THE SPECIAL EDUCATION ADMINISTRATOR ROLE AS PERCEIVED BY PRINCIPALS, SUPERINTENDENTS AND SPECIAL EDUCATION ADMINISTRATORS IN WEST VIRGINIA

DISSERTATION

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Chapter 1

Introduction

This chapter summarizes the noteworthy events and studies which led to, and justify, the investigation. The problem statement has been developed, appropriate definitions of key terms are provided and specific objectives and hypotheses are described. This section culminates with a description of the implications, as well as the limitations, of the study.

According to a survey of the Education Commission of the States in 1974, special education was perceived by governors to be the number one challenge to states (Davis, 1979). Since that survey, rapid growth and sweeping changes in special education have come into being largely as a result of the passage of a major federal law, P.L. 94-142, in 1975. A variety of organizational and administrative problems arose with the adoption of Public Law 94-142, the implementing regulations of Section 504 of the Vocational Rehabilitation Act of 1973, and the ever-expanding volume of court cases supporting the rights of the handicapped (Lilly, 1979; Blackhurst and Berdine, 1981). Into this maze of problems entered the special education administrator, a professional

educator who had been relatively unknown but whose importance increased dramatically. Hatley and Whitworth state that:

> If special education is truly to become a reality for every child served by the educational system, then a new breed of professional joining the abilities and training of the special educator with those of the administrator in a precise and productive combination must be prepared (1979:11).

Kohl and Marro wrote:

> If what is known about organization in general holds true in special education, and there is no reason to believe it does not, the central position around which organizational concerns revolve is that of administration of special education. This person, more than any other, will be involved either directly or indirectly in decisions that affect the lives of millions of people, the spending of billions of dollars, and the organization, administration, and supervision of thousands of programs for students with disabilities (1970:2).

Recognizing the complexities of this position and the level of skills needed, Jones and Wilkerson (1973) observed that the special education administrator is one of the few administrative personnel in the schools who has true K-12 responsibility. Gearheart (1967) wrote that a special education administrator is obviously a key person in the special education unit. Forgnone and Collings (1975) acknowledged the demand for special education administrators to direct special education programs. They stated that,

as special education grows and becomes more complex, the need for leadership becomes imperative. Connor (1966), predicted that recruitment and selection for the job of special education leaders would increasingly take into account the multiplicity of qualifications needed by those who are to fill each position. Kern and Mayer (1970) noted the growing complexity of special education and wrote:

> It has become apparent that the complexity of special education demands the leadership of a well-trained, highly qualified professional who is a "specialist" but who must have a wide background of training and expertise in many exceptionalities (p. 128).

As school systems strive to achieve organizational goals, few would question the vital role played by the administrator of special education in a relatively new field. Yet, there appear to be inconsistencies and inconclusiveness concerning the special education administrator's role. Research to clarify this issue has been both minimal and conflicting.

The achievement of organizational goals depends greatly on the ability of administrators to work together effectively. This process requires agreement on roles and responsiblities. According to Getzels and Guba (1957), roles are very important and are defined at least in part by expectation. If the organization

is viewed from a social systems perspective (Litterer, 1969; Getzels, Lipham and Campbell, 1968; Bidwell, 1965), both roles and expectations are necessary to the functioning of the institution. Discrepancies in expectations of role can lead to role conflict and role ambiguity (Hoy and Miskel, 1982). However, as long as the administrative units maintain their respective identities within the boundaries of the local education agency, administrative expectations of each may be separated from other units. Ideally, there should be few reasons for role conflict between the county superintendent, the special education administrator and the principal. In an optimum configuration, their roles should be distinctive with few, if any, overlapping functions (Argyris, 1957) and with the clearly identified goal of providing educational and related services to all exceptional students.

Administrative behavior, when viewed in a social systems perspective, is the result of the individual administrator's attempt to cope with an environment composed of expectations for his behavior in a manner which satisfies that individual's pattern of needs (Robson, 1981). Getzels (1967) described observed administrative behavior as a function of the interaction between those expectations and the

individual's personality.

Special education administrators become socialized, in terms of organizational life, to behave in certain ways which are consistent with expectations or demands related to the roles they play. This socialization results from the individual's interaction with others within the unit who have either superior or subordinate roles. Research generated by Gross, McEachern and Mason (1958) identified these role partners collectively as the individual role set. Role performance as described by Hampton, Summer and Webber (1973) is dependent upon the blending of the individual`s desire, capacity, and perception of the role responsibilities with the expectations held by those in the role set. These and similar models imply that where the individual desires and capacities are not in alignment with the demands of the role, the individual will likely be dissatisfied and consequently be less effective.

The potential for role ambiguity appears to exist with respect to the special education administrator function in West Virginia due in part to the fact that role is not defined by a specific set of certification standards for that position.

The Valid Position Code For Professional Instructional Personnel, published by the West Virginia Department of Education (1979), provides that this specialization be covered in the state aid formula via the following description:

> Director/manager (instructional), an assignment to direct and manage programs of instructional purposes (Ex. Director of Special Education, Director of Vocational Education, Director of Elementary Education, Director of Secondary Education and RESA Director).

Despite this description, no West Virginia Department of Education document addresses the requirement for the special education administrator to possess either a special education or an administrative endorsement to a professional teaching certificate (Taylor, 1979). In addition, the West Virginia Regulations for the Education of Exceptional Children (1983) requires the county special education administrator, as the superintendent's designee, to develop the annual special education county plan and to coordinate a variety of activities associated with the search and serve process within the county. A recent study was contracted for by the West Virginia Department of Education to examine the variation in percentages of exceptional children served by counties (Thouvenelle, Deloria and Blaschke, (1984). The study identified a

definite positive relationship between the function of the local education administrator and the existence of quality special education programs within that district. In a study which examined possible resolutions to special education issues, Roth (1985) asked that respondents designate the responsible party for initiating that solution. As a result, the study suggested that the clarification of role responsibilities among the various hierarchical administrative positions would improve the quality of special education services. Because the special education administrator serves in an administrative capacity located hierarchically somewhere between the position of the superintendent and the principal, a common interpretation of a position's role is critical if morale is to be maintained, conflict is to be avoided and organizational goals are to be met (Guba, 1958).

Finally, although studies designed to explore the role of the local school district's special education administrator have been conducted in other states (Robson, 1981; Anastasio and Sage, 1982; Hatley and Whitworth, 1979; Mazor, 1977), there has been no study of this position in West Virginia.

Statement of the Problem

This study examined the expectations held by key administrative personnel within West Virginia's county school systems with respect to the role of the special education administrator. Specifically, what are the existing differences, if any, of perceptions among and within groups of superintendents, principals and special education administrators of the role expectations for the special education administrator in county school systems in West Virginia?

Definition of Terms

County School Systems - refers to each of the fifty-five local school districts in West Virginia.

Existing Differences of Perceptions - refers to differing perceptions within and among key West Virginia county school administrators which may lead to conflict as measured by the Newman (1968) instrument.

Principals - refers to a random sample of 150 principals from the fifty-five counties in West Virginia.

Role Expectations - refers to forty specific types of administrative activities organized into Gulick's (1937) Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (POSDCoRB)

Theory by Newman.

Special Education Administrator - refers to each of the fifty-five county special education administrators identified in the West Virginia Special Education Directory.

Superintendents - refers to each of the fifty-five West Virginia county superintendents.

Objectives

The purpose of this study was to examine the perceptions of superintendents, principals and special education administrators within West Virginia's county school systems regarding the role of the special education administrator. The specific objective was to generate information which would clarify the following:

1. The relationship between the perceptions of special education administrators and those of principals regarding the role of the special education administrator.
2. The relationship between the perceptions of special education administrators and those of superintendents regarding the role of the special education administrator.
3. The relationship between the perceptions of principals and superintendents regarding the role of the special education administrator.

Hypotheses

The first seven hypotheses specifically relate to the extent of agreement among the three respondent groups as to whether special educators are actually performing specific functions, while hypotheses eight through fourteen relate to the extent of agreement among the three respondent groups around the degree of importance of specific functions. The null hypotheses are as follows:

1. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Planning as defined by the tasks in the Newman instrument.
2. There are no differences in the responses among West Virginia special education administrators, principal and superintendents to the perceived performance of the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.
3. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative

function entitled Staffing as defined by the tasks in the Newman instrument.

4. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.
5. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Coordinating as defined by the tasks in the Newman instrument.
6. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Reporting as defined by the tasks in the Newman instrument.
7. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Budgeting as defined by the tasks

in the Newman instrument.

8. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Planning as defined by the tasks in the Newman instrument.
9. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.
10. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Staffing as defined by the tasks in the Newman instrument.
11. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.

12. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.
13. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Reporting as defined by the tasks in the Newman instrument.
14. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Budgeting as defined by the tasks in the Newman instrument.

Limitations

1. This study is based on the responses of special education administrators, principals and superintendents from the fifty-five counties in West Virginia. Caution should be used in generalizing the results of the study outside the representativeness of this sample.

2. The questionnaire format has inherent limitations according to Kerlinger (1973), Van Dalen and Mayer (1962) and Travers (1964). Specifically, a respondent may not fully understand the instructions or may only partially complete the instrument. Also, an individual may respond in a manner intended to place him/herself in a more favorable light. Finally, the respondent may hastily complete the questionnaire and not carefully consider his/her responses.
3. The findings of this study are limited by the reliability and validity of the Newman instrument.
4. For the purposes of this study, the performance and importance of these seven administrative functions are measured only by the respondents' perceptions of the specific tasks assigned to each function by the Newman instrument.

Chapter 2

Review of Related Literature

A review of the literature indicated clearly the emergence of the special education administrator's position. As with any relatively new position, unless expectations of role by other key persons are compatible, conflict may result. For these reasons, literature reviewed in this chapter is related to:

1. The special education administrator's role
2. Role expectancies and conflict
3. Interaction of the special education administrator and principal
4. Interaction of the special education administrator and superintendent.

The Special Education Administrator

Research concerning the special education administrator tends to first describe the emergence of the position and then to attempt to clarify the role of the individual holding that position.

In an early survey Ayer (1928) found sixteen major cities to have employed only six administrators of special education. Several years later, Baker (1944)

and Cain (1953) both reported that, with few exceptions, special education programs were directed largely by regular school administrators. Later literature reviews were conducted by Howe (1960) and Willenberg (1966) who found little research dealing with the administrator of special education. They concluded that the development of this relatively new leadership position was difficult to identify because of the variety of titles and functions associated with the job. White (1969) contended that the emerging role of the special education administrator had changed radically because of the confusion and redefinition of the role required by the rapid growth of programs for exceptional students.

In an early attempt to define special education administration, Baker (1944) noted that the position was concerned with the organization, administration and direction of the ongoing operation of school programs structured to meet the unique needs of exceptional children. Several studies suggested that the scope of the role of the special education administrator may be among the most diverse of all central office administrative positions (Jones and Wilkerson, 1975; Gearheart, 1967; and Forgnone and Collings, 1975). Other researchers identified the need

to organize and clarify special administrative procedures existed if effective delivery of services to exceptional children was to be accomplished (Willenberg, 1964; Conner, 1961, 1963; and Reynolds, 1966). Crowson and Porter-Gehrie (1981) noted that traditional administrative functions of planning, organizing, controlling and evaluting (Weber, 1947) must be carried out within the context of an organization dealing with a special education component in a constant state of change.

Recognizing the complexity of this emerging position, several researchers identified broad leadership roles provided by the special education administrator. The need for the special education administrator to serve as a program leader and influencer of human opinion was noted by Meisgeier and Sloat (1970) and Crossland, Fox, and Baker (1982). Provision of leadership in policy development for those tasks unique to departments of special education was, according to Meisgeier and King (1970) and Davis (1979), another role for the special education administrator. Milofsky (1974) felt that the special education administrator also often acts as the primary agent of the district superintendent in matters related to exceptional children. Earlier, Connor

(1961, 1963) and Tudyman (1961) wrote that the special education administrator also provides the direction and coordination necessary to ensure that the instructional objectives of programs for exceptional children are accomplished.

Attempts to isolate and identify the specific roles of the special education administrator have included both national and state-level studies. A review of the literature isolated a limited amount of research dealing directly with the special education administrator's role (Baker, 1944; Cain, 1953; Howe, 1960; Willenberg, 1966). Voelker and Mullen (1963) and Willower (1970) reported that researchers had directed so little attention to special education organization, administration and supervision that this area merited closer attention.

According to Howe (1966), an early study conducted by Mackie and Engle (1955) for the United States Office of Education with respect to special education administrators in local school districts was an important starting place from which to examine the role associated with that position. This survey involved 103 directors and 80 supervisors of special education in various size communities and reported that the special education administrator's time could be

divided into four major areas. Later, Newman (1970) organized those findings on a percentage basis and noted that 37 percent of the time was spent on administrative tasks, 28 percent of the time was occupied by supervisory/consultative responsibilities, 13 percent of the time involved direct services to children and other miscellaneous activities such as research and public relations, and in-service training occupied the remaining 22 percent of the time. Newman's work provided the basis for the development of the instrument described elsewhere in this document.

Some attempts to explore the role and functions of the special eduction director have involved surveys of special education administrators themselves (Taylor, 1967; Newman, 1970; Spriggs, 1972; Myers, 1981). Spriggs (1972) studied Minnesota special education administrators and concluded that responsiblities and accountability assigned to the position often exceed the authority granted to perform the job. This finding prompted him to suggest that additional research dealing with the perceptions which other school administrators hold with respect to that position is needed. More recently, Mazor (1977), Taylor (1978), Hatley and Whitworth (1979), and Anastasio and Sage (1982) reported a similar lack of

research as the basis for their respective studies of the role of the special education administrator.

Other researchers have studied the manner in which other public school administrators viewed the special education administrator in various states (Taylor, 1967; Bobay, 1973; Costello, 1979; Raske, 1979; Mazor, 1977; Taylor, 1978; Hatley and Whitworth, 1979; Davis, Wholeben and Ellis, 1979; Myers, 1981; Robson, 1981; Crossland, Fox and Baker, 1982; Nevin, 1982). The first state study of the role of the special education administrator identified the main functions of California administrators. These functions consisted of selection and supervision of new teachers, budget development and administration, evaluation of special education programs, in-service training and placement of exceptional students (Taylor, 1967). Bobay (1973) compared perceptions of Florida special education supervisiors, general program supervisors and directors of special education and identified three roles which had the potential for misunderstanding amoung these groups. These roles included curriculum planning and development, counseling and guidance and transportation scheduling for exceptional children. Bobay recommended that similar research studies be conducted among the local school districts of other states.

Costello (1979) recognized the amount of latitude that local education agencies have in delivering free, appropriate, educational services to exceptional students as a result of the passage of Public Law 94-142. He indicated that individual school systems might have to examine the unique needs inherent to each to aid in identifying the administrator's role. Raske (1979), Davis, Wholeben and Ellis (1979), Crossland, Fox and Baker (1982) and Nevin (1979) examined the associated special administrative competencies required of general school administrators in the delivery of services to exceptional students. While Taylor (1978), Hatley and Whitworth (1979) and Newman (1970) focused their research efforts on an attempt to define the role of the special education administrator as perceived by various other groups, only Mazor (1977) compared special education administrator role expectations of principals, superintendents and special education administrators in his Massachusetts study. No research effort specific to the perceived role of the special education administrator in West Virginia was located in the literature.

The evolution of the role of key school personnel such as the special education administrator can sometimes be chronicled by the development of training

programs for those positions. One of the first researchers to mention the need to explore a graduate level training and degree program in special education administration was Kirk (1957). Taylor (1967) suggested a major in educational administration and a minor in special education for all potential special education administrators. Newman (1970) reported a definite effect of the amount of special education training held by the special education administrator and his apparent ability to perform the administrative function of planning and directing in-service training efforts. The same study cited the impact of the lack of special education teaching experience or training upon both the evaluation of exceptional education teachers and special education curriculum development. Evidence suggests that attempts to identify the special education administrator's role as a means of developing realistic training programs have resulted in conflicting findings. A study conducted by Trow (1971) suggested that special education trained administrators felt more comfortable in their role than did general education administrators with little or no special education training. About the same time, a study conducted by Bradshaw (1971) explored educational training and experience as the variables to be

considered in determining the effect on the decision-making style of the special education administrator. He reported that administrative experience did have an effect on the decision-making style of special education administrators while teaching experience apparently had little effect.

Conflicting results of studies concerning the role of active special education administrators in training potential newcomers have also been reported. Carney (1972) reported that apparently special education administrators do not feel an obligation to assist in this type of training. A similar, but later study cited a strong interest in participating in the training of newcomers by active special education administrators (Loe and Becker, 1975). The review of the literature revealed conflicting findings regarding the efficacy of attempting to track the evolution of the role of the special education administrator through the development of training programs for those positions. The same review did reveal a definite increase in the number of states developing specific certification requirements for administrators of special educaiton (Bauer, 1981; Stile and Pettibone, 1980; Forgnone and Collins, 1975). Bauer (1981) reported that a variety of special

education certifications exist among the states and that a growing number of states were in the process of adopting the special education administrative endorsement. However, no West Virginia certification regulations reflect either a requirement for a special education endorsement or for an administrative endorsement to serve in the capacity of special education administrator (Taylor, 1979; Truby, 1983). A recent study was commissioned by the West Virginia Department of Education to determine the factors related to the dispersion in the percentages of exceptional children served among county school districts in West Virginia (Thouvenelle, Deloria, and Blaschke, 1984). The study identified formal training in education administration and/or teaching of handicapped students as primary factors related to the existence of quality special education programs within individual school districts.

Evidence suggests that the role of the special education administrator is still evolving. Prior to the passage of Public Law 94-142 in 1975, researchers began to suggest that the special education administrator's role needed to reflect that of facilitator, innovator and implementor to accomodate increasing demands of parents and advocacy groups

(Henderson, 1967; Bilyeu, 1973; Forgnone and Collings, 1975). As indicated, subsequent studies of the role of the special education administrator questioned whether that role could have ever been categorized as a traditional administrative position (Mazor, 1977; Taylor 1978; Taylor, 1978; Hatley and Whitworth, 1979; Anastasio and Sage, 1982). These studies cited the rapid change of role. Another reason identified in these studies for the lack of a more standardized role is that the passage of Public Law 94-142 dramatically shifted the focus of special education from the categorically self-contained classroom to integrated settings in an attempt to satisfy the principle of least restrictive environment. The circumstances suggest the potential for conflict caused by role ambiguity and as such, may reduce the effectiveness of the delivery of services to exceptional students in West Virginia.

Role Expectancies and Conflict

Because of the apparent lack of a clear definition of the role of the special education administrator, the potential exists for conflict in role expectations. It is important for the special education administrator to be aware of others' perceptions of his/her role and also to communicate to others his/her own perception of

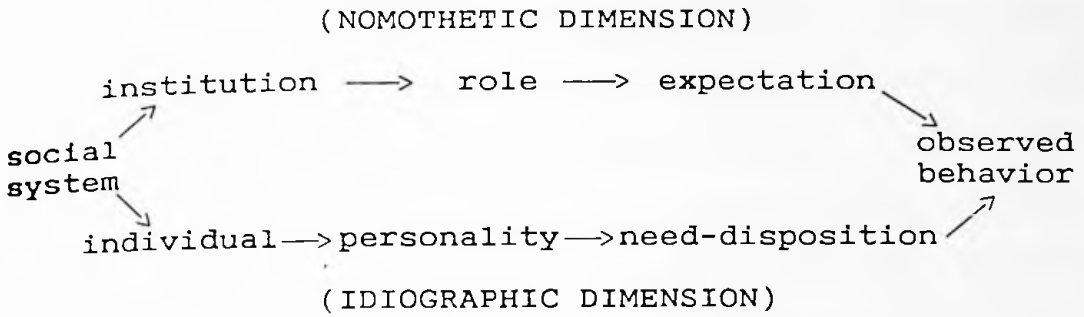
that role. This process could reduce the potential for conflict between different level of administrative personnel. The consequences of situations in which individuals have more than one person to whom they are accountable were cited by Fayol (1949). A number of studies have explored the relationships between role, expectations, and conflict (Getzels and Guba, 1954; Merton, 1957; Gross, Mason and McEachern, 1958; Getzels, Lipham and Campbell, 1968). More recently, Sergiovanni and Carver (1980) and Crossland, Fox and Baker (1982) have explored the same relationships as they relate to special education administrator behaviors.

Behaviors of special education administrators have been studied in a variety of ways. Downey (1971) used the leader behavior dimensions (initiating structure and consideration) identified by Halpin (1966) to study these behaviors. He reported that because administrators of special education in larger districts appeared to exhibit more initiating structure, the magnitude and complexity of the special education administration function should be adjusted accordingly if either behavior is considered to be an important component of that role. Ten years later, Robson (1981) proposed that administrative behavior, viewed in a

social systems perspective, is the result of the individual administrator's attempt to cope with an environment composed of expectations for his behavior in a manner which satisfies his/her own pattern of needs. Role conflict exists whenever expectations are not congruent with need dispositions.

Role conflict is generally characterized by the presence of incompatible performance expectations (Campbell, Bridges, Corbally, Nystrand and Ramseyer, 1971). These incompatible expectations mean that there is a concurrent demand for behaviors which are inconsistent, mutually exclusive, or contradictory. Gorton (1972) and Kriedberg (1972) interpreted the Getzels-Guba Model to suggest that potential for role conflict is minimal as long as need dispositions of the administrator are in congruence with others' expectations.

Mazor (1977) reviewed the conceptual model developed by Getzels and Guba (1957) which provides a means by which to identify those factors influencing the special education administrator's behavior.



Getzels (1963) explained the relationship of the nomothetic and idiographic dimensions as follows:

> "...behavior can be understood as a function of these major elements - institutions, role and expectation - which together refer to the ... nomothetic or normative dimension; ...and individuals, personality and need disposition, which together refer to the ...idiographic or personal dimension" (p.310).

That is, the administrator's behavior is affected not only by his personal needs, but also by the expectations for his role which are held by other relevant individuals and groups. An administrator's behavior is thus a result of an attempt to cope with an environment that has expectations for his behavior which may be inconsistent with his own independent pattern of needs (Campbell, Bridges, Corbally, Nystrand and Ramseyer, 1971; Sergiovanni and Carver, 1980). When there is unresolved role conflict, an administrator can experience lowered levels of individual competence and effectiveness according to

Neagley, Evans and Lynn (1969). A differing opinion offered by Gage (1972) suggested that unresolved conflict may stimulate positive effects by motivating people to immediate and sustained action. While the Gage study noted the positive consequences of role conflict, the majority of researchers have agreed that the negative consequences outnumber the positive ones. For instance, Gross (1958) and Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) tied role conflict directly to lowered levels of job satisfaction and reduced confidence in the school organization as a whole.

In a later discussion of the consequences of role conflict, Naegley, Evans, and Lynn (1969) indicated that administrative behavior is partially a function of the expectancy of role held by those in the group. Considerable dissatisfaction may result unless roles are clearly defined (Campbell, 1957; Naegley, Evans and Lynn, 1969). In a related study at the level of the principality, Saxe (1968) suggested that principals should have knowledge of what is expected of them by the various groups with whom maintenance of good relations is important in order to minimize disagreement among those groups (Campbell, 1957). By extension of the same logic, because the special education administrator comes into contact with at

least as many key groups, a clear perception of what is expected of him/her by those groups is equally important. Because special education administrators are generally assigned a position somewhere between superintendents and principals in local school organizations, they occupy a role which is affected by behavioral expectations of others (Gross, 1957; Lawless, 1972). Therefore, the more the special education administrator learns about the expectations held by others with respect to their role, the more likely they are either to avoid or to minimize potential conflict situations. This clarification of expectations may be critical in West Virginia because the special education administrator's role is still in the process of evolution and has not been defined via development of specific training requirements and/or endorsement patterns. Graen (1972) suggested that performance in a newly created position may be influenced by expectations held by key personnel who have a vested interest in the new persons's performance. This might lead one to expect that, in the absence of a clearly defined role, the special education administrator's behavior may be strongly influenced by other administrators in the school system. This would be congruent with the position of

Andrew and Willey (1958) who suggested that the administrator is dependent upon others for the success of his/her undertaking and is somewhat subject to their desire that he perform well. As a result, the special education administrator may well be the subject of a performance evaluation that does not accurately reflect his/her role. Because evaluations may either impair or enhance the effectiveness of the special education administrator (Gorton, 1972), a common perception of role is extremely important to the formulation of a valid basis for evaluation of that position.

Although not specific to the special education administrator's position, Johnson's study (1971) compared the role expectations held by supervisors, teachers and elementary school principals for the supervisor of classes for the mentally retarded. Both general leadership and curriculum leadership behaviors were examined. Results of the study indicated no significant differences among perceptions of general leadership behaviors but did indicate potential conflicts in curriculum leadership behaviors. Building administrators viewed the supervisor as another administrator while teachers viewed the supervisor's primary function as that of a resource or

consulting person. Lucio and NcNeil (1962) indicated that potential conflict is present when various groups dealt with by the same supervisor have differing expectations of that position and its function.

The principal implication of the literature reviewed is that the presence of role conflict may affect the special education administrator, the productivity of the staff with whom the perceived role conflict exists, and ultimately the services delivered to exceptional students. It appears that if the principle of least restrictive environment is to be achieved as prescribed by Public Law 94-142, a high level of cooperative effort and articulation of role should occur between the building administrator, the special education administrator and the superintendent.

Interaction Of Special Education Administrator And Principal

Swain and Underwood (1965) and School (1968) cited the need for cooperation and support of the principal to assure quality programs and indicated that the ultimate responsibility for those programs rests with that individual. Mayr (1969) and Davis (1979) recognized the fact that special education issues are the cause of many daily pressures in individual schools

and constitute a major challenge to school systems. The majority of research dealing with the principal and the special education administrative function was conducted prior to the passage of Public Law 94-142 in 1975. Bumgartner and Lynch (1967), Dean (1967) and Milofsky (1974) pointed out that principals could essentially dictate whether a special class received support within the school or whether its effectiveness was to be weakened by their administrative prerogative. A number of studies have dealt with the importance of administrator attitude in the development of sound and effective special education programs (Eichorn, 1959; Gearheart, 1967; Graham, 1962; Voelker, 1967; Lewis, 1971; Asher, 1973; Stephens and Braun, 1980). A recognition of the importance of understanding and support for special education by principals led to the development of special education in-service programs for principals (Sage, 1969; Beery, 1972). Rucker and Gable (1973) and Bonds and Lindsey (1980) developed instrumentation designed to assess the attitudinal acceptance of special education by principals. Other researchers were of the opinion that the principal, as individual program leader, should be considered to be the most important influence in integrating the exceptional child into the regular classroom (Payne and

Murray, 1974; Stile and Pettibone, 1980). Cruickshank, Paul and Junkala (1969), Blatt and Garfunkel (1971), Reger (1968) and Corrigon (1978) cited a lack of formal preparation in special education as a shortcoming of school administrator training programs. A 1979 survey indicated that only twelve states required special education coursework to be included as a requirement for the general administrative certificate (Stile and Pettibone, 1980).

Questionnaire responses to a national study indicated that department heads of college and inner city special education training programs, state directors of special education and school administration professors agreed that principal training programs should include four to six semester hours in the special education area (Hodgson, 1964). A study by Langdon (1972) indicated that principals strongly agreed that their preparation program should include information about exceptional student programming. Bullock (1970) indicated that no state required special education coursework for certification as an elementary principal. Until the recent adoption of Policy 5100 by the State Board of Education, West Virginia had no such competency for principals (Taylor, 1979). As a result, the

special education administrator may well be the key person bearing the responsibility of increasing the building administrator's level of awareness of special education. This would be congruent with a study conducted by Shultz (1973) who declared that the special education administrator is the person who must ensure that the principal recognizes and prepares for special education as one component of the curricular offering of the school.

Calovini (1968), Melcher (1970), Morse (1971), Nevin (1979), Gearheart (1977), and Stile and Pettibone (1980) have stated that the principal is a key administrator who is involved daily in the planning for, and implementation of, special education programs. However, Caster and Brooks (1974), Taylor (1978), and Mazor (1977) found that there were differences of perception of specific roles and responsibilities between principals and special education administrators. Because both are key personnel in the delivery of special education programs, differing perceptions of role should be identified, understood and dealt with if programs for exceptional children are to be effectively provided.

Interaction of Director and Superintendent

Even though the importance of the principal and special education administrator in delivering programs to exceptional children is well documented, it is the superintendent who is ultimately responsible for these programs. In an early reference to the duty of the school superintendent with respect to special education, Greider and Rosenstengel (1954) stated that it was the chief school officer's duty to implement exceptional student programming. Later, Bruno (1961) stated that the responsibility for meeting students' special needs within the district rested ultimately with the superintendent. Wilson (1966) and Clabaugh (1966) described the superintendent as the chief school administrator who must accept responsiblity for nearly every component of the school system.

Gearheart (1967) and Meisgeier and King (1970) identified the superintendent of schools as a major influence on the development of the role and responsibilities of the special education administrator. Graham (1956) suggested that the special education administrator should function as an extension of the leadership role of the superintendency. Griffiths, Clark, Wynn and Iannaccone (1962) and Clabaugh (1966) recognized that

the superintendent should reserve the primary responsibility for some administrative functions but delegate others to subordinate administrators. Bruno (1961) suggested that superintendents might want to establish an administrative position in special education whenever exceptional children programming expanded to an extent that it was comparable to other administrative components within the system. Certainly the rapid growth of program offerings for exceptional students since the passage of Public Law 94-142 in 1975 has created this circumstance.

The role of the West Virginia special education administrator is defined to a substantial degree by the influence of the superintendent. Not only must the special education administrator understand the superintendent's expectation of his role and the various tasks which he is expected to perform, but he/she must also apprise the superintendent of new trends or mandates impacting special education. In addition, the Regulations for The Education of Exceptional Students (Truby, 1983) in West Virginia specifies that the superintendent or his designee perform a wide variety of functions in the search-and-serve process.

Summary

This chapter has examined literature dealing with the changing role of the special education administrator. Studies by Mackie and Engle (1955), Taylor (1967), Sage (1968), Sloat (1969), Newman (1970), Kohl and Marro (1971), and Whitworth and Hatley (1979) have given ample evidence of the changing nature of the emerging role of the special education administrator and the corresponding potential for differing perceptions of role among key administrative personnel.

Studies by Courtnage (1967), Hill (1967), Parelius (1968), Mazor (1977), Mallek (1970) and Whitworth and Hatley (1979) further examined different groups' perceptions of the special education administrator's role and suggested that the continuing evolution of that role does indeed contribute to differing perceptions. Anastasio and Sage (1982) supported this position as well as the proposition that the special education director plays a key role in meeting the demands of federal legislation and state regulations requiring school systems to provide a free, appropriate, public education for all handicapped children. The Getzels and Guba (1957) conceptual model, which provides a basis for analysis of factors

influencing administrator behavior, has been reviewed in this chapter. Role conflict frequently emerges as a result of differing and incompatible performance expectations held by various key personnel (Campbell, Bridges, Corbally, Nystrand and Ramseyer, 1971). Such conflict may be minimized if those key persons understand and identify potential conflict circumstances.

This chapter also examined literature documenting the importance of the roles played by principals and superintendents in the delivery of special education services. If a common perception of the role of the special education director does not exist among the director, superintendent and principals, conflict may result in dissatisfaction and a reduction in efficiency and effectiveness in meeting mandates for the provision of services to special needs children.

The existence of a growing number of states requiring special education training as one component of the certification process for general administrative endorsement as well as for special education administrators was reviewed. The fact that special education administrators in West Virginia are not required to hold either a special education or an administrative endorsement may make definition of this

administrator's role even more difficult and carry with it a corresponding increase in the potential for conflict. This review indicated a general lack of research dealing specifically with the expectancies associated with the role of the West Virginia special education administrator and this lack provided part of the rationale for the study.

Chapter 3

Methodology

This study examined the expectations held by key administrative personnel within West Virginia's county school systems with respect to the role of the special education administrator. The existing differences of perceptions among and within groups of superintendents, principals and special education administrators of the role expectations for the special education administrator in county school systems in West Virginia were examined. The methodology and design used to conduct the research are described in this chapter.

Instrumentation

The instrument used in this study has been employed in three previous studies concerned with the role expectations of the special education administrator. The instrument was originally developed in 1976 by Karen S. Newman when she examined tasks actually and ideally carried out by special education administrators. This instrument is organized around 40 specific tasks identified by Newman and assigned to the seven categories of administrative activity identified

by Urwick's POSDCoRB Theory (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting). The instrument deals with the tasks actually performed, the tasks which ideally should be performed, and the ranking of those tasks within each separate administrative activity. The questionnaire was validated by Newman by combining the judgement of experts with statistical analysis (Ross, 1941). In order to accomplish this validation, texts were reviewed, articles and research studies related to the field of special education administration were analyzed, and then a list of tasks performed by these administrators was generated. The master list of tasks was reviewed by Dr. Newman's doctoral committee and five other individuals with expertise in the field of special education. The suggestions and comments from these persons were incorporated as the instrument was developed. Newman then had a group of general and special education administrators complete a trial questionnaire as a final examination of the readability and validity of her instrument. The final format of the Newman instrument permitted individuals to record their perceptions of the actual performance of each of the 40 specific administrative tasks. In addition, the subject groups rated their perceptions of the

importance of these tasks.

A later study utilized the Newman questionnaire but included one minor revision (Bobay, 1973). Bobay requested that each respondent rank the specific task by circling one of the following: VI (very important), I (important), U (uncertain), LI (little importance) or NI (not important). Originally, the Newman instrument response required that a ranking of 1-6 be assigned to each task. Samples of both instrument headings may be found on the following page in Table 1.

In a more recent study, Mazor (1977) incorporated another small revision to the instrument utilized by Bobay. According to this researcher's conversations with Mazor, the revision was recommended as part of his correspondence with Bobay. Bobay recommended deletion of the column which requested that the respondent state if a task should be performed. Mazor agreed that this column was, in fact, a duplication of the Bobay instrument's third column where the respondent was requested to rank specific tasks by circling one of the following responses: VI U LI NI. A sample heading of Mazor's instrument heading is found on the page beneath those previously identified. Dr. Mazor indicated that he had no objections to the use of the instrument and no suggestions for its revision in a

TABLE 1

SAMPLE OF NEWMAN'S INSTRUMENT

COLUMN

A			B			C
ACTUALLY PERFORMED			IDEALLY PERFORMED			RANKING
YES	NO	DOES NOT APPLY	YES	NO	DOES NOT APPLY	1 - 6

SAMPLE OF BOBAY'S INSTRUMENT

COLUMN

A			B			C
ACTUALLY PERFORMED			IDEALLY PERFORMED			RANKING
YES	NO	DOES NOT APPLY	YES	NO	DOES NOT APPLY	VI I U LI NI

SAMPLE OF MAZOR'S INSTRUMENT

COLUMN

A			B
ACTUALLY PERFORMED			DEGREE OF IMPORTANCE
YES	NO	DOES NOT APPLY	VI I U LI NI

conversation with this researcher. A copy of the entire instrument may be found in Appendix A.

As stated earlier, the instrument used in this study includes 40 specific tasks assigned to seven functions of special education administration. The following identifies the specific tasks assigned to each function:

Planning Function:

1. Developing policies
2. Establishing special education programs
3. Surveying the district for handicapped and gifted students
4. Planning and providing facilities
5. Planning and providing special equipment materials
6. Curriculum planning and development

Organizing Function:

1. Establishing channels of communication and responsibility
2. Preparing schedules for special education teachers
3. Placement of special classes within school buildings

4. Establishing psychological procedures for identifying handicapped and gifted students
5. Establishing communication with entire school staff concerning referral and diagnostic procedures

Staffing Function:

1. Recruitment of special education teachers
2. Assistance to the screening of special education teachers
3. Selection of special education teachers
4. Assignment of special education teachers
5. Evaluation of special education teachers
6. Building and maintaining special education staff morale
7. Securing consultant services for the staff

Directing Function:

1. Placement of children in special classes
2. Transportation schedules for exceptional children

3. Planning inservice meetings, workshops, etc.
4. Conducting research with exceptional children
5. Directing inservice meetings, workshops etc.
6. Reevaluation of exceptional children
7. Providing counseling and guidance services to exceptional children

Coordinating Function:

1. Integrating special education with entire school program
2. Cooperating and communicating with school personnel
3. Communicating with parents and the public
4. Utilizing services of community agencies
5. Utilizing state department personnel as resources
6. Communicating with board of education concerning special education program

Reporting Function:

1. Completion of state forms
2. Pupil accounting and records
3. Teacher accounting
4. Disseminating research findings
5. Periodic publications made available to parents and the public

Budgeting Function:

1. Preparation of the budget
2. Presentation of budget requests
3. Administering the budget
4. Keeping school personnel informed of budget limits

To supplement the data generated by the questionnaire, a demographic information sheet (Appendix B) was developed and was mailed to each subject along with the questionnaire. This sheet was used to obtain additional, descriptive data about respondents' training, education, and experience in both special education and administration.

Sample and Sampling Procedures

Representatives from each of the 55 county school systems in West Virginia were used as public school subjects for this investigation. The following public

school personnel from each county were selected to participate in the study: (1) all fifty-five county superintendents of schools (2) all fifty-five persons identified as special education administrators in the Directory of Special Education Administrative Personnel published by the West Virginia Department of Education and 150 (14.25 percent) randomly selected individuals from among the 1053 West Virginia principals. A table of random numbers was used in determining which principals listed in the 1985-86 West Virginia Education Directory would receive the instrument. Kerlinger (1973) noted that the principle of randomization is that every member of a population has an equal chance of being selected.

Collection of Data

Each subject was mailed the selected instrument (Appendix A), a demographic information sheet (Appendix B), and an explanatory letter (Appendix C) during Spring 1986. Principals, superintendents and special education administrators were requested to respond to each task as they perceived it to be actually performed. Responses were placed in Column A of the instrument. The same individuals were asked to indicate the importance of the same tasks and to respond their response in column. B. Column B response

alternatives were:

VI Very Important

I Important

U Uncertain

LI Little Importance

NI Not Important

A response score of five was assigned if a task was identified as being very important; a response score of four was assigned for those tasks identified as important; a response score of zero was assigned for those tasks identified as uncertain; a response score of two was assigned for those tasks identified as having little importance; and a response score of one was assigned for those tasks perceived to not be of importance. The use of the Likert Scale as a reliable measure and one most useful in behavioral research is cited by Kerlinger (1973).

The individuals surveyed were asked to complete the demographic information sheet and the questionnaire and to return both in a self-addressed, stamped envelope during Spring 1986. The address label of each self-addressed, stampted envelope contained a code for each respondent group. This facilitated efficient identification of the grouping and respondents so that a follow-up letter (Appendix D)

mailed with an additional sheet and instrument could be mailed to nonresponding individuals four weeks after the initial mailