad, but true) they are overwhelming with their unrealistic demands."

Another variation of parental involvement was the litigious nature of parents. The following comments typify that sentiment:

"Threat of legal action – parents are generally terrific, but becoming more contentious."

"Ease with which parents can involve the district in litigation."

In addition to the demanding, unrealistic, litigious parent as sources of distress previously reported, the Special Education Administrators also noted that many of the parents are uncooperative and angry as well. Their comments follow:

"Parental anger (displaced or misplaced)."

"Parental denial, anger, power (stacked deck)."

"Parents, unreasonable – demanding – rude – abrasive parents."

In conjunction with the previously mentioned large responses legal issues were listed as sources of dissatisfaction by 24% of the participants. The comments focused on the increasingly more litigious nature of the position and dealing with advocates and lawyers. The following statements give an indication of the response to this subject:

"Contentious-litigious nature of the job –daily stress HIGH!"

"A quiet nagging threat of ending up in Trenton in court cases."

"Litigation always looms on the horizon; makes for a stressful job situation."

Another area of contention under the subject of legal issues, was over the large amount of time involvement that legal issues create. Some sources of dissatisfaction listed were:

"Preparation for Court cases, when necessary."

"Too much documentation in case of litigation."

One respondent succinctly summarized how the Special Education Administrators position is heavily entangled with legal dealings by noting "Lawyers!, Lawyers!, Lawyers!" as his final survey comments on the subject.

Fifteen percent of the subjects noted that time was a source of dissatisfaction for them. In regard to time, the subjects noted time constraints in the position due to too many responsibilities and paperwork, plus the frustration of not being able to work directly with children and teachers. The following quotes clarify the comments on time:

"Insufficient time to visit classrooms and interact w/ children & staff."

"Lack of time to supervise teachers and students."

"No time to do the things I like to do- like workshops for kids and teachers."

"Not enough contact time with students."

"Not enough time to complete everything and time to devote to visiting classrooms, supervising teachers, developing policies."

"Too much useless paperwork to prove compliance w/code, less time spent servicing children, more time spent demonstrating that the 'job is being done.'"

Sources of dissatisfaction that were delineated as budgetary were indicated by 13% of the participants. The comments centered on budget restraints, particularly district budget limitations and pressure to save money. Some of the commentary included:

"Constant blame on special ed for bugetary problems of district."

"Financial constraints – cost of out of district tuition *pressure to keep costs down."

An additional budgetary theme discovered was the underlying frustration at not having enough funds to provide the needed programs. Some examples of this were:

"Dealing with the knowledge of the extreme expense of good programs that are needed for students but trying to develop a budget."

"Insufficient money to do exemplary things for kids."

"Not enough funding support for training and other programs."

Another area that was noted by 4% of the administrators as a source of dissatisfaction was insufficient secretarial staff. The comments basically focused on the lack of secretarial assistance. Responses included:

"Need more clerical support as I must do a great deal myself."

"Utilizing school/principal secretary whose proximity is distant."

Salary did not seem to be a large issue yet 4% of the respondents did indicate that income was a source of dissatisfaction. Two of the comments noted "salaries not comparable to duties" and "salary inequity" as points of contention.

Even though many of the comments listed as sources of dissatisfaction could be categorized as anxiety producing, only 2% of the respondents actually indicated the term "stress" as an issue for them in terms of being a source of dissatisfaction that detracts from the position. However, the small number of comments on stress are worthy of review because they summarize the tone of stress underlying the list of comments on sources of dissatisfaction. "Extreme stress," "Stress created by the special education regulations" and "The significant stress in trying to please parents, teachers and child study team members" are examples of this concern. Perhaps it was assumed the researcher would know they had high levels of stress or the subjects wanted to take advantage of the survey to describe the details of their jobs that caused them stress.

Suggestions to Improve the Position

The Special Education Administrators were asked to list suggestions that would make their present position more attractive. Of the 267 participants , 207 or 78% completed this survey item. Certain commonalities (as shown in Table 24) surfaced among the responses. To improve the position, the subjects indicated that 48% of them needed additional staff or an administrative assistant, 34% noted that the role of the Special Education Administrator needed some modifications, 31% suggested State and Federal Assistance, 25% reported more assistance from colleagues, 23% listed higher salary, 16% indicated reducing the workload, 11% suggested increased funding, 4%

suggested a need to increase full time positions, and 2% noted a reduction or change in the litigation process.

The suggestions listed to make the position of Special Education Administrator more attractive were compiled and are presented in Appendix E. One area noted by 4% of the Special Education Administrators to improve the position was an increase in full time positions or changing part-time positions into full time. Typical responses in this category included "additional number of child study team members," "full time CST members" and splitting "the position of LDT/C and SSS (Supervisor of Special Services)."

Another suggestion noted by 11% of the participants was to increase funding. Many simply noted "additional funding" and others were more explicit, " More Federal and State money to implement programs." Some listed ways in which the position could benefit from increased revenue particularly noting money for more materials, programming and training. Some suggestions listed were:

"A reasonable budget to purchase appropriate materials."

"More funding to provide individual ed to students."

"More funds for workshops/training."

A small percentage (2%) of the subjects indicated suggestions that pertained to lawyers and litigation. Their suggestions included less legal entanglements to improvement of legal counsel for school districts. Their comments follow:

"Less Attorney involvement."

"More effective S. Ed attorneys representing districts."

Table 24

Suggestions To Improve The Position of Special Education Administrator

	Special Education Administrators	
	f	%
Additional Staff Needed	99	48%
Modification in Role of Special Education Administrator	70	34%
State And Federal Assistance	65	31%
More Assistance From Colleagues	51	25%
Higher Salary	48	23%
Reduction in the workload	33	16%
Increased Funding	22	11%
Full Time Positions	8	4%
Parent Cooperation	7	3%
Reduction/Change in Litigation	5	2%
Workspace	5	2%

"No attorney fee for mediation."

"The position has become fraught with legal requirements that impact negatively with people that you need to work with effectively."

"Reduction of Litigation."

An additional suggestion to improve the position reported by 25% of the participants was more assistance from colleagues. Some of the assistance listed was to have greater administrative support. The following responses address this concern:

"Administrative Acceptance of Special Ed."

"District administrators taking TIME to learn Sp. Ed. law."

"Expand training of Regular Ed. Admin."

"Mandatory in-servicing of Superintendents and Administrators."

"Superintendent with a backbone."

Another suggestion to elicit more support from colleagues was to provide training and staff development. A few examples of this type of suggestion were:

"Additional training/staff development opportunities for regular education staff on inclusion."

"Better education of Administrators and Boards on Special Ed laws & financing."

"Colleges /Universities would begin to provide training for gen. ed staff re: students with disabilities."

"More training/support for staff to understand SE students."

"Training for regular education Teachers in differentiating instruction."

No particular group of colleagues was exempt from the suggestion of additional training, all members of the educational environment were noted from Boards of Education, to

Superintendents and Administrators, regular educators as well as special educators, to future teachers still enrolled at the University.

Another commonality found in the responses of the subjects on the topic of improving their position was the need for more staff. Theses suggestions noted by 48% of the participants were divided into three areas. One was the need for more clerical/secretarial help, another a need for additional CST personnel, and additionally the need for the Special Education Administrator to have an assistant. Some of the suggestions for additional secretarial support included "a secretary dedicated solely to special services" and "always need more secretarial assistance." Having more Child Study Team members available was a consistent theme in the responses. Three subjects noted " more CST staff" and one indicated the importance of having additional CST staff and the benefit to the children; "Additional CST members, leading to more direct services to children." Many of the participants suggested that an assistant would help improve their job in taking on areas such as curriculum development, supervision of staff and legal matters. Two subjects actually noted the possibility of this occurrence. They indicated:

"I will have a part-time assistant next year and that is making the position more attractive."

"The addition of an assistant this year has helped."

Parent cooperation was suggest by a few (3%) subjects. Their suggestions on how parents could help the position of Special Education Administrator were as follows:

"Cooperation of parents."

"Greater understanding by parents."

"More appreciation from parents."

"More involvement by parents in a positive direction."

"More understanding from parents on the limitations we have (financial, programs, etc)."

"Moratorium on parent demands that are over the top."

"Responsible attitude of parents."

Seventy of the subjects (34%) had suggestions that would redefine the role of the Special Education Administrator as it is presently for most respondents. The suggestions asked for greater authority in the position, a limit to the scope of the position by streamlining it to Special Education only, and more direct work with children, parents, and teachers.

Some of the suggestions to improve the role in regard to increased authority were:

"Building greater authority into position."

"Central Office Authority."

"Clearer delineation of roles w/respect to regular ed. teachers."

"Having more authority in decision making."

"More Authority in District Wide decision-making."

"To be taken as equal to & important as the Principal."

The need for more authority permeated all aspects of the workplace from decision making, to working with teachers, to the need for cooperation from other administrative colleagues.

Another area that the subjects noted in redefining their position was the need to focus only on Special Education issues. Some typical comments were:

"Concentrate on Special Education issues."

"Freeing my time from unrelated areas, so more time is focused during work hours to get Special Education work done!"

"Limit the scope to Special Education."

"Redistribute some responsibilities to other personnel."

"Reduce broadness of responsibilities."

"Remove all other district responsibilities."

"Special Ed and other roles need to be separated."

"Special Education Administrator only."

"Special Education Responsibilities only."

"Split it into two separate full time positions"

These suggestions to concentrate on Special Education matters are related to the comments on spending more time with children, parents, and teachers. The Special Education Administrators suggest that by focusing on the Special Education population only, they will ultimately have more time to provide better services to the children, parents and staff. Some examples of these comments were:

"I would like more time to work with teachers and creative curriculum."

"More direct services to students."

"More time spent with students/teachers in the classroom."

"More time to spend in teacher training."

"More time to spend on instructional issues."

"More time to teach (interact with children)."

"More time to work in classroom w/teachers."

"More time to work with regular education teachers."

"The opportunity to consistently inform colleagues & parents so everyone is on the 'same page'."

"Time to do workshops for kids on writing/study skills/ goal setting."

"Time to develop/mentor creative programs."

Another suggestion to improve the position of Special Education Administrator was to improve the salary. The subjects (23%) indicated the position could benefit from a pay raise. The comments ranged from 11 subjects indicating a "higher salary," to one wanting "lots of greenbacks." The suggestions did explain why this need for increased salary was desired:

"A pay increase to reflect my knowledge, experience, and dedication!"

"Comparable salary to male counterpart."

"Recognition that this position is deserving of full-time administrative status & pay."

"Salary more in line w/other districts."

"Significant pay increase for amount of hours worked."

State and Federal assistance was suggest by 31% of the respondents. Their suggestions delineated three areas for such improvement to the position: less paperwork and monitoring, changes in laws and codes, and strengthening of the State and Federal leadership.

Reduction in paperwork and monitoring were noted as a suggestions to change the position of Special Education Administrator into a more attractive one. An example of some of the suggests in this regard were:

"Eliminate the excessive monitoring from State."

"Less emphasis on inane state reports, more on students."

"Less intrusiveness from State such as program review/ monitoring."

"Less paperwork from the State department regarding Special Education."

"Minimize/Restructure the state monitoring/self-assessment/ new process."

Clarity, consistency, loosening regulations, and training were terms used in relation to the State and Federal laws and code. The following suggestions focused on these mandates:

"A code that would remain the same long enough to address."

"Better training from state on code & code changes."

"Clarity in implementing law(s) local/federal."

"Less stress regarding NJ DOE code and constant changes."

"NJAC 6A:14 defining 'appropriate'."

"Laws that say what 'appropriate' is so we can say 'no' based on law."

"Revise & simplify NJAC 6A."

"Stability of rules/regulations & monitoring requirements."

Additional support from the State and Federal governments was reported by the subjects. The requests indicated that the support needed was improved leadership to the local school districts. Some of the comments for improvement were:

"Clear directions (not double talk) from state."

"Effective technical assistance by State."

"Knowledgeable competent State Director."

"More direct assistance /support from Co. & State instead of constant monitoring."

"More realistic demands – NJ State Department of Special Ed."

"Realistic Federal & State demands (rules & regs)."

"Regionalized planning & support from the State to meet the needs of severe/low-incidence disabilities."

"State & Federal expectations should be spelled out clearly. Samples of appropriate documentation (forms, etc) should also be provided to remove guess work."

"State Dept. input that is both definitive and accurate, not leaving districts to constantly "reinvent the wheel" or "run to catch up"."

"State department that is efficient."

"State puts less emphasis on paperwork & stops listening to a few unhappy parents."

"Support from the state dept. rather than hostility and threats."

A reduction in the workload was suggested by 16% of the subjects to help make the position more attractive. The workload comments were focused on reducing paperwork:

"Consolidation of forms/paperwork."

"Eliminate all sections of an IEP except required educational services."

"Less complicated applications/reports to complete."

"Lighter workload to encourage staff to stay in district."

"Realistic Workload."

Additionally, improving workspace and equipment were suggested by 2% of the respondents. The comments were:

"Additional class space to establish new programs."

"Adequate office (currently located in old book closet: no ventilation)."

"Computer for each CST member."

"Larger Office Space w/ conference area."

Turnover

The final area covered by the survey was on the Special Education Administrators' perceptions about turnover in the position as Special Education Administrator. A dichotomous-choice question asked the respondents to indicate whether they thought there was a high turnover rate among Special Education Administrators. If the respondents answered in the affirmative, they were asked to answer an open-ended question listing what they believed were the top three reasons for the high turnover rate among Special Education Administrators. As displayed in Table 25, 215 (81%) of the subjects believe there was a high turnover rate in their position as Special Education Administrator and 40 (15%) indicated that they did not think there was a high turnover. There was no response selected by 12 (4%) of the respondents. When examined by gender, 141 (85%) of the females thought there was a high turnover rate among Special Education Administrators and 18 (11%) selected the no response. Neither response, yes or no, was indicated by 6 (4%) of the females. The yes response was selected by 71 (74%) of the male participants and 21 (22%) of the males indicated they did not believe there was a high turnover rate in their position.

If the respondents selected the affirmative answer indicating that they thought there was a high turnover rate among Special Education Administrators, they were asked to list what they believed were the top 3 reasons for the high turnover rate. Of the 267 respondents, 40 indicated a negative response to the turnover question and 12 respondents did not indicate any response. Thus, 215 subjects (81%) listed the top three for the high turnover rate. The responses listed by the subjects are available in Appendix F. Since the researcher asked for the top 3 reasons, the responses were categorized by

Table 25

Response To The Survey Question: "Do you think there is a high turnover rate among Special Education Administrators ?"

	Yes		No	
	f	%	*f*	%
Special Education Administrators (*n* = 267)	215	81%	40	15%
Female Subjects (*n* = 165)	141	85%	18	11%
Male Subjects (*n* = 96)	71	74%	21	22%

how they were listed by the respondents as either response #1, response #2, or response # 3. Each response category was examined for trends and commonalities and the frequencies and percentages were reported.

As shown in Table 26, the most frequently reported response is shown for each category. Listed most frequently as the # 1 response was burnout/stress, reported by 58 (27%) of the respondents. Stated most frequently under the #2 reason for turnover was workload, indicated by 43(20%) of the participants. Noted most frequently as the #3 reason for high turnover was lack of support, listed by 40 (19%) of the subjects.

In addition to presenting the most frequently reported response for each category, an analysis of the all the responses for the #1 answers, the #2 answers, and the #3 answers has been provided in Table 27. When the responses to the turnover question were examined there was a trend for most of the answers to be related to one of the following areas: workload, burnout/stress, lack of support, federal and state involvement, litigation, parents, and salary. As noted previously, burnout/stress was the most frequently reported #1 response listed by 27% of the subjects. Other responses in the #1 reason for turnover category were workload (17%), litigation (15%), federal and state involvement (12%), lack of support (8%), salary (7%), and parents (5%).

As indicated earlier, workload was the most frequently reported #2 response listed by 20% of the respondents. Other responses listed as the #2 reason for turnover category were lack of support (14%), federal and state involvement (14%), parents (13%), litigation (13%), burnout/stress (8%), and salary (5%).

Table 26

The Top 3 Reasons For The High Turnover Rate Among Special Education Administrators As Perceived By Special Education Administrators

	Respondents ($n = 215$)	
	f	%
1. Burnout/Stress	58	27%
2. Workload	43	20%
3. Lack of Support	40	19%

Table 27

Analysis Of Top Three Responses For The High Turnover Rate Among Special Education Administrators

	f	%
Burnout/Stress	58	27%
Workload	36	17%
Litigation	32	15%
Federal & State Involvement	27	12%
Lack of Support	17	8%
Salary	16	7%
Parents	12	5%

	f	%
Workload	43	20%
Lack of Support	31	14%
Federal & State Involvement	30	14%
Parents	29	13%
Litigation	28	13%
Burnout/Stress	17	8%
Salary	11	5%

	f	%
Lack of Support	40	19%
Workload	30	14%
Federal & State Involvement	28	13%
Burnout/ Stress	19	9%
Parents	15	7%
Litigation	15	7%
Salary	10	5%

	f	%
Workload	109	51%
Burnout/Stress	94	44%
Lack of Support	88	41%
Federal & State Involvement	85	40%
Litigation	75	35%
Parents	56	26%
Salary	37	17%

The most frequently reported #3 reason for turnover was lack of support noted by 19% of the respondents. Additional responses listed as the #3 reason for turnover were workload (14%), federal and state involvement (13%), burnout/stress (9%), parents (7%), litigation (7%), and salary (5%).

All responses to the turnover question for all three reasons listed were tallied and indicated as total responses in Table 27. Across all three categories, workload was noted most frequently, 109 times, as a reason for turnover followed by burnout/stress, 94 accounts; lack of support ,88 mentions; federal and state involvement, 88 responses; litigation , 75 reports; parents, 56 reasons, and salary was listed 37 times.

The responses listed for reasons for turnover available in Appendix F, are really rich in detail and are a must read to really understand the reason why Special Education Administrators turnover in their position. A brief summary of some of the typical and some of the most interesting comments follows.

The reasons for turnover that pertained to workload focused on the extreme amounts of paperwork originating from the local districts, and the county, state, and federal governments. Another point of contention was the unrealistic workload, the long hours, and the sheer number of duties the Special Education Administrator is responsible for, many which are too numerous to ever get completed. Additionally, it was noted that many responsibilities given to the Special Education Administrator lay outside the area of special education. Some examples of reasons for turnover related to workload were:

"Varying responsibilities too much to juggle."

"Too much paperwork/bureaucracy and not enough time to spend on real education."

"Inability to complete work within time allotted."

"Tendency to accumulate 'Jobs' that no one else will take."

"Increase in paperwork which detracts from work with children."

"Additional responsibilities are making it harder to focus on SE issues."

"The position provides for little satisfaction in terms of achievements, there is constant frustration, money related problems that cannot be solved, long hours etc. and there is a tendency to always be dealing with the negative."

"The pressure and demands of the job that never seem to be satisfactorily met."

"Trying to serve 2 Masters; the students and the financial needs of the district."

"Overwhelming workload making it difficult to meet deadlines."

" Job requirements are too broad based- serving local, state & federal mandates."

The reasons for turnover related to burnout/stress discussed that one of the reasons that Special Education Administrators have burnout/stress is from the extreme pressures from all contingencies, from the Federal and State governments, the School Boards, other Administrators, to the parents. Additionally, it is difficult to please all of these various factions, thus there is a lot of negativity associated with the position, unhappy Board of Educations, unsupportive colleagues and angry parents. Some examples of reasons for turnover related to burnout/ stress were:

"Burnout – dealing with demands of law, parents, board etc."

"Burnout due to parent advocacy/court/mediation."

"Burnout" – no one is "happy" – Supt., parents, principals, etc."

"Burnout – Too much stress and negativism."

"Extremely stressful position causes burnout quickly."

"I am leaving myself!! Will be returning to a CST position because of demands on energy and time."

"Pressure from all levels – State Dept. of Education, parents, district administrators, threatened with court constantly, everyone has a lawyer."

"Stress (!) from impossible mandates."

"Stress of job – conflict of needs, board, students, parents."

"Frustration!"

Lack of support was another reason given for turnover by the Special Education Administrators. Reasons noted that there was a general lack of support for this position in many areas: lack of training for the position, lack support from the community, schools, and government offices. Generally, there was a tone of not being appreciated or understood. The following are some examples of reasons related to lack of support:

"Lack of appreciation of role by Bds, parents, & other adm."

"Lack of appropriate support structures for the most diff job in the district."

"Lack of guidance from State Department – Down."

"Lack of support & trust by parents & school administrators."

"Negative view of special education by Boards of Education."

"Impossible to please everyone/parents, teachers & setting aside enough collaboration time."

"Lack of BOE support – Blame for high cost of SE."

"Lack of concrete vision among districts regarding sp.ed. role & plans."

"Lack of support by State Department – Down in underscoring the dedicated professionals who went into Special Ed because they wanted to impact positively on Sp. Ed. Kids."

"Attitude of regular ed that special ed kids are not their problem."

"Attitudes or staff members who have little understanding of Special Education."

The position of Special Education Administrator involves much interaction with the Federal and State government. Reasons for turnover indicated by the participants included constant changes in regulations, laws and codes and the inordinate amount of paperwork that is generated by required documentation. Some examples of the reasons given for turnover that are related to Federal and State involvement were:

"Constant changing of State Code."

"Due Process – Monitoring by State & Feds."

"Inability to remain compliant w/ the present administrative code."

"Laws which are paperwork & time cumbersome to impossible."

"Negative State/Federal attitude."

"Special ed has changed a great deal w/ regard to paperwork and what must be provided – many administrators are more concerned with student outcome and have become frustrated that the state and federal government are more concerned w/ documentation."

"State & Fed. Laws impossible to follow."

"Too much useless paperwork to prove compliance w/ code, less time spent servicing children, more time spent demonstrating that the 'job is being done'."

"Burdensome rules & regulations at State & Federal level."

"Changing laws and court decisions."

"Constant changes in code (state & federal) requirements."

"Monitoring by state/local gov't."

"Too much paperwork from state – want districts to back track when they haven't made

provisions or given adequate time to complete paperwork or projects."

"State Dept. 'memos' that contradict each other – leads to confusion & distrust."

Another common reason given for the turnover of the position of Special

Education Administrator was the litigious nature of the job. Interaction with lawyers,

parents with lawyers, lawsuits, impending lawsuits and the tremendous legal

responsibility, not forgetting to add liability, all add to the turnover rate.

The following comments are some reasons given for turnover related to the legalities of

the position:

"Attorney involvement with parents."

"Huge legal responsibilities."

"Litigation."

"Many more threats & actual referrals to mediation & OAL."

"Time spent in legal conflict."

"Too many ridiculous court cases, asking for financial demands for tax payers to pay

for!"

"Court Cases and Personal responsibility."

"Courts determine cases in favor of parents – even if district proves case."

"If we wanted to be lawyers we would have gone to law school!"

"Legal involvement over 'minor' issues."

"Stress – Constant threat of litigation."

Parent involvement was a factor noted as an additional reason for the high turnover rate in the position of Special Education Administrator. It was indicated that many parents were angry, uncooperative, unrealistic and not supportive of the Child Study Team and the Special Education Administrator. Consequently an adversarial relationship was noted among parents and the Special Education Administrator becomes the target for the anger. The subjects also noted that parents now come to meetings with advocates and lawyers, creating an uncomfortable, non-trusting relationship from the beginning. Some noted that they spend a lot of time going to court and preparing for court cases, both consuming activities that distance them from children, teachers and parents. The following are some of the parent-related reasons for turnover:

"Aggressive parents who place all responsibility on Districts."

"Difficult parents and unreasonable demands."

"Parental/court related pressures."

"Parents with advocates have unreal expectations of what districts can "Financially" provide for students."

"Adversity w/ parents."

"Constant pressure from parents."

"Irate parental groups."

"Irate parents."

"Needy parents 12 months a year, 24 hours a day."

"Parental involvement that is unreasonable."

"Parents using & abusing OAL and judges being uneducated in regard to Special Education."

"Unreasonable parental demands."

"Unreasonable demands from parents/too much court involvement = get out feeling."

"Difficult parents wanting services above & beyond school day and all through the summer."

"Increasingly adversarial nature of interactions with parents of spec. ed. students."

"Parents with outrageous demands and districts that don't have the money to fund them. We are caught in the middle."

The participants also noted that the desire for a higher income was an additional reason for the turnover rate among the Special Education Administrators. Salaries are generally not renegotiable once a person is in the position. To achieve a substantial pay raise one has to go to a different district with a higher pay scale. Furthermore, the subjects noted that their pay was not commensurate with their long hours, heavy workload and tremendous responsibilities and liabilities. Some of the following reasons were given for turnover in regard to salary:

"Being a principal for the same money is easier."

"Big raises only if you change districts."

"Heavy work load --Not enough $."

"Relatively low pay."

"Too much responsibility for too little $."

"Competition with other districts -- better pay, benefits, perks."

"Inadequate salaries."

"Lack of money for responsibility."

"Salary limits."

"Need for more money."

"The pay is not commensurate w/amount of work/ responsibilities."

As noted previously, the average salary reported by the respondents was $88,000 and the most frequently reported salary range was in the $96,000 – $105,000 category yet salary increases were desired to help compensate for the heavy workload.

In summary, the participants indicated that they believed the reason for the high turnover in the position of the Special Education Administrator is based on multiple inter-related factors including burnout, workload, lack of support, Federal and State involvement, legal entanglements, parent pressure and salary inadequacies.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Summary

Purpose of the Study

The primary purpose of this study was to determine the level of job satisfaction for Special Education Administrators in New Jersey. A second dimension of the study was qualitative in nature examining the perceptions of Special Education Administrators on their position regarding salary, workload, impact upon special education, added duties, sources of dissatisfaction, improvement of the position, and turnover.

The subsidiary questions related to job satisfaction asked: (a) how is gender related to job satisfaction for this position; (b) what relationship exists between levels of education and job satisfaction for the Special Education Administrator; (c) does the present salary of the Special Education Administrator influence job satisfaction;(d) what relationship exists between the number of students receiving special education services in a school district and job satisfaction for the Special Education Administrator; (e) does the district factor grouping of a school effect the career satisfaction; (f) does the county in which the Special Education Administrator works related to job satisfaction;(g) does the number of certifications held by the Special Education Administrator effect job satisfaction; (h) Does more experience in the position create more satisfied Special Education Administrators; (i) does a relationship exist between Special Education Administrators' district title and job satisfaction; (j) how does the workload of the Special Education Administrator effect job satisfaction?

The subsidiary questions related to the work experience perceptions of the Special Education Administrator asked: (k) do Special Education Administrators perceive their salary to be appropriate; (l) do Special Education Administrators have additional job responsibilities beyond special education and do they perceive these duties to have impact upon special education services; (m) what are the additional responsibilities of Special Education Administrators; (n) do Special Educators have sources of dissatisfaction; (o) how do the Special Education Administrators suggest to improve their position; (p) do Special Education Administrators perceive that there is high turnover in this position of administrator of special education programs and why do they think this is occurring?

Design of the Study

The subjects selected were all administrators in New Jersey who direct or manage programs for students with educational disabilities and were members of the New Jersey Association of Pupil Service Administrators (NJAPSA). A sample of 267 Special Education Administrators, 42% of the New Jersey Association of Pupil Services Administrators (NJAPSA) , participated in this study.

Initial information regarding Special Education Administrators was provided by the New Jersey Association of Pupil Services Administrators (NJAPSA). The NJAPSA has a web page (http://www.njapsa.org) dedicated to Special Education Administrators. The NJAPSA home page states, " The NJAPSA is a primary support network for administrators serving students with special needs in New Jersey." The NJAPSA web page has a "Director's Directory" providing the names, titles, schools, addresses, phone

numbers, and fax numbers of its members. This information was freely accessible and part of the public domain.

A cover letter and a questionnaire entitled the Special Education Administrator's Work Experience Survey developed by the researcher, were mailed along with a postage-paid, return address envelope to all 643 Special Education Administrators that were listed on the NJAPSA website data base. From this mailing, 292 surveys were returned. Of these 292 returns, 267 were usable for this study, 42% of the New Jersey Association of Pupil Services Administrators (NJAPSA). Information regarding the respondents was verified through the survey.

Review of the Findings

The following is a description of the sample of 267 Special Education Administrators in this study. One hundred and sixty-five of the respondents identified themselves as female and 96 indicated male. The sample of Special Education Administrators was highly educated with 86% of them indicating that they had a Masters degree plus 30 credits or higher. Fifty-six percent had an MA +30, 5% an Ed.S, and 25% an Ed.D, Ph.D or Psy.D.

The average salary for the Special Education Administrator was $88,000 and the most frequently reported range of salary indicated by 22% of the Administrators was the $96,000 - $105,000 range. The average salary reported by male Special Education Administrators was $94,000. The average salary reported for female Special Educators was $85,000. The Special Education Administrators responded to a question on salary appropriateness and had the following results: 7% of the subjects strongly agreed that

their salary was appropriate; 33% agreed their salary was appropriate; 9% were unsure; 30% disagreed; and 20% strongly disagreed that their salary was appropriate.

Most frequently the Special Education Administrator worked in a district that was configured pre-K to 12 (46% of the sample) and had approximately 100-250 classified students in their district (31% of the sample). Participants responded from 20 of the 21 counties in New Jersey and 53% identified their District Factor grouping. The largest percentage of responses were from I districts with 22 responses making up 15% of the sample and the B DFG with 17 responses and representing 12% of the respondents.

It was found that 33% of the Special Education Administrators held a Chief School Administrator license, 64% have Principal certification, 93% a Supervisor certificate, and 62% held Teacher of the Handicapped certification. It was discovered that Special Education Administrators held multiple certifications, 19% of the subjects held only 1 of the four certificates, 27% maintained two certifications, 33% earned three of the four certifications, and 21% held all four certifications: Chief School Administrator, Principal, Supervisor, and Teacher of the Handicapped.

The Special Education Administrators had special education and regular education teaching experience. Sixty-four percent had an average of 8.6 years special education classroom experience. Fifty-five percent had an average of 6.1 years regular classroom experience. They also had an average of 11.7 years experience in School Administration, 28% as Department Chairperson, 74% as a Supervisor , 32% Principal experience, 9% Assistant Superintendent, and 5% noted Superintendent experience. Most of them noted (32%) that they had been a Special Education Administrator between 1-5 years and 48% had been in their present position between 1-5 years.

Tenure in their district had been indicated by 64% of the Special Education Administrators. The most popular district title was that of Director noted by 49% of the Special Education Administrators, followed by 20% indicating a Supervisor title, 14% a multi-role title, 11% a Child Study Team Title, and 5% a Superintendent title.

An overwhelming majority (91%) of the Special Education Administrators in this study indicated that they perceived their workload to be in the range of heavy to impossible to complete. Additionally, 84% of the Special Education Administrators affirmed that they had additional responsibilities that went beyond the realm of special education and 85% of that cohort consequently believed these additional duties had moderate to extreme impact upon special education services, with 54% indicating substantial to extreme impact upon special education services.

Of the Special Education Administrators in this study 84% indicated that they did have sources of dissatisfaction in their job. The recurring sources of dissatisfaction were: state and federal entanglements (37%), workload (36%), parent involvement (29%), legal issues (24%), time constraints (15%), budget (13%) insufficient secretarial staff (4%), and stress (2%).

The Special Education Administrators also suggested ways to improve the position. The Special Education Administrators in this study indicated that 48% of them needed additional staff or an administrative assistant, 34% noted that the role of the Special Education Administrator needed some modifications, 31% suggested State and Federal Assistance, 25% reported more assistance from colleagues, 23% listed higher salary, 16% indicated reducing the workload, 11% suggested increased funding, 4%

suggested a need to increase full time positions, and 2% noted a reduction or change in the litigation process.

The Special Education Administrators (81%) indicated that they did believe there was a high turnover rate in their position. Listed most frequently as the # 1 response was burnout/stress, reported by 58 (27%) of the respondents. Stated most frequently under the #2 reason for turnover was workload, indicated by 43(20%) of the participants. Noted most frequently as the #3 reason for high turnover was lack of support, listed by 40 (19%) of the subjects. When all responses were examined without regard to position, for example, #1 response, #2 response, or #3 response, across all categories, workload was noted most frequently, 109 times, as a reason for turnover followed by burnout/stress, 94 accounts; lack of support ,88 mentions; federal and state involvement, 88 responses; litigation , 75 reports; parents, 56 reasons and salary was listed 37 times.

The primary hypothesis of this study examined the level of job satisfaction for the Special Education Administrator and the effects upon satisfaction by the following variables: gender, level of education, salary, the number of students receiving services, the district factor grouping, and location of the district that the Special Education Administrator was employed, the number and type of certifications held by the administrator, years spent in the position, administrative title, and workload.

The Special Education Administrators participating in this study attested that overall they were satisfied in their present position. It was indicated by 52% of the subjects that they were satisfied and 13% indicated they were extremely satisfied, thus 65% of the responses were in the satisfied to extremely satisfied range. Responses in the

dissatisfied to very dissatisfied range accounted for only 16% of the responses and 15% of the respondents were unsure about their overall satisfaction.

The effects of gender upon the levels of job satisfaction for the Special Education Administrator were also examined. Hypothesis One was not supported in the analysis of the data pertaining to gender and job satisfaction. The job satisfaction of the Special Education Administrators had not been effected by gender. Both male and female respondents had similar responses to job satisfaction levels, 66% of the males and 65% of the females reported they were in the satisfied range, 16% of both male and females indicated they were in the dissatisfied range, and 14% of the male respondents and 16% of the female respondents were undecided about their job satisfaction level.

Hypothesis One was supported when the relationship between education level and job satisfaction was examined. There was a slight inverse trend in regard to level of education and level of satisfaction; as the level of education increased the satisfied levels of job satisfaction decreased. Respondents with a MS/MA, MA +30, and Ed.D/Ph.D had had job satisfaction levels indicating percentages in the satisfied to extremely satisfied categories as 73%, 67%, and 60% respectively. Similarly, levels ranging from dissatisfied to very dissatisfied were 15%, 14%, and 19%. A larger number of Special Education Administrators with a Masters degree only indicated they were satisfied, 13% more than the Special Education Administrators with a doctorate. The participants with the terminal doctorate degrees had the highest levels of dissatisfaction.

The data on salary as compared to job satisfaction levels did support Hypothesis One. There seemed to be a slight effect of salary upon job satisfaction levels for subjects in the unsure category of job satisfaction. Of the respondents that indicated uncertainty,

54% disclosed they earned less than the average salary for Special Education

Administrators below $85,000 and only 44% above $86,000. In comparison to the

respondents that indicated they were extremely satisfied to satisfied, 64% and 58%

respectively, had an income at or above the average salary with salaries ranging from

$86,000 to above $115,000. This was not a surprising outcome. Special Education

Administrators that had an average to above average income might be extremely satisfied

with their position. However, upon inspection of the data the respondents that selected

the very dissatisfied to dissatisfied category, also had incomes at or above the average

salary with 67% and 61% respectively having incomes ranging from $86,000 to above

$115,000. There seems to be little or no effect of salary upon the satisfied and

dissatisfied levels of job satisfaction. It was only in the unsure category that there seemed

to be an effect. Levels of job satisfaction uncertainty seemed to have a relationship with

lower than average salaries.

Hypothesis One was not supported by the data in regard to number of classified

students in a Special Education Administrator's district. There was no relationship

between job satisfaction levels and number of classified students reported. The responses

were similar across satisfaction levels for each category of number of classified students.

There were no trends revealed.

The District Factor Grouping did unmask some trends that supported Hypothesis

One. School systems with an E/F, F, or H district factor grouping had Special Education

Administrators with higher levels of job satisfaction and Special Education

Administrators in the highest ranked DFG J had higher levels of uncertainty.

Upon inspection of the data, there were some trends exposed in regard to the county in which the Special Education Administrator is employed and levels of job satisfaction. Hudson, Burlington, Ocean, and Gloucester counties had the highest levels of job satisfaction noted and Passaic, Union, Camden, and Warren had the highest percentages of job dissatisfaction selected by the subjects.

The quantity of certifications held by the Special Education Administrator did effect levels of job satisfaction and support Hypothesis One. The possession of one or more of the four certifications; Chief School Administrator, Principal, Supervisor, and Teacher of the Handicapped, had a relationship with level of job satisfaction. The data revealed that as the number of certifications increased so did the reported level of job dissatisfaction for Special Education Administrators. Apparently, as the number of certifications increased, the level of job satisfaction decreased.

In support of Hypothesis One, years in the present position time on the job did effect job satisfaction levels. It was revealed as years in the present position increased for male respondents the dissatisfied and very dissatisfied levels of job satisfaction also increased. In the 1-5 years category the male respondents marked 12% of their responses in the dissatisfied range, 6-10 years 14%, 11-15 years 23%, 16-20 years, 30%, and 21-25 years 22%. Conversely, as years in the present position increased for female respondents, the very dissatisfied levels of job satisfaction decreased and females with 16-20 years in their present position were most satisfied with 72% of the responses in the satisfied range and no responses in the dissatisfied range.

In reviewing the data in light of Hypothesis One, there was a relationship between job title and job satisfaction. Special Education Administrators with the title

Superintendent had the lowest percentage of responses in the satisfied range, only 46%, and had the highest reported levels of dissatisfaction (39%) and conversely extreme satisfaction (31%). The Multi-Role title had a 78% in the satisfied range, the highest percentage of satisfaction reported and exceeded the Superintendents in reports of job satisfaction by 32%. Special Education Administrators with the Multi-Role titles were more likely to be satisfied with their position and Superintendent entitled Special Education Administrators have less reports of satisfaction and were more likely to be either dissatisfied in their position or extremely satisfied.

Workload had an effect upon the levels of job satisfaction reported by the Special Education Administrators. The data suggested that as the workload increased the dissatisfaction levels increased also and satisfaction levels decreased. Of the respondents that selected the adequate workload category, 5% of them selected responses in the dissatisfied areas, the heavy workload category subjects indicated 10% in the dissatisfied range and 28% of the impossible workload category participants selected job satisfaction levels in the dissatisfied range. Of the respondents that selected the adequate category, 80% of them selected responses in the satisfied areas, the heavy category subjects indicated 77% in the satisfied range and only 45% of the impossible category participants noted the satisfied range.

The second hypothesis of this research stated that the Special Education Administrators workload and sources of dissatisfaction contributed to the high turnover rate of Special Education Administrators.

As noted earlier in the description of the sample group, an overwhelming majority (91%) of the Special Education Administrators in this study indicated that they perceived

their workload to be in the range of heavy to impossible to complete. Of the Special

Education Administrators in this study, 84% indicated that they did have sources of

dissatisfaction in their job. The Special Education Administrators attested that workload

was one of the top sources of dissatisfaction in their position. They noted the following

sources of dissatisfaction: state and federal entanglements (37%), workload (36%), parent

involvement (29%), lack of support (26%), legal issues (24%), time constraints (15%),

budget (13%), insufficient secretarial staff (4%), salary (3%), and stress (2%). The

Special Education Administrators verified Hypothesis Two, by disclosing that workload

and federal and state involvement, lack of support, litigation, parents, and salary, all

previously noted as sources of dissatisfaction, were the conditions behind the turnover.

Workload was noted most frequently as a reason for turnover followed by burnout/stress,

lack of support, federal and state involvement, litigation , parents, and salary. The Special

Education Administrators in this study perceived their workload and other sources of

dissatisfaction to contribute to the high turnover rate among Special Education

Administrator positions.

Conclusion

Interpretation of Findings

The Special Education Administrators in this study indicated that overall they

were satisfied in their present position. It was reported by 65% of the subjects that they

were in the satisfied to extremely satisfied range. It was also reported by 81% of the

participants that they believed there was a high turnover rate in their position. The 35% of

responses in the unsure and dissatisfied job satisfaction ranges could account for the

turnover in this position. The phenomenon of a high overall satisfaction rate with high

turnover can be explained by some of the studies on job satisfaction that attested it is

possible for a worker to be dissatisfied with specific facets of work, such as co-workers, pay, supervision, types of work or working conditions, yet still indicate an overall sense of job satisfaction (Dawis,1984; Taber & Alliger, 1995). There has been much documented in the literature of the demanding work conditions of Principals and Superintendents and these two groups also report high levels of job satisfaction with high turnover rates (Cooper, Fusarelli, & Carella, 2000; Glass, Bjork, & Brunner 2000; Malone, Sharp, & Thompson, 2000; Malone, Sharp, & Walter, 2001). This could be the case for the Special Education Administrators in this study, they have an overall sense of job satisfaction yet have particular sources or facets of dissatisfaction that contribute to turnover.

An additional reason that the overall satisfaction response was so high (65%) could be the way in which job satisfaction was reported. Hopkins (1983) disclosed that critics of overall measures of job satisfaction claim that they overestimate satisfied responses. A study by Oshagbemi (1999) assessed measures of overall job satisfaction examining single versus multiple-item measures and discovered that single-item measures overestimated the percentage of satisfied responses and "grossly" underestimated the percentage of dissatisfied workers. Oshagbemi (1999) concluded that the results from single-item measures "tend to paint a rosier picture" (p.403) of job satisfaction than the impression conveyed from the multiple-item measures. Furthermore, there is documentation that global-level assessment may tap a somewhat different psychological process than does facet-level assessment (Taber & Alliger, 1995). It is possible then that the overall satisfied job satisfaction response for the Special

Education Administrators in this study has been overestimated and the dissatisfied responses could be underestimated.

The effects of the variables of gender, level of education, salary, the number of classified students in the district, the District Factor Grouping (DFG), and location of the district employed, years spent in the position, the number and type of certifications held, the title given to position, and workload upon job satisfaction were also examined.

Gender had no effect upon job satisfaction of the Special Education Administrators. Historically, gender has had mixed effects upon job satisfaction levels. There has been no definitive conclusions regarding the relationship of job satisfaction and gender and the research has been inconclusive (Lee 1982; Sell, Brief & Aldag, 1979; Voydanoff, 1980). Likewise, it is not surprising that this study found no gender differences in job satisfaction.

Additionally, the number of classified students that the Special Education Administrator had in their school district did not effect job satisfaction levels. One might surmise as the classified student population increased job dissatisfaction levels would also increase. This was not the case, similar job satisfaction levels were found despite classified student population size. It could be that Administrators with larger populations may have more assistance to share some of the tasks of the job. Special Education Administrators with larger populations may have a position that is more focused on the special education population only. Special Education Administrators from smaller districts may have more responsibilities outside of the special education arena and this could account for the similar reports of satisfaction and dissatisfaction for Special Education Administrators across special education populations.

There was a slight inverse trend in regard to level of education and level of satisfaction, as the level of education increased the satisfied levels of job satisfaction decreased. The same pattern was revealed upon examination of the number of certifications possessed by Special Education Administrators, as the number of certifications increased levels of job satisfaction decreased. This is not an atypical finding, even though the literature on the relationship between job satisfaction and education has produced inconsistent results, several researchers have unmasked negative relationships between education and job satisfaction (Burris 1983; Glenn & Weaver, 1982; Hodson, 1985; Lincoln & Kalleberg, 1990). It is possible that these Special Education Administrators view themselves as over qualified and had negative feelings about their present position. Johnson and Johnson (2000) disclosed in their study on perceived overqualification and job satisfaction that perceptions of overqualification by subjects had a negative effect on job satisfaction.

There seems to be little or no effect of salary upon the satisfied and dissatisfied levels of job satisfaction. It could be expected that subjects that make higher income levels might be satisfied with their position but it was found that even similar percentages of subjects in the same upper income brackets were dissatisfied with their position. Perhaps along with the bigger salaries also comes bigger responsibilities, substantially more stress, continual accountability and longer hours. It must be noted however, that larger salaries do not immediately imply larger number of students. There were no trends to report pertaining to the relationship of income to either satisfied or dissatisfied with the position. It was only in the unsure category that there seemed to be an effect. Levels of job satisfaction uncertainty seemed to have a relationship with lower than average

salaries. Conceivably, the Special Education Administrators who are unsure and making less than the average salary for that position may feel uncertain about their job satisfaction due to the lack of salary. They are enduring the unrelenting demands of the position without the higher income. Further research on subjects that indicated they are unsure about their overall satisfaction is needed.

Comparison of the District Factor Grouping and Job Satisfaction levels did expose some trends that supported Hypothesis One. The Special Education Administrators from E/F, F, & H district factor groupings had Special Education Administrators with higher levels of job satisfaction. These are all districts that are in the upper SES range. There are a multitude of variables that could account for the higher satisfaction levels: more flexibility in the funds; less funding from government institutions and thus less paperwork; or perhaps these schools have a better physical plant. Administrators in the highest ranked district factor grouping J had the highest levels of uncertainty. It is possible that J districts that have the highest SES, have more parental involvement and pressures and consequently more legal entanglements. The effect of District Factor Grouping upon job satisfaction warrants additional study.

Similar to the District Factor Grouping, the county in which the Special Education Administrator was employed did have some effect upon job satisfaction. Some of the counties reported higher percentages of job satisfaction than others. The different variations among the counties in which the Special Educators were employed could be caused by variables such as resources available, differences in school district needs, various population sizes, kinds of pupils served, organizational structures, and philosophies of a school system. Further research is recommended to discover why some

counties have higher levels of satisfaction and others have greater amounts of dissatisfaction.

In support of Hypothesis One, years in the present position or time on the job did effect satisfaction levels. As years in the present position increased for male respondents, the dissatisfied and very dissatisfied levels of job satisfaction also increased. Conversely, as years in the present position increased for female respondents, the very dissatisfied levels of job satisfaction decreased and females with 16-20 years in their present position were most satisfied.

For the respondents more time on the job, would mean an increase in the age of the subject. In the literature on job satisfaction there is a well-established positive relationship between age and job satisfaction (Cohn, 1979; Glenn, Taylor & Weaver, 1977; Lincoln & Kalleberg, 1990; Muchinsky, 1978; Near, Rice & Hunt, 1980). The research attests that older workers are more satisfied with their job than younger workers. This relationship of increasing job satisfaction with age would account for the higher levels of job satisfaction for the female respondents, particularly for females with 16-20 years on the job. However, the male respondents reported higher levels of dissatisfaction with their position as time in the position increased. Perhaps their slightly higher levels of education and credentials had a mitigating effect on job satisfaction. As noted earlier, the increase in education levels could have a negative effect on job satisfaction.

Another intervening variable for the males could be that of stress. The work of Donna McClure Begley (1982), entitled, *Burnout Among Special Education Administrators*, indicated that more time in the administrative position created higher levels of emotional exhaustion and depersonalization. Thirty-five percent of the Special

Education Administrators in this study perceived stress to be one of the top reasons for turnover in their position. Conceivably, the male subjects could be under greater levels of stress than the females perhaps because the male subjects have spent more years in the position, 12% have spent 16-30 years in the position, as compared to 7% of the females that have spent 16-30 years on the job. However, this data is not revealed in this study. Future research on the Special Education Administrator should consider examination of the relationship between stress, gender and stress reducing/coping techniques.

A relationship between job title and job satisfaction was indicated in this study. Special Education Administrators with the Multi-Role titles were more likely to be satisfied with their position. It is conceivable that a person with Multi-role titles may concentrate their efforts on the particular role they enjoy best. It might also be interpreted that multi-titled Administrators are doing multiple tasks because they are working in districts with smaller numbers of students. Smaller populations might produce less stress and higher levels of satisfaction perhaps allowing more time to spend working with children. In this study, the size of the classified student population did not have an effect on job satisfaction levels. However, the intervening variable of stress was not examined and would warrant further exploration. This was not the case for Superintendents from smaller districts, which will be examined next.

Special Education Administrators who had the title of Superintendent had less reports of satisfaction and were more likely to be either dissatisfied in their position or extremely satisfied. The Superintendents that participated in this study were either Superintendents of very small school districts that also were responsible for Special Education needs or Superintendents of extremely large schools and were titled

"Superintendents of Special Education.". The response to job satisfaction for both type of Superintendents was either dissatisfied or extremely satisfied, opposite ends of the job satisfaction spectrum. Perhaps, some of the Superintendents from the smaller districts who indicated they were dissatisfied, may feel entirely overwhelmed with too many responsibilities, while other Superintendents from the smaller districts who indicated they were extremely satisfied might enjoy the autonomy and power of the position. Some of the Superintendents of Special Education from large districts may be thrilled with the narrow focus of their job, yet others in similar positions might be frustrated by the large number of classified students for whom they are responsible. A study on the differences between these two type of Superintendents might explain the responses on the extreme ends of the job satisfaction question and further clarify how the position of Special Education Administrator could be improved.

Workload had an effect upon the levels of job satisfaction reported by the Special Education Administrators. The data suggested that as the workload increased the dissatisfaction levels increased. A possible cause behind the dissatisfaction with their heavy workload is that the Special Education Administrators may become frustrated. Begley (1982) noted that the ambiguous role of the Special Education Administrator is a "poorly defined area of administration"(p.10) which causes frustration for the Special Education Administrator and all others involved with the Special Education Administrator. It has been indicated in this study that many of the Special Education Administrators are frustrated with their broad workload because they know that it impacts negatively upon delivery of services to children.

One of the most salient findings of this study focused on the impact of the

Special Education Administrator's workload upon special education services delivered to

the children. As noted previously, an overwhelming majority (91%) of the Special

Education Administrators in this study indicated that they perceived their workload to be

in the range of heavy to impossible to complete, and 84% affirmed that they had

additional responsibilities beyond the realm of special education. By reviewing

Appendix C, the additional responsibilities indicated by the Special Education

Administrators and Appendix D, the sources of dissatisfaction, a clearer picture of the

Special Education Administrator's workload emerges. The sheer number, variety, and

range of tasks reported dramatically depicts the heavy workload experienced by the

Special Education Administrators.

The heavy workload experienced by the Special Education Administrator was

perceived to have a direct impact upon services to children with special needs. Of the

84% of the Special Education Administrators that indicated that they had additional

responsibilities, 85% of them reported there was moderate to extreme impact upon

special education services, with 54% of the responses in the substantial to extreme impact

range. Overwhelming amounts of paperwork, increased litigation, the demands of

multiple contingencies of contentious parents, teachers, administrators, demanding

boards of educations, and State and Federal requirements, cause distraction and interfere

with the Special Education Administrators ability to serve the Special Education

population. This perception by the Special Education Administrators that their additional

responsibilities outside of special education have substantial to extreme impact upon

special education services is a significant finding. In New Jersey, 15.3 percent of the 1.3

million public school students need special services and the quality of their services are negatively impacted by the additional duties of the Special Education Administrator.

This significant finding is echoed throughout the responses given by the subjects suggesting that they want to spend more time with children, teachers, and on the special education population and their needs. The broad range of roles and the incompatibility of desires versus reality of the position may create ambiguity and conflict for the Special Education Administrators. Thompson et al. (1997) after an extensive synthesis of the empirical findings on educational job satisfaction found that role ambiguity and role conflict contributed more to satisfaction or dissatisfaction for teachers and administrators than any other factor. Role ambiguity and role conflict in the position of Special Education Administrator could be the cause of dissatisfaction that produces turnover. Perhaps the Special Education Administrators are searching for districts that have more well-defined roles, ideally ones that focus solely on special education.

It must be noted that the Special Educators in this study suggested ways to improve the position and 34% noted that the role of the Special Education Administrator needed some modifications, particularly limiting the scope to special education. The subjects also suggested that 48% of them needed additional staff or an administrative assistant, 31% suggested State and Federal Assistance, 25% reported more assistance from colleagues, 23% listed higher salary, 16% indicated reducing the workload, 11% suggested increased funding, 4% suggested a need to increase full time positions, and 2% noted a reduction or change in the litigation process. Research on another educational administrative position, the principal, disclosed similar recommendations for improvement of that administrative position. Strategies for improving the position of

principal included job description revision, redefinition of duty, increased district support, the power to make change, and better pay (Erlandson, 2000; Hinton & Kastner, 2000; Joeger, 2000; Perlstein, 1990). The position of Special Education Administrator is just as important a position within the school system as the Principal and deserves equally as much consideration for improvement. Ultimately, schools that retain satisfied Special Education Administrators will have more consistently delivered educational services to their special needs students.

<div align="center">Limitations of the Study</div>

The factors which might prove limiting to the findings of the present study will be presented here. Possible limitations include sample selection and size, and the assessment of job satisfaction.

This study was limited to the 267 Special Education Administrators who were members of the New Jersey Association of Pupil Services Administrators (NJAPSA) as of April 2001. By law, the Special Education Administrators hold New Jersey certification as a Supervisor, Principal or Chief School Administrator. New Jersey Special Education Administrators who were not members of the NJAPSA were excluded in the results of this study. Another limitation was that the researcher was not aware of the responses and characteristics of those who chose not to respond to the survey.

In this research a cover letter and a questionnaire were mailed along with a postage-paid, return address envelope to all 643 Special Education Administrators that were listed on the NJAPSA website data base. From this mailing 267 surveys were usable representing a 42% return rate. This could effect the validity of generalizing from the researcher's set of responses to an entire population.

An additional limitation to this study could be that job satisfaction levels were reported by a researcher created survey with a single overall measure of job satisfaction. Several researchers purport that overall measures of job satisfaction overestimate satisfied responses and underestimate dissatisfied responses (Hopkins, 1983; Oshagberni, 1999; Taber & Alliger, 1995). It is possible then that the overall satisfied job satisfaction response for the Special Education Administrators in this study has been overestimated and the dissatisfied responses could be underestimated.

<div align="center">Recommendations for Future Research</div>

The role of the Special Education Administrator is of utmost importance in regard to delivery of services to children with special needs. It is imperative that school systems redefine the position of the Special Education Administrator and try to retain these individuals to provide stability and quality services to children. It has been indicated by the Special Education Administrators in this study that streamlining the job description to encompass only tasks related to classified children would benefit the services the classified children ultimately receive.

The first suggestion for future research is continued investigation of the lack of support the Special Education Administrators have reported and substantiate if this lack of support is a factor in turnover. Yoon and Thye (2000) indicated that there is a positive relationship between lack of support from colleagues and supervisors and job turnover. School systems could use this information to build better support systems to help retain the Special Education Administrators. More support might be accomplished through realignment of the organizational structure of some school systems. Conceivably this could be done by giving the Special Education Administrator greater or the same

authority as a principal, required input in decision making that effects children with special needs and a position answerable only to the Superintendent. Perhaps increased professional development opportunities, professional time for networking or mentoring situations could also be developed or increased.

Secondly, further examination of the job satisfaction levels of the Special Education Administrators is recommended. If single overall measures of job satisfaction do overestimate satisfied responses, then perhaps a multiple-item measure would clarify their job satisfaction levels.

Furthermore, if the future results determine, like this study did, that Special Education Administrators are satisfied with their position, then future research should be done to determine why they are so satisfied in this very complex role. An examination of the variables that provide job satisfaction for the Special Education Administrators would assist school systems in enhancing the environment and creating successful models of Special Education services.

Additionally, factors of stress and burnout for the Special Education Administrator have been delineated in the educational research and in this study. Future researchers should investigate the role of the "staying" Special Education Administrators to determine the positive ways in which they deal with stress and why they maintain their job satisfaction

This research on Special Education Administrators' job satisfaction, workload, and turnover has significant implications for Educational leadership, management and policy. Educators must be leaders in the reform of the position of the Special Education Administrator so that better services can be delivered to special need students. Educators

can lobby the NJ State Department of Education to create specialized training and certification for the Special Education Administrator position, define the job description to include workload related to servicing children with special needs only, and mandate that districts comply. Universities can also be leaders in providing professional development relationships with Special Education Administrators to provide networking opportunities for peer support, collaboration and empowerment.

Additionally this research can assist Leaders in schools to be aware of the variables that create more satisfied employees. Good managers provide opportunities for growth and change for all employees. In regard to Educational policy, this research suggests that school policies on the delivery of Special Education Services need to be examined and modified.

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Appendix A

Letter To Special Education Administrators

154 Coeyman Avenue
Nutley, NJ 07110
June, 2001

Dear Special Education Administrator,

I am currently completing requirements for a doctoral degree in educational administration and supervision at *Seton Hall University*, South Orange, New Jersey. My research project is concerned with the **Special Education Administrator's perception of job satisfaction, workload, and turnover** in the position of Special Education Administrator.

The method used for gathering information is by inviting administrators who direct or manage educational programs for students with educational disabilities to complete a survey instrument. **The Special Education Administrator's Work Experience Survey** was designed by me to gain descriptive information of respondents, as well as their perceptions as described above. Additionally, If you are willing to participate in a brief follow-up interview, please indicate that on the Follow-up Interview form attached to the enclosed survey. I will be randomly calling several Special Education Administrators who have agreed to a follow-up interview, to schedule the date, time, and location. These interviews will assist in clarifying the findings of the survey. If you participate in an interview a consent form will be sent to you describing the procedure and your rights.

Completion of the survey should take less than fifteen minutes. Names of the research participants and affiliated school systems will not be identified in any part of this study. Data collected is solely for the purpose of research and will be destroyed when no longer needed. Your participation is completely voluntary, and you may discontinue participation at any time without consequence. Your completion and return of the questionnaire will serve to indicate your understanding of the project and your willingness to participate in the study. Please understand that completion of the survey does not require you to participate in a follow-up interview. I will send you a letter outlining the results of this survey upon completion of the research. I welcome any comments or questions you may have, and can be reached at (973) 667-4181.

Sincerely,

Mary Lynn De Pierro

Appendix B
Researcher Authored Survey
The Special Education Administrator's Work Experience Survey

The Special Education Administrator's Work Experience Survey

*Current Position Title*_____

Gender　　　　　_____Male　　　　　　　　_____Female

Highest Degree: ___BS/BA ___MS/MA ___MA+30 ___ED.S ___ED.D ___PH.D

Number of years in present position _____　　　Number of years in present district_____

Circle the DFG (district factor grouping) of your district: **A B C D E F G H I J**

District Type: ___K-6 ___K-8 ___K-12 ___7-12 ___9-12　County which you are employed

_____

Approximate # of classified students (excluding speech): ___0-100 ___100-250 ___250-500 ___500-750

___750-1000

Number of years as an Administrator of Special Education Programs _____

Do you have tenure in your district?　　_____YES　　　　_____NO

Please check your current salary:

___**Below $55,000**　　　　　　　　　　___$86,000 - $95,000

___$55,000 – $65,000　　　　　　　　___$96,000 - $105,000

___$66,000 – $75,000　　　　　　　　___$106,000 -$115,00

___$76,000 - $85,000　　　　　　　　___Above $115,000

My salary is appropriate for the responsibilities I am given:

___Strongly agree　　___agree　　___unsure　　___disagree　　___strongly disagree

Please check **all** certifications held:

___**Chief School Administrator**

___**Principal**

___**Supervisor**

___**Teacher of the Handicapped**

Teacher of _____

Other _____

Do you have teaching experience in the *special education* classroom? ___Yes ___No

#of years_____

Do you have teaching experience in the *regular education* classroom? ___Yes ___No #

of years _____

How much experience do you have as a school administrator? # of years _____

Please check all positions you have held:

___Dept. Chair ___Supervisor ___Principal ___Assistant Superintendent

___Superintendent

The **workload** in my present position is:

___extremely light ___light ___adequate ___heavy ___impossible to

complete

Does your present position encompass *more responsibilities* than just special education

administrator ? ___Yes ___No

If yes, how do these added responsibilities *impact upon special education services* :

___extreme impact ___substantial impact ___Moderate impact ___little impact ___No impact

Please list the **additional titles/roles/ responsibilities** that your present position requires beyond special

education :

_____

_____

_____

_____

Overall, how *satisfied* are you in your present position:

___extremely satisfied ___satisfied ___unsure ___dissatisfied ___very dissatisfied

Are there any aspects of your job that give you some level of *dissatisfaction?* ___Yes ___No

If yes, Please list the *sources of dissatisfaction* that detract from your position as special education administrator.

1._____

2._____

3._____

Please list *suggestions* that would make your *present position more attractive*:

1._____

2._____

3._____

Do you think there is a *high turnover rate* among special education administrators?

___No ___Yes If YES, Please list what you believe are the *top 3 reasons* for

the *high turnover rate* among Special Education Administrators.

1._____

2._____

3._____

Additional Comments:

Appendix C
Additional Titles/Roles/Responsibilities

Response	f	%
Admissions/Enrollment /Registration	4	2%
Affirmative Action Officer	12	5%
Alternative Evening School	3	1%
Alternative High School	2	1%
ASSA Preparation	4	2%
Assistant Principal	6	3%
Assistant Superintendent	2	1%
Assistant to Principal	2	1%
Assistant to Superintendent	3	1%
Attendance at Board Meetings	2	1%
Attendance Officer	4	2%
Basic Skills	22	10%
Budget Preparation	4	2%
Building & Grounds Maintenance Supervision	1	<1%
Building Maintenance and Repair Issues	4	2%
Bus Duty	1	<1%
CAP coordinator	1	<1%
Case Manager	8	4%
Central Office Administrator	1	<1%
Chair Teacher study group on Differentation of Instruction	1	<1%
Chairperson of IR&S	2	1%
Chairperson of PEPAP	3	1%
Character Education Coordinator	6	3%
Child Study Team Member	3	1%
Computer Specialist for I.E.P. program	1	<1%
Consolidated Application	1	<1%
Consultant to Superintendent	2	1%
Contracted Services	1	<1%
Counseling (Individual & Groups)	8	4%
Counselor for Special Education Students	1	<1%
Court for due process hearings	1	<1%
Crisis Intervention Counselor	2	1%
Crisis Management Procedures and Teams	7	3%
Curriculum Development	13	6%
Curriculum Director/Supervisor	7	3%
Data Processing	1	<1%
Dean of Students	1	<1%
Department Supervisor	2	1%
Development of Corporate Partnerships	1	<1%
Director of Facilities	1	<1%
Director of Foreign/ World Languages (k-12)	2	1%
Discipline	8	4%

Additional Titles, Roles And Responsibiliti es Of The Special Education Administrator.

Responses	f	%
504 Coordinator/Representative	63	29%
District Budget	1	<1%
District Investigation	1	<1%
District Parenting Education Courses	1	<1%
District Reports	1	<1%
District Test Coordinator	6	3%
District wide Intervention	1	<1%
Drug Task Force	1	<1%
DYFS Liaison	5	2%
Early Childhood	1	<1%
Educational Technology Supervision	1	<1%
Elementary Counseling	3	1%
ESL /Bilingual	28	13%
Evaluation of Principals	2	1%
Federal & State Programs	3	1%
Fiscal Responsibilities	1	<1%
Grant Administrator	2	1%
Grant Writer	10	5%
Grants – Federal & State	6	3%
Guidance Director	1	<1%
Hall Duty	1	<1%
Health & Social Services Coordinator	1	<1%
Health Services	7	3%
Hiring of Special Education staff	2	1%
Home Instruction	20	9%
Home School Advocate Services	1	<1%
Homeless Liaison	20	9%
IASA Report	4	2%
IDEA	4	2%
Instruction	1	<1%
Instruction & Compliance Programs & Services	2	1%
Intervention 7 Referral Services for Gen. Ed.	3	1%
Kindergarten Screening /Registration	3	1%
Latch Key/After School programs	3	1%
LDTC	15	7%
Liaison to law enforcement	1	<1%
Lunch Programs	1	<1%
Magnet Schools	1	<1%
Medicaid paperwork	7	3%
Medical Services	5	2%

Additional Titles, Roles And Responsibilities Of The Special Education Administrator.

Response	f	%
Monitoring	1	<1%
New Jersey Self-Assessment Coordinator	3	1%
New program development	1	<1%
Newsletter	1	<1%
Non-public 192-193	7	3%
Occupational therapy/physical therapy Supervisor	5	2%
Ordering instructional supplies	1	<1%
Payroll	1	<1%
Planning programs for PTO	2	1%
Policy writing	1	<1%
Preparation of ADR	1	<1%
Principal	10	5%
Professional development committee member	5	2%
Public relations/recruitment	4	2%
Pupil assistance committee Chairperson	7	3%
Pupil Personnel Services	1	<1%
Purchase orders	2	1%
Record keeping	1	<1%
Remedial programs	1	<1%
Represent district at all mediation/due process & litigation	1	<1%
Representative on Municipal Alliance Committee	1	<1%
Residency issues	2	1%
Resource for legal issues	1	<1%
Review of contracts	1	<1%
SAC	1	<1%
Scheduling	6	3%
School Calendar	1	<1%
School Psychologist	9	4%
School Social Worker	6	3%
Secretarial duties	1	<1%
Security	1	<1%
SEMI coordinator	3	1%
Speech Language Services	4	2%
Staff/ Professional development	7	3%
Substance Abuse/Awareness programs	7	3%
Substitute Guidance Counselor	1	<1%
Substitute Principal	4	2%
Substitute Superintendent	2	1%

Additional Titles, Roles And Responsibilities Of The Special Education Administrator.

Response	f	%
Suicide prevention/intervention	1	<1%
Summer programs	3	1%
Superintendent	3	1%
Supervision of Alternative Education programs	1	<1%
Supervision of Basic Skills Instruction	5	2%
Supervision of Gifted & Talented program	17	8%
Supervision of Guidance	32	15%
Supervision of non-tenured teachers	2	1%
Supervision of Nurses	33	15%
Supervision of Regular Education Teachers	8	4%
Supervisor of all counseling programs	2	1%
Supervisor of childcare program	1	<1%
Supervisor of CST	7	3%
Supervisor of Instruction	2	1%
Supervisor of Resource Center teachers	1	<1%
Supervisor of SAC	10	5%
Supervisor of School Social Workers	2	1%
Support services	4	2%
Teach classes	4	2%
Teen Pregnancy program	1	<1%
Testing/Assessment program	7	3%
Title I coordinator	2	1%
Translator for Spanish speaking parents	1	<1%
Transportation Supervisor	8	4%
United Way chairperson	1	<1%
Votech	1	<1%
Youth Concerns Forum	1	<1%

Additional Titles, Roles And Responsibilities Of The Special Education Administrator.

Appendix D
Sources of Dissatisfaction

Sources Of Dissatisfaction That Detracted From The Position as Special Education Administrator. (Exactly as written)

Administrative requirements from the state level cause undue pressure at the local level
Administrative Roadblocks
Administrators having a 12 month contract when I have an 11 month contract
Administrators in reg. Education have more resources than special education, some special ed students are instructed in mobile units
Advocacy groups – special interest groups
Advocates on the CST
Aides (Classroom/Personal) are part time. I interview throughout the year, very time consuming./High turnover in Aides
A.L.J.'s
Angry staff & principals
Any child/student who acts out is considered special education
Assignment of teachers by Central Office without input
Auditing requirements for spec. ed – very time consuming

Being the only regular (daily) Spec. Ed CST member available
Board interference
Board of Education involvement

Budget

Antagonistic attitudes created by State by insufficient funding for Special Education
Budget preparation
Budget restraints
Budgetary issues
Budgeting
A district with minimum state aid has to forfeit regular education programs to allocate additional funds for special education due to the mandates of the special education law
Cost of Special Education
Constant blame on special ed for bugetary problems of district
Dealing with the knowledge of the extreme expense of good programs that are needed for students but trying to develop a budget
District budget limitations
Financial constraints – cost of out of district tuition *pressure to keep costs down
Financial pressures
Fund Raising
Funding inadequacies
General perception that Special Education costs money and takes away from regular Education programs
Insufficient money to do exemplary things for kids
Insufficient resources
Justifying need for $ for services
Lack of funds to provide the most appropriate program options

Lack of resources
Limited budget – always being told we're depleting the districts funds
Limited funding
Never having a budget from which to work
Not enough fiscal resources
Not enough funding
Not enough funding support for training & other programs
Pressure to save $
The amount of funding allocated to Special Education
Trying to work within a budget

Bureaucracy
Bus drivers

Cannot focus on children's needs
Case load of classified students

Central office Personnel
CST overburdened
CST teams have 10 month contracts
Changing focus that "advocacy" groups turn parents away from real child
Communicating in a timely manner & effectively with a large number of part time staff
Conflict between being school disciplinarian and Director of Guidance
Conflict of advocating for students with disabilities and administrative role
Constant requests for re-evaluations yearly
Constantly defending kids/staff/programs/services/etc.
Continually monitoring staff members to be sure that the rules and regulations are appropriately implemented
Crisis situations
Current chaotic climate throughout the district
Current newly elected BOE who is micromanaging district

Dealing with no win situations with parents/teachers/administrators
Difficulty finding aides
Discipline/Counseling of students in crisis
Disciplining students
District in self-study for monitoring next year
Dual positions
Due process hearings

Educational decisions are not made by educators
Efficiently and effectively supervising 80 staff members
Evaluation/Observation responsibilities

General education population is treated differently than special education

Greater levels of Services from general population

I am employed on a 10 month teaching contract – no stipend just days in the summer (20) for which I am paid

IEP existence

Inability to effectively implement the details and programs spelled out in a child's IEP

Inability to please – balance of entitlement vs. demand

Inadequate access to special education teachers

Inadequate staffing

Inadequate work space

Incompetent personnel who have been rated satisfactory for years

Increased number of referrals

Increasing requirements of special education code

Ineffective district leadership due to turnover/ lack of direction/consistency

---

Insufficient secretarial services
Insufficient secretarial staff & Office Support
Lack of secretarial assistance   2
Need for more clerical and administrative support staff
Need more clerical support as I must do a great deal myself
Need more secretarial support
No assistants
No secretarial support
Not enough clerical help
Utilizing school/principal secretary whose proximity is distant

---

Insufficient staff

Insufficient staff & resources

Internal administrative challenges – approvals, appointments

Irresponsible attitudes of students and parents

It is a "no win" position

Lack of ability to set policy

Lack of an assistant

Lack of Appreciation

Lack of authority in determining how the program functions re: placement of students from year to year

Lack of building space

Lack of clear standards for program evaluation

Lack of familiarity of job function (I'm a learning consultant)

Lack of space to place our students

Lack of Support

A Middle school principal who doesn't understand special education
Administration resistance to Special Education Mandates
Administrative colleagues who make my job more difficult because they don't want to follow the dictates of the law.
Administrative mentality that says "they are yours" not ours
Administrative support
Board of Education/Superintendent understanding & attitude towards Special Education
Board Members non caring & understanding of special needs
Building level administrators non acceptance of Special Ed Students
Central administration attitude toward special education
CST members do not act as resource to staff
Compliance by regular ed. teachers & Administrators
Conflict with regular education
Constant demands/criticism from board/parents/super
Dealing with regular educators who do not want inclusion
Delaying tactics of principals who fight sp.ed. programs
Difficulty of job – lack of true understanding by colleagues
Ignorance of other administrators regarding Special Education
Inability of regular education to support special education
Influence in adapting and modifying general education curriculum is hampered by Administrators who are inflexible and intolerant of those who learn differently.
Insensitivity of regular ed. admin. to special ed.
Lack of admin. support
Lack of administrative support from Building administrators
Lack of administrative support from Superintendent
Lack of commitment from young people coming into the field
Lack of commitment to follow through as a committed board
Lack of confidence in public school spec. ed. programs
Lack of cooperation from certain school administrators & staff
Lack of cooperation from administrators in accepting responsibility for special education students
Lack of experience/knowledge of spec.ed. by reg. educators   2
Lack of general knowledge about special education across the district
Lack of higher Administrators support for CST
Lack of organization by prior administrator
Lack of regular education support
Lack of support from board
Lack of support from Superintendent   2
Lack of understanding from Board & gen. Ed. administrators
Lack of understanding by Bd. Of Ed. & Superintendent
Lack of understanding from reg. Ed - administrators
Lack of understanding of special education issues on part of principals
Need for greater common commitment to all children
Negative attitude of staff

No full-time team for support
Non support
Opposition to new programs and causes
Other administrators
Other administrators attitudes toward responsibility to Special education
Overall understanding & acceptance of "inclusion"
Resistance from reg ed teachers to inclusion
Resistance to compliance with the code
Some regular division teachers unwillingness to modify, accommodate & follow the IEP
requirements
Teacher conflicts
The attitudes of gen. ed teachers who believe in separate but equal
The making of administrative decisions without consulting the SN Administrator that
impact on the delivery of services
Uncooperative teachers and administrators
Under constant assault from all sides
Unreasonable board members

Lack of staffing – professional & support

Legal Issues

A quiet nagging threat of ending up in Trenton in court cases
Administrative colleagues lack of knowledge of law
Attorney involvement with parents
Caught between Law and Board of Ed.
Constant legal paranoia
Constant litigation
Constant threat of litigation
Contentious-litigious nature of the job –daily stress HIGH!
Court Cases
Dealing with advocates, attorneys
Due Process hearings 2
Due Process Hearings – Legal Issues
Handling expectations of law and realities of district
Increased involvement of lawyers and advocates over petty issues
Increasing focus on litigtion
Increasing litigation
Keeping up with law changes
Lack of knowledge of legal responsibilities by all teachers
Law changing constantly
Laws from the state need to be more specific
Lawyers
Lawyers & advocates Legal disagreements
Legal entanglements
Legal inequities in dealing w/schools vs parents
Legal involvement, OAL, mediation
Legal ramifications
Legal requirements
Legal red tape
Legal wrangling
Level of litigation
Litigation   3
Litigation always looms on the horizon; makes for a stressful job situation
Litigation/conflict
Litigation – due process - mediation
Litigation for reasons that go beyond servicing our students
Litigation issues
Litigation potential
Litigious nature of special education rules and regulations
Litigious nature of the field
No support with the legal system
Ongoing threat of litigation
Possibility of litigation always hanging over your head
Preparation for Court cases, when necessary
Recent litigation

Resolving disputes between parents with or without attorneys involved
Ridiculous laws
Special Education law
The amount of time spent in litigation
The law and the system of Education in NJ
Too much documentation in case of litigation
Unrealistic demands of the code/judicial mandates

Less than professional attitude from younger staff
Limited classroom space
Limited information of regular education teachers

Management of tenured staff – especially CST
Micromanaging by Board members
Micromanaging by Teachers through parents to board members
Misinformed parents, colleagues, & others
Monetary constraints impact negatively on work schedule

Need staff in Summer to answer parent concerns
Needing to balance parent demands, teacher demands, administrative demands – with needs of student
No supervisory status over regular education instruction
Not enough CST staff   2
Not enough opportunity for involvement (direct) with school level programs
Not enough personnel
Not enough staff to do the job, CST & secretarial
Not enough teachers
Not supervising teachers is a problem
Number of comp cases within district

Outdated computer software
Overall dissatisfaction is from inability to provide appropriate program development & improvement

Parents   2

Constant parent complaints
Constant Parental Demands
Dealing with contentious parents
Dealing with difficult parents   2
Demanding, relentless parents
Demands and lack of reality among parents of youngsters along the autistic spectrum
Difficult parents   3
Difficulties with parents
Ease with which parents can involve the district in litigation
Extreme pressure from parents with excessive demands
Extreme (when unreasonable) demands of parents
Harassment by parents
Issues of parent involvement – often too little, sometimes too much and too unrealistic
Lack of parental involvement
Lack of parental support
Litigious nature of families
Parent advocacy groups
Parent demands
Parental anger (displaced or misplaced)
Parental complaints
Parental concerns and demands
Parental conflicts
Parental demands that are unrealistic 2
Parental denial, anger, power (stacked deck)
Parental opposition
Parents' demands
Parents of daily demands
Parents requesting services that are above & beyond free appropriate public education
Parents (sad, but true) they are overwhelming with their unrealistic demands
Parents seem to be litigious
Parents sense of entitlements
Parents too demanding
Parents, unreasonable – demanding – rude – abrasive parents
Parents with a goal of enabling the child to succeed w/out any student responsibility involved
Parents who always want more
Parents who are totally unreasonable
Parents who demand services
Pressure from parents of nonpublic students for greater levels of services for
their youngsters
The litigious nature of parents
Threat of legal action – parents are generally terrific, but becoming more contentious
Unnecessary confrontational situations with parents/advocates

Unrealistic demands of certain parents
Unrealistic demands of parents   2
Unrealistic parental requests
Unrealistic parents of students with disabilities
Unreasonable and difficult parents to deal with
Unreasonable demands of parents
Unreasonable demands of parents based on changes to the code
Unreasonable parental demands 3
Unreasonable parents
Unreasonable parents who are also very demanding
Unreasonable requests by parents/ threat of litigation
Unreasonableness of some parents
Unsatisfied parents despite attempts to provide services
Very high ratio of uncooperative parent

Part time CST & 10 month secretary cannot complete necessary work needed to remain compliant
Participating in due process cases
Participating in IEP meetings
Political games with boards of education
Political "Juggling"
Politics   2
Politics in education
Politics of the Board of Ed.
Principals & teachers with special ed philosophies from the 70's
Principal with no special ed/ Guidance background
Putting out "fires" in the schools
Putting up with frequent monitoring

Regular educators do not attempt to intervene w/students to solve problems; they refer
Regular educators not understanding compliance issues

SALARY

Inadequate compensation
Lack of money for responsibility
Low pay for the amount of
responsibility
Pay
Salaries not comparable to duties
Salary   2
Salary inequity
Salary too low
Underpaid

Seldom make anyone happy, especially parents
Self assessment procedure in preparation for state monitoring
Shortage of staff to fill positions
Smaller district – greater demand on meeting needs of diverse pop.
Space Issues
Special education is always the last to get updated with equipment, materials. staff
Special ed. rules & regs.
Spec. Ed seems to absorb all the problems of the school
Special Education is viewed as the only option for general education retentions and academic and behavioral difficulties
Special education students are frequently overlooked/misunderstood
Staff vacancies
Staffing issues – lack of qualified staff

State & Federal Involvement

Bureaucracy – State/Federal Regulations – IEP requirements, self assessment (monitoring) mandates in NJ

Changing aspect of N.J. code/monitoring/etc.

Changing federal mandates regarding LRE

Changing rules and regulations

Constant & pointless changes (accompanied by threats) from OSBP

Constant changes in code, monitoring, grants

Constant changes in the Spec. Ed. Admin. Code

Constant change in implementation of laws and regulatory mandates

Constant changes in law & sp ed requirements

Constant changing of state code

Constant revision to Special Education code

Constant rule changes – dot "i" cross "t's" forget children

Constant state department reports

Constantly changing governmental regulations and paperwork

Constantly changing procedures & state mandated requirements

Constantly changing regulations   3

Constantly changing special education code

Continual changes made by the state department

Dealing with NJDE monitoring

Dealing with the state

Department of Education

Educating regular and special education staff members regarding the mandates specified in the code- mandates that keep changing that are perceived as unfair

Ever-changing code regulations

Excessive rules & regulations by State

Expectations and requirements by the State are not agreeable to other administrators within the district

Failure of state : to provide technical support
                    to provide workable estimator disk (promised 10/98)
                    to provide Discipline Guidelines

Frequent changes in state/county requirements

"Gotcha" attitude of NJ Department of Education towards LEA special education

Greater emphasis on state – mandated compliance issues than student services

IDEA regulations are too stringent

Inability to interact with students and teachers because of state paperwork & timelines

Incompetence of the people in Trenton who tell us what to do yet have no knowledge of the job

Invasiveness of NJDE Finance Division

Lack of Leadership in State Department and their failure to attract excellent staff

Lack of supervision at county & state level- no CST supervisor for past 2 yrs.

Lack of support, deliberate scapegoating, and downright condescension of NJ OSBP

Lack of support /Direction from state & county offices

Lack of support from the State Department of Education   3

Lack of technical support from the county Office of Education

Mandates of NJ being more specific than federal mandates

Monitoring process utilized

NJ Department of Education

NJ Self Assessment! Monitoring is a bad political joke!

Ongoing changes and lack of understanding from State dept. as to the pressures in a district

Overabundance of rules and regulations

Over-regulation by NJ DOE

Regulation by rules, code & laws

State Requirements with unclear expectations and extreme paperwork

State/Federal Reports

State and Federal bureaucratic morass of reports

State and Federal government's over regulation of special education services

State and Federal monitoring

State Dept. demands -- monitoring, reports, never ending demands

Stated Department governed monitoring system

State imposed code amendments written by attorneys (biggest game in town!)

State imposed aggravation due to their blunders

State intrusion & requirements regarding mentoring & training of teachers & administrators

State mandates

State mandates that don't impact the quality of services (e.g. paperwork)

State monitoring   2

State oversight that is paper oriented not child oriented

State Paperwork   3

State Paperwork – timelines

State reporting

State reports

Too many rules from the Fed and the State

Un-funded federal & state mandates

Unrealistic code requirements

Unrealistic regulations on special education

Unrealistic and impossible regulations

Vague laws , diff. between appropriate vs ideal

Weak support & changing supervision at county/state level

Working within restrictions of State Law (90 days, etc)

STRESS
Stress
Extreme Stress
STRESS!!
Stress created by the special education regulations
Stress of the job
The significant stress in trying to please parents, teachers and child study team
members

Student disciplinary issues
Superintendent doesn't comply with Federal & State regulations regarding CWD
System does not often understand nature of disabled student & therefore sets expectations
that prove frustrating to students & educators & families

Teacher training
Teacher turnover
Team's poor interpersonal relationships
Tenured staff that are incompetent
The importance and value of special education's role in Education

Time

Amount of time that is required to prepare for monitoring by state

Code requirements frequently unrealistic and time constraining

Difficulty of not being able to devote full time to either full time position

Hours needed to do the job effectively and with a level of satisfaction

I don't have a block of time to sit and do reports

I need more time to complete administrator's duties and less time teaching

Increasing time demands for paperwork completion

Insufficient amount of time to complete work during the day

Insufficient time to visit classrooms and interact w/ children & staff

Lack of time to supervise teachers and students

Lack of planning/organizational time

Managing compliance to timelines with delays that are out of my control

No time to do the things I like to do- like workshops for kids and teachers

Never enough time in a day

Not enough contact time with students

Not enough recognition as to the amounts of time needed to do the job

Not enough time (even working overtime) to meet demands of job

Not enough time in the day

Not enough time to complete all tasks to my satisfaction

Not enough time to complete everything and time to devote to visiting classrooms, supervising teachers, developing policies

Not enough time to get the job done

Number of hours required per week

Overemphasis on procedures, forms & timelines

The amount of time spent on observations and evaluations of special needs teachers and all the aides in the school

The personnel piece is extremely time consuming & takes away from my other responsibilities

Time constraints   2

Time consuming clerical requirements -- IEP's, State reporting

Time necessary to do adequate job -- every night and most weekends and holidays

Timelines

Too many responsibilities

Too much time on implementation of changes/ caseload

Too much useless paperwork to prove compliance w/code, less time spent servicing children, more time spent demonstrating that the "job is being done"

Title -- "Director" should be "Administrator" or Assistant to the Superintendent

Too many different hats

Too numerous requests for assistance that should be addressed through regular education programs

Turnover very large in my position in this district

Unmotivated staff
Unsatisfactory/unhealthy work facility

Working with people who do not want to be here
Working in an atmosphere with adults who do not understand children and who do not
like them

Workload 4
A workload that is impossible to complete without 3 hours every night and 6-8 hours of
work every weekend. My workday is 7:10 –4:45 without lunch, on average.
Amount of paperwork for State reports and grant reporting
Amount of paperwork that is generated keeps me from visibility in 7 schools
Competing tasks and needs make many days overwhelming
Constantly added paperwork required by the state
Excessive admin. work
Excessive Paperwork
Expanse of responsibilities
Extensive amount of paperwork and documentation
Extensive paperwork
Extremely heavy workload
Far too much paperwork and bureaucracy
Frustration unable to get work done – on overload
Having to carry a dual role
Having responsibilities which are case management in nature rather than administrative
Heavy paperwork load
Heavy workload for Principal's job
Heavy workload including increasing parental demands
High volume paperwork
I can't take my coat off in the morning without being confronted with a problem
Juggling the workload to get everything completed   2
Level of paperwork – I have 50 staff to manage
Massive amounts of paper
Meetings not related to Job Responsibilities
Mindless paperwork
Mounds of paperwork
Multi-task responsibilities
Number of responsibilities are not possible to do
Overall paperwork
Overloaded with too many separate jobs
Overwhelming amounts of paperwork
Overwhelming burden of implementing new code requirements & procedures
Overwhelming paperwork
Overwhelming paperwork from State

Paperwork   11
Paperwork, Paperwork, Paperwork
Paperwork associated with my other responsibilities (in addition to Spec. ed)
Paperwork burden
Paperwork required by State Dept. of Education
Premium placed upon paperwork and documentation in special education
Responsibilities other than special education
Special Education paperwork
Spread too thin
Supervision of Personnel
Supervision Paperwork/completion
The heavy pressure of paperwork, state Dept. mandates and lack of support to address
some issues
There is an incredible amount of paperwork that has little to do with providing quality
educational programs for students with disabilities
Too many duties and not enough help
Too many buildings to cover
Too many meetings
Too many staff to supervise
Too many responsibilities
Too much central paperwork
Too much detailed paperwork
Too much paperwork   4
Too much paperwork impossible to meet deadlines
Too much paperwork. Tremendous increase over the years- paper documentation and
data collection
Too much to do -- to little time
Too much useless paperwork to prove compliance w/code
Volumes of paperwork
Work load – spread too thin
Work Overload
Writing IEP's and educational evaluations

Appendix E
Suggestions To Improve The Position

Please list suggestions that would make your *present position more attractive:*

FULL TIME POSITIONS
Additional # of child study team members
Another Psychologist
Full time child study team
Full time CST members
Full time Director of Special Education
Full time LDT-C to be hired
More CST time for Team members
Split the 2 positions of LDT/C and SSS (Supervisor of Special Services)

FUNDING
A reasonable budget to purchase appropriate materials
Additional Funding
Additional funding for administration/supervising staff
Additional resources to hire more staff – CST members, teachers, consultants
Adequate funding
Availability of Funds
Better Funding by federal gov't and state
Federal & State Gov't – increase in funding
Full Federal funding for special education
Funding
Funding to expand programs
Funding Increase
Having available more state & federal money
Increased funding designated for Special Ed to keep up with DOE
More Federal & State money to implement programs
More funding to provide individual ed to students
More funds for workshops/training
More money for budget
More resources
More state aid/funding
No funding problems
Regular Ed. parents to question monies & services

I am satisfied
I love my job!
I love working in the private school vs. Public
I don't know

LAWYERS/LITIGATION
Less Attorney involvement
More effective S. Ed attorneys representing districts
No attorney fee for mediation

The position has become fraught with legal requirements that impact negatively with people that you need to work with effectively.
Reduction of Litigation

MORE ASSISTANCE FROM COLLEAGUES

Additional training/staff development opportunities for regular education staff on inclusion
Administrative Acceptance of Special Ed.
Administrative support of Special education programs
Advanced Inclusive Education
Appreciative Bd. Of Ed.
Being included in Administrative cabinet round tables
Better education of Administrators and Boards on Special Ed laws & financing
Colleges /Universities would begin to provide training for gen.ed staff re: students with disabilities
Cooperation of staff
District administrators taking TIME to learn Sp. Ed. law
Ethics – re-taught & re-lived by staff
Expand training of Regular Ed. Admin.
Full support from regular ed admin.
Greater administrative support
Greater awareness on the part of teaching programs to the need for Spec. education strategies for all teachers
Greater understanding of teachers/ administrators of special ed requirements
Greater support from the Office of Administrative Law
Greater understanding of how to manage disabled students from staff
Increase CST time
Mandated caseloads per state or Federal codes
Mandatory in-servicing of Superintendents and Administrators
More assistance from other supervisors
More assistance on the administrative end
More autonomy from BOE - Super
More communication with Bd. of Ed.
More cooperation from district administrators/teachers
More help at central office
More pressure on regular ed to implement programs
More support from administrators concerning inclusion
More training of IDEA rules for general educators
More training/support for staff to understand SE students
More understanding administrators
More understanding of constraints by others
Other administrative support
Positive/ support for special education programs by Boards of Education and Regular Education staff.
Professional CST & support staff (committed & dedicated)
Regular Education Administration understanding & support

Staff Development re: Special Education
Strong staff
Superintendent and Board support
Superintendent support
Superintendent with a backbone
Supervision of Special Ed. teachers
Support from Administration
Team collaboration amongst staff
The realization that not every troubled child is Special Education
The support and understanding of the Board & Supt. re: sp. ed. rules & regs.
To have support of other admin. & more of regular ed. staff
Total acceptance of differentiated instruction
Training for administrators re: Special Education
Training for regular education Teachers in differentiating instruction

More continuity among school districts

MORE STAFF NEEDED
A coordinator to do day to day CST work, to complete IDEA, etc
A coordinator to share some of the responsibilities
A secretary dedicated solely to special services
A full time supervisor
Added personnel to lighten load
Additional personnel i.e. CST
Additional administrative or supervisory personnel
Additional Assistance to lighten the load
Additional CST
Additional CST members leading to more direct services to children
Additional CST staff
Additional clerical
Additional help/ support re: develop curriculum, paperwork - assistant
Additional help in office –CST Personnel
Additional personnel
Additional staff
Additional Supervisors for an equitable distribution of work load
Additional supervisory help with staff evaluations
Additional supervisory level help
Additional supervisory staff
Additional support personnel; CST members; instructional supervisor or department chairperson
Additional staff   2
Administrative and Clerical Assistance
Administrative Assistance
Administrative Assistant to share responsibilities
Always need more secretarial assistance

Ample staff
An additional secretary to focus on data
An additional administrator to split the responsibilities
An administrative assistant   3
An Assistant
An Assistant!
An Assistant or Supervisor of CST
An assistant to help with scheduling and case management
An assistant director or supervisor of sp. ed. instruction
An assistant or secretary
Another Assistant
Assistance   2
Assistant   3
Assistant to director
Assistant or Supervisor of CST
Assistant Supervisor
Chairperson/Coordinator of team
Computer literate assistant
Full time aides
Full time behaviorist
Full time secretary
Have a co-administrator
Having an assistant
Hire a CST coordinator and/or supervisor
Hire appropriate staff to get all jobs done
Hire LDTC
Hire more support staff
I will have a part-time assistant next year and that is making the position more attractive.
More administrative assistance (the legal aspects of this job are a full time position)
More clerical help   2
More CST staff   3
More help   2
More help – Need speech supervisor & Health Services Supervisor
More Personnel
More secretarial assistance
More secretarial & CST staff
More secretarial help
More secretarial support
More Staff   2
More staff at every level to reduce colleagues' case load
More staff LDTC & secretarial
More staff with experience w/ ASD & PDD
More staff to implement programs
More Support help
More support/help
More support personnel, esp. child study team members

More support personnel who can effectively use data to analyze suspension rates, classification rates etc.
More support staff
Need an assistant (not necessarily certified) to manage the routine matters & handle generic problems
Need a 3rd administrator to deal with curriculum
Part time secretary
Provide an assistant and/ or supervisor
Secretarial Assistants (2)
Shared (regional) CST members
Special Ed. Assistant
Sufficient staffing
Support staff for CST and Director
Team overburdened need additional CST member (LD) either full or ¾ time to alleviate supervisor from added responsibilities
Ten month secretary
The addition of an assistant this year has helped

Not really sure it is possible!! I am leaving myself !! will be returning to a CST position.

PARENTS
Cooperation of parents
Greater understanding by parents
More appreciation from parents
More involvement by parents in a positive direction
More understanding from parents on the limitations we have (financial, programs, etc)
Moratorium on parent demands that are over the top
Responsible attitude of parents

Privatize CST

REDEFINING ROLE OF SPECIAL ED ADMINISTRATOR
A sense of gratitude for job role and performance
A summer CST
Authority as an Enforcement officer/LEA
Autonomy for creativity
Because of the way that special education is administered in the US I do not know if anything could make this position "attractive". An adversarial position is created almost immediately between home and school with the immediate provision of the Parental Rights in Special Education booklet. The booklet spells out the means and methods of submitting complaints and requesting a due process hearing. Such provisions are not available in regular education.
Better benefit package especially concerning medical coverage at retirement similar to Public Schools
Building greater authority into position
Central Office Authority

Clearer delineation of roles w/respect to regular ed. teachers

Concentrate on Special Education issues

Create a separate position for school disciplinarian

CST to work 12 months instead of 10 (I am under a 12 month contract)

Decrease in case management responsibilities

Fewer responsibilities outside of CST & spec.ed

Focus on Special Ed only

4 day work week

Freeing my time from unrelated areas, so more time is focused during work hours to get Special Education work done!

Full time administrative position

Guidance Department to accept Section 504 Responsibilities

Greater feelings of accomplishment and positive outcomes

Greater freedom to be innovative

Have an assistant to handle outside programs

Having more authority in decision making

Hire ½ time LD for testing and case management

I would like more time to work with teachers and creative curriculum.

If the CST had 12 month contracts, including myself, the mad rush to complete meetings, testing and paperwork by mid-June would be greatly reduced

Increase collaboration & job share for staff in buildings

Just be responsible for Special Education

Less duties

Less involvement in personnel issues & hiring /firing

Less other responsibilities

Less pressure

Less school district responsibilities

Less work in Special Education

Limit the scope to Special Education

Make the position Assistant Superintendent

Make the position full time, split dual positions, i.e. school psychologist and special ed. director

More Authority

More Authority in District Wide decision-making

More Assistance

More direct services to students

More power

More time off in Summer.

More time spent with students/teachers in the classroom

More time to attend workshops/demonstrations.

More time to spend in teacher training

More time to spend on instructional issues

More time to teach (interact with children)

More time to work in classroom w/teachers

More time to work with regular education teachers

Position needs to be a direct report of Boards of Education – Should not be filtered through a CSA or Principal

Redistribute some responsibilities to other personnel
Reduce broadness of responsibilities
Remove all other district responsibilities
Separate the 2 Jobs – Full Time Director
Special Ed and other roles need to be separated
Special Education Administrator only
Special Education Responsibilities only
Split it into two separate full time positions
Supervise teachers
Take off responsibility of curriculum dept.
Teaching ½ day coordinating programs ½ day
The opportunity to consistently inform colleagues & parents so everyone is on the "same page".
Time to do workshops for kids on writing/study skills/ goal setting
Time to develop/mentor creative programs
Title change Administrator of Special Services or Assistant Supt. or Asst. To the Supt.
The position being divided into two positions
To be taken as equal to & important as the Principal
To have the ADA/504 be taken care of by regular ed. admin.
Would prefer expert in field service vs. director of Student Personnel services

Regionalization of services
Respect and understanding for what I (and other special educators) do

Retirement

SALARY
$ - more
A pay increase to reflect my knowledge, experience, and dedication!
Additional compensation
Additional Salary
Adequate compensation
Better compensation
Better pay
Better pay for direct care staff
Better salary
Better wages
Comparable salary to male counterpart
Higher salary   11
Higher Salary always makes aggravation worth it
Increase in Salary
Increase remuneration
Increase Salary

Increased Salary
Larger Salary
Lots of greenbacks
Money
More $
More money   7
More pay   2
Recognition that this position is deserving of full-time administrative status & pay
Salary   3
Salary Increase   2
Salary more in line w/other districts
Significant pay increase for amount of hours worked

STATE and FEDERAL ASSISTANCE

A code that would remain the same long enough to address.
Appropriate timelines from State
Better Direction from USDOE re: IDEA Application Process
Better training from state on code & code changes
Changes to IDEA & NJAC for a more balanced approach to developing programs for children
Clarity in implementing law(s) local/federal
Clear directions (not double talk) from state
Code amendments to fairly address Sp. Ed.
Easing restrictions of placements of students
Effective technical assistance by State
Eliminate the excessive monitoring from State
Eliminate mandated paperwork
Eliminate monitoring
Elimination of overtly punitive state monitoring
Federal & State monitoring should be less frequent
Fewer restrictions/demands dictated by Sp.ed law
If the DOE staggers the deadline for required reports
Input to state for their requirements for hiring/staffing
Knowledgeable competent State Director
Laws that say what appropriate is so we can say no based on law
Less burdensome regulations which favor the parents
Less due process related stress
Less emphasis on inane state reports, more on students
Less intrusiveness from State such as program review/ monitoring
Less monitoring
Less paperwork from the State department regarding Special Education
Less state requirements
Less stress regarding NJ DOE code and constant changes
Less stringent code requirements
Loosen regulations

Minimize/Restructure the state monitoring/self-assessment/ new process
More clearly defined guidelines from state & support for parents
More consistent support at county level
More direct assistance /support from Co. & State instead of constant monitoring
More efficiently run Dept. of Education
More explicit state regulations
More realistic demands – NJ State Department of Special Ed.
More realistic self assessment process
More reasonable IEP/evaluation demands
More specific laws for state
More stable special ed procedures & code
More support & consistency from the state
More support from State
More support from state and county offices
NJAC 6A:14 defining "appropriate"
One administrator to handle paperwork & Another for supervision. Randolph Township in Morris County does it that way.
Prior to OAL have State CST evaluate the provision of service
Rational system of State monitoring and oversight
Real leadership from the state
Realistic Federal & State demands (rules & regs)
Realistic monitoring process
Reduce paperwork (state)
Reduced paperwork for DOE
Reductions of the amount of paperwork required by both state & feds.
Regionalized planning & support from the State to meet the needs of severe/low-incidence disabilities
Revise & simplify NJAC 6A
Revision of the Special Ed Code
Special Education code needs to involve the regular education staff & administrators
Special Education Programs developed by the State
Stability of rules/regulations & monitoring requirements
State & Federal expectations should be spelled out clearly. Samples of appropriate documentation (forms, etc) should also be provided to remove guess work.
State Dept. input that is both definitive and accurate, not leaving districts to constantly "reinvent the wheel" or "run to catch up"
State department that is efficient
State puts less emphasis on paperwork & stops listening to a few unhappy parents
Support from the state dept. rather than hostility and threats

WORKLOAD
Consolidation of forms/paperwork
Cut down on paperwork
Eliminate all sections of an IEP except required educational services
Getting through one day with tasks completed

Less bureaucracy
Less complicated applications/reports to complete
Less meetings and paperwork demands
Less paper
Less Paperwork   10
Less Paperwork/Reports
Less paperwork required by all CST, administrators, etc.
Less red tape
Less responsibility
Lessen the workload
Lighter workload to encourage staff to stay in district
More Streamlined approach to case management
More time for supervisor workload
Realistic Workload
Reduce paperwork
Reduction of the workload
Reduced paperwork requirements
Streamlined paperwork   2
Uniform practices/paperwork (reduced)

WORK SPACE/EQUIPMENT
Additional class space to establish new programs
Adequate office (currently located in old book closet: no ventilation)
Computer for each CST member
Larger Office Space w/ conference area
Move from a trailer to a bldg.

Appendix F
Reasons For The High Turnover Rate

The top three reasons for the high turnover rate among Special Education Administrators:

<u>Listed as # 1</u>
Additional Responsibilities
Aggressive parents who place all responsibility on Districts
Attorney involvement with parents
Being a principal for the same money is easier
Big raises only if you change districts
Boards & Superintendents who do not understand position
Budgeting
Burnout
Burnout – dealing with demands of law, parents, board etc.
Burnout due to parent advocacy/court/mediation
Burnout in a district
Burn-out from listening to staff, parent etc. complaints
"Burnout" – no one is "happy" – Supt., parents, principals, etc.
Burnout – Too much stress and negativism
Changes in Code   2
Code requirements
Constant changes in code which we are expected to address
Constant changes in regulations
Constant changing of State Code
Constant pressure from families
Court
Cry Babies
Demands from State
Difficult Parents
Difficult parents and unreasonable demands
Due Process Cases
Due Process – Monitoring by State & Feds
Emotionally draining
Ever changing laws
Excessive admin. work
Excessive regulations
Expanse of Responsibilities
Exhaustion
Extremely stressful position causes burnout quickly
Extremely time consuming
Fiscal constraints/limitations to provide programs
Frequently changing rules & regulations
Frustration
Frustration caused by conflicting Demands of Code, parents/advocate groups, fiscal constraints, and lack of cooperation or regular education staff/Admin.
Frustration with lack of understanding & support on the part of BOEs & administrators

Heavy legal pressure

Heavy work load –Not enough $

High rate of litigation

High stress position

High turnover rate not seen in Middlesex County yet – but we are similar age & I expect 75% turnover in 5 years

Highly regulated field

Huge legal responsibilities

I am leaving myself!! Will be returning to a CST position because of demands on energy and time.

Impossible to please everyone – always target for someone's anger

Inability to remain compliant w/ the present administrative code

Increasing #s of special ed students with more involved demands

Incredible stress and frustration

Individual Legal cases detracting from total population

Intensity of demands: fiscal/funding, increasing litigation, parent expectation

It can be stressful with all the mandates

It is a "no win" position

Job pressures – normal supervision responsibilities & unique sp. ed. responsibilities

Job related pressures/monitoring

Job requirements are too broad based- serving local, state & federal mandates

Lack of acceptance of resp. from other administrators for spec. ed. students

Lack of administrative support

Lack of appreciation of role by Bds, parents, & other adm.

Lack of appropriate support structures for the most diff job in the district

Lack of experience to meet level of expertise needed for the job

Lack of higher Adm. Support for CST

Lack of guidance from State Department – Down

Lack of proper funding

Lack of respect in what we do

Lack of support & resources

Lack of support & trust by parents & school administrators

Lack of support from Superintendents & Board Members

Lack of support of supt. and/or Bd. Of Educ.

Lawsuits

Laws which are paperwork & time cumbersome to impossible

Lawyers

Legal issues   3

Legal issues related to Special Education

Legal problems presented

Legal pressures from the code & law

Long hours – deadlines – (constant follow up) team members who are lax

Litigation   6

Litigation from Parents

Litigation potential

Litigious aspect of special ed.

Litigious ness of Field

Long Hours   2

Low pay

Male administrators usually advance to Asst. Principal --CSA

Many more threats & actual referrals to mediation & OAL

Meeting Compliance standards

Money

Money $ 2

Negative State/Federal attitude

Negative view of special education by Boards of Education

N.J. State Special Ed. requirements are mandated without adequate state support.

No upward mobility

Nobody is ever happy with the Director – If you give to parents – BOE – Supt. feel its too expensive

Not enough support from Administrators

Overall stress

Overloaded job responsibility

Overwhelming workload making it difficult to meet deadlines

Paperwork   5

Paperwork and regulations from State dept. of Spec. Educ.

Paper work load

Parental/court related pressures

Parental Pressure

Parental Pressures/ Legal Involvement

Parents' demands   2

Parents with advocates have unreal expectations of what districts can "Financially" provide for students.

Pay

Personnel spread too thin

Poor preparation/training

Pressure

Pressure from all levels – State Dept. of Education, parents, district administrators, threatened with court constantly, everyone has a lawyer.

Pressure from Superintendents & Bas because of costs

Pressure to provide programs that meet everyone needs

Problem with the State DOE

Program Review is often punitive experience

Relatively low pay

Salaries

Salary   3

Salary needs

Self Assessment

Special education compliance

Special ed has changed a great deal w/ regard to paperwork and what must be provided – many administrators are more concerned with student outcome and have become frustrated that the state and federal government are more concerned w/ documentation.

State & Fed. Laws impossible to follow

State demands – self assessment/ reports etc.

State department regulations too many changes

State mandates

State monitoring process

Stress 16

Stress!!

Stress/Burnout

Stress and job burnout

Stress – Can never please parents; gen.ed. teachers

Stress caused by balancing parent requests and district responsibilities

Stress – dealing with conflicts on a daily basis with parents, school staff and/or administrators.

Stress factor

Stress (!) from impossible mandates

Stress from job

Stress from over litigious parents

Stress/heavy workload

Stress level

Stress of job

Stress of job – conflict of needs, board, students, parents

Stress of job! Litigious nature of spec. education rules & regs!

Stress of job – political difficulties dealing with regular education, Bd. Of Ed.'s, insufficient staff.

Stress – parent demands (especially pre-school)

Stress related to job demands, bad satisfaction

Support

Teachers resistance

The position provides for little satisfaction in terms of achievements, there is constant frustration, money related problems that cannot be solved, long hours etc. and there is a tendency to always be dealing with the negative.

The pressure and demands of the job that never seem to be satisfactorily met

Time spent in legal conflict

Too little job satisfaction

Too little money

Too many ridiculous court cases, asking for financial demands for tax payers to pay for!

Too many State regulations

Too much paperwork

Too much responsibility for too little $

Too much useless paperwork to prove compliance w/ code, less time spent servicing children, more time spent demonstrating that the "job is being done".

Too much work

Too much work too little time

Trying to appease parental requests.

Trying to comply w/ rules & regs.

Trying to serve 2 Masters; the students and the financial needs of the district

Understaffing of support positions
Unmanageable workload
Unrealistic expectations of special education
Unrealistic parental requests
We deal with children who have difficulty
Work load   6
Workload due to impossible mandates
Work overload. The #1 reason why we quit! With regard to Special Ed. Administrators, turnover is due to frivolous demands of parents, litigation, State/Fed demands/ monitoring.

Listed as # 2

Abuse from difficult parents/ Court Cases
Additional responsibilities are making it harder to focus on SE issues
Administrators who don't want to follow the law
Adversity w/ parents
Afraid to make decisions
Angry parents and disgruntled administrators who resent having to deal with the special needs population
Being responsible to run programs with less funds
Boards of Education
Burdensome rules & regulations at State & Federal level
Caught between Superintendent & appropriate programming financial issues
Changing laws and court decisions
Changing rules & regs
Code
Competition with other districts – better pay, benefits, perks
Compliance with State & Federal Guidelines
Constant changes
Constant changes in code (state & federal) requirements
Constant changes in the law
Constant changes in the Spec, Ed. Admin. Code
Constant changes in forms & code – difficult to remain compliant
Constant fear of litigation
Constant Litigation
Constant pressure from parents
Cost of Services to district
Court Cases and Personal responsibility
Courts determine cases in favor of parents – even if district proves case
CST members who are disaffected
Dealing with attorneys
Demanding parents
Demanding special ed. parents
Demands and Attitude of Bd. Of Ed.

Demands of parents vs. resources of district
Demands of state/accountability – paperwork
Demands of the position
Difficulties with parents
Difficulties with State Paperwork
Difficulty balancing fiscal responsibility and student needs
Discipline issues
Due process-type problems
Dumping additional job responsibilities
Excessive litigation
Extremely litigious environment
Feeling ineffective; unable to change student behavior/achievement
Feeling of legal action always impending
Financial pressures/ constraints from and on districts
Financial Restraints
Frustration
Heavy Caseloads
Heavy workload
High degree of stress due to responsibilities
High incidence of court cases related to special education
High percentage of problem solving that job involves combined with the hostile tone often involved.
High volume work, minimal support, insufficient compensation
Highly litigious relationships with families
Horrific Parental Pressures
Irate parental groups
Irate parents
Impossibility of a code that continues to change
Impossible to please everyone/parents, teachers & setting aside enough collaboration time
Inability to provide services of varying degree to all special ed students
Increased legal involvement
Inadequate salaries
Inconsistencies and numerous changes by state rules & regs
Incompetence
Increase in paperwork which detracts from work with children
Intensity of parents with disabled children
If we wanted to be lawyers we would have gone to law school
Job is becoming more difficult w/new laws/ requirements/ restructuring
Job responsibilities
Job stress
Lack of administrative authority
Lack of admin. support
Lack of appreciation from faculty & administration
Lack of assistance/staff
Lack of BOE support – Blame for high cost of SE

Lack of central office support
Lack of concrete vision among districts regarding sp.ed. role & plans
Lack of in-class experience
Lack of financial resources
Lack of Manpower
Lack of money for responsibility
Lack of professional/personal satisfaction
Lack of satisfaction
Lack of Staff Development
Lack of support at community/ Board level
Lack of support by State Department – Down in underscoring the dedicated professionals who went into Special Ed because they wanted to impact positively on Sp. Ed. Kids
Lack of space
Lack of support from Board of Education & Superintendent
Lack of support from central office
Lack of support from DOE & OAL
Lack of support from superintendent/principals
Lack of support in the district
Lack of support from top for "Special Ed". – it's often forgotten/not included or the last to get resources/support.
Lack of supervision at county & state levels
Lack of understanding of regular ed regarding special ed laws
Lawyers
LEA pressures re: staffing, tuitions
Legal entanglements
Legal involvement over "minor" issues
Legal Issues   3
Litigation
Litigation potential
Litigious nature of special education
Local/LEA lack of sensitivity & mission of Sp. Ed.
Long workdays (10- 12 hours)
Low pay
Mandates vs. Fiscal Restraints (including manpower)
Massive job
Misinformed parents who become angry w/the system.
Monitoring
Monitoring by state/local gov't
Needing to be the brunt of everyone's problems
Needy parents 12 months a year, 24 hours a day
No high level support
No support from Supt's & Principals – resist changes in code
Not respected as "change agent"
Overall workload
Over burdensome regulations
Overwhelmed by paperwork

Over worked   2
Paperwork   2
Paperwork from State
Paperwork is overwhelming & unreasonable
Paperwork – no time for students
Paperwork overload
Paperwork which prevents actual student work
Parent demands
Parental demands – more litigation
Parental interests and issues that require Due Process
Parental involvement that is unreasonable
Parents   2
Parents in middle to upper middle class schools are reportedly too litigious
Parents unrealistic requests
Parents using & abusing OAL and judges being uneducated in regard to Special
Education
Parents who do not support CST & create adversarial situations
Pay
Pay similar to building Principal
Prejudice toward spec. ed.
Pressure from principals – "get this kid out"
Pressure/Stress
Public indifference and criticism
Resistance from general educators regarding LRE & discipline issues
Retirement (early) of many Directors who elect to work in private practice or pursue
other interests
Responsibilities
Responsibility to avoid litigation is difficult
Salary   3
Salary limits
School based Administrators don't want to deal with accommodations and modifications
Sp. Ed. Code
Special education vs. regular education
State mandated academic curriculum for all students
State Monitoring
State reporting
State requirements
Student Advocates
Stress
Stress – Constant threat of litigation
Stress exacerbated by parents/attorneys
Stress Factor
Stress – paperwork – documentation – new changes ...
Tendency to accumulate "Jobs" that no one else will take
The changing of requirements
They're (we're) out here all alone [" tonsils"]

Threats of Legal actions

Time constraints

Too many cases involved in litigation not enough time spent on "Student" problems & concerns

Too much changing paperwork & the emphasis on it

Too much paperwork 2

Too much paperwork associated with S.E.

Too much paperwork from state – want districts to back track when they haven't made provisions or given adequate time to complete paperwork or projects.

Too much responsibility

Too much stress and tension

Too much stress on job

Too much work

Too much work!

Tremendous paperwork/ Deadlines

Trying to comply with very involved rigorous laws, timeline

Under constant assault from all sides

Understaffing

Union restriction on job responsibilities for teachers/ team members

Unrealistically demanding parents

Unreasonable parental demands

Unreasonable demands from parents/too much court involvement > get out feeling

Unsatisfied parents despite attempts to provide service

Volume of paperwork – State, Federal, Local

When Directors do a good job – create excellent programs it must be kept secret or district will have an influx of handicapped students from other areas.

Workload   3

Workload unmanageable – Paperwork Overload

Listed as # 3

Added responsibilities

Administration cannot distinguish between the employee and the problem

Always in state of conflict

An individual must have excellent people skills to solve the multiple problems.

Angry parents

Attitude of regular ed that special ed kids are not their problem

Attitudes or staff members who have little understanding of Special Education

Budget restraints

Burnout

Change in Administrators above them

Changing requirements from the state

Code compliance

Compensation not commensurate with responsibilities

Competing tasks and needs make many days overwhelming

Conflicting demands of districts & parents

Constant changes in code requirements

Constant changes in law & sp. ed. requirements

Constant changes in rules, regulations, procedures etc. without direction from the state

Constant changes in the code.

Constant flux of the field and the power given to attorneys – we are beginning to be damned if we do – damned if we don't. Hard for those of us who love to help kids.

Constant pressure to do more with less resources

Constant monitoring and changes at State & Federal Levels

Constantly changing code, regulations etc.

Constantly changing rules & regulations

Demanding parents

Difficult parents

Difficult parents wanting services above & beyond school day and all through the summer.

Difficulty of the role

District budget limitations and lack of building space

Dual responsibilities

Exorbitant amount of paperwork and Code Accountability. Administration doesn't give enough help nor the Board of Education – No support!

Federal/State mandates

Finding & keeping personnel

Frustration in workload & barriers that hinder our compliance & sometimes progress

Having regular education teachers buy into differentiated instruction and applying it.

Heavy budget constraints – Great demands

High level of stress

Hours

Impossible to do and please everyone

Inability to complete work within time allotted

Inability to meet needs of students

Inadequate funding for special education

Inconsistent support from county and state

Increased paperwork

Increasingly adversarial nature of interactions with parents of spec. ed. students

Insufficient secretarial services

Lack of ability to communicate effectively & problem solve

Lack of comparable pay

Lack of downtime – Never ends!

Lack of experience/ knowledge of spec. ed. by reg. Educators

Lack of funding

Lack of knowledge of legal responsibilities by all teachers

Lack of follow through & support by Special Education Dept. in Trenton

Lack of funding to provide infrastructure

Lack of parent support

Lack of professional rapport w/Supt./B.O.E.

Lack of qualified staff

Lack of responsiveness by Regular Ed.

Lack of staffing
Lack of support
Lack of support by district
Lack of support for special education programs within the district
Lack of support from District Administrators
Lack of support from reg. Ed. admin.
Lack of support from State
Lack of support of district administrators
Lack of understanding about over regulations –
Lack of understanding as to the high stress level of this job
Lack of understanding of complexity of the position
Lawyers
Legal inequities in dealing w/ schools vs. parents
Legal requirements
Legal responsibilities that attorneys don't understand
Liability issues
Limited background or experience
Limited resources
Litigation   2
Litigation issues
Litigation issues with advocates, attorney's, parents
Litigation potential
Little or no interest in position
Long hours and excessive meetings
Maintaining balance of educational funds for special education and regular education
Massive amounts of paper
Money   2
Monitoring of programs not outcome based
Monitoring process
Must answer to all district administrators with exactness
Need for more money
Need to defend programming
Needing to balance parent demands, teacher demands, administrative demands with
needs of students
Negative attitudes of staff
Never able to make parents, principals, teachers & children all happy
NJ Admin. Code that cannot be implemented as written
NJ Dept. of Ed.
No co op from Building Administrators
No appreciation for the work being done
No support from administrators or board of Ed.
No-win position – no matter what you decide one or more of your constituencies will rail
against you
Not being able to meet parent state federal district needs
Not enough happy people
Not enough help.

Not enough support in district by Board & Supt.
Not respected (or, openly disrespected)
Organizational climate
Other administrators
Paperwork   6
Paperwork! – Burnout! – too many Laws!! That change too often!
Paperwork is extremely burdensome
Parents
Parents with outrageous demands and districts that don't have the money to fund them. We are caught in the middle.
Parent demands/staffing needs
Parent pressures
Parent pressures/staff pressures
Parental Pressures
Politics
Poor or no support from superintendent
Poor management skills
Poor salaries
Position entails mostly "bad news"...irate parents, teachers, failures, troubled youngsters, etc.
Pressure from Local BOE to hold down high cost of Spec. Ed. Programs
Public Education
Regulations
Regular Education's attitude - they (Special Ed students) are not my problem
Relationships w/ Principals/ staff
Salary   2
Salary too low
Slow and tedious negotiations
Special Ed seems to absorb all the problems of the school.
State and federal monitoring of every minute detail
State and Federal Regulation & forms
State Dept. of Ed.
State Dept. "memos" that contradict each other – leads to confusion & distrust
State interference
State oversight that is paper oriented not child oriented
State Monitoring Process
Stress
Stress – Lack of funds for children with significant disabilities
Stressful nature of work w spec. need families
The fear that there is always a lawsuit just around the corner
The pay is not commensurate w/amount of work/ responsibilities
Too far removed from students and families
Too litigious
Too many additional responsibilities
Too many state reports
Too much interference

Too much paperwork!

Too much paperwork/bureaucracy and not enough time to spend on real education

Too much time spent in mediation/due process

Uncooperative Administrators

Uncooperative Boards of Education – see Spec. Ed. as very expensive program

Uncooperative parents, teachers, staff

Uncooperative staff & administrators

Un-funded federal & state mandates

Unrealistic parents

Unreasonable demands from State Dept. of Ed. without support, direction or leadership

Varying responsibilities too much to juggle

Volumes of paperwork

When things turn ugly: fighting parents and teachers

Appendix G
Additional Comments

Additional Comments:

Changing state regulations, "secretive" monitoring processes, under regulatory language seem to generate the most griping amongst my colleagues.

Did you see the NY Times Article (NJ Section) about 8 mos. ago regarding your topic? Also, good luck with your research - my husband had his ED.D from Seton Hall in 1990!

Eight directors in Monmouth County have resigned and/or retired as of June 2001 !!

For the most part, people are supportive of efforts to develop new programs and find placements for students. It's those "few" who undermine efforts to progress that cause extreme frustration.

General Education and College Training Programs are slow to address the fact that children with disabilities are in regular education classes and teachers feel unprepared.

Good Luck – If I can be of further help, please contact me.

Good Luck w/your degree!

I am currently seeking a job change and am leaning toward the Principal area not Guidance/ Special Ed.

I am sorry I put so much down ... Good luck w/ survey!!

I do what I do because I feel I can make a difference but there are days I feel completely ineffective. I am passionate about what I do so I stay!

I have been lucky enough to have developed a great rapport with staff & administration. Our special education numbers are low!

I love my work!

I retired effective June 30, 2001. Upon my retirement the tri-district dissolved; there are now 3 individuals hired to head the department (one per district)

I supervise 54 CST members, 18 counselors, 14 school based social workers, 10 secretaries, inclusion Facilitator, All non-public Services

Interesting survey!

It really can be a great job – need a wonderful superintendent, & a great staff- which I have!

It's an impossible position. The State is the worst offender.

Lack of understanding and acceptance for special education and inclusion mandates by general educators and community

Lawyers
Lawyers
Lawyers

Many of these special ed. admin. have retired and taken teaching positions in colleges.

Most of my colleagues who leave do so because of the new code changes that are difficult to implement & also due to parental demands.

My school is a member of the Private Schools for Disabled & we receive students from 27 school districts that pay tuition.

Sorry to sound so negative but the Director's job is high stress! Many Directors are thinking of leaving their jobs it's too demanding.

Special Ed. Administrators start off career as Sp. Ed, teachers. Once you enter admin. you lose direct student contact & must deal with unhappy parents & all the legalities.

Spent 4 years with NJ DOE as county Supervisor of Child Study & Spec. Ed Monitor

Thank you for the opportunity.

Thanks for asking & conducting this study.
The attorneys have taken over – This has put massive pressure on Admin. & Teams

The present organization / structure of the position makes it a nearly impossible job to do.

The special education director often becomes the carpet under which the system puts its failures. Then the carpet is held to blame.

The system is making special education unmanageable. Legal obligations and costs are outpacing the ability of administrators to provide without interference, conflict and personal risk. The system is unjust. The loudest parents, or craziest parent with the best lawyer get what they want. The system is tyrannized by political correctness. I have been doing this for many years and at times with much less regulation and services have not been improved despite the proliferation of regulations designed to make a system harmless from law suits. The system is morally bankrupt.

This survey has a negative tone. There should be opportunity to explain positive aspects.

Though I have heard about this issue recently (NY Times article, in particular) high turnover does not seem to be a major problem here in South Jersey.

Too much paper !!!! less time to help kids
We are a very small (23 student district – my job keeps expanding, Admin. is only Supt. & I!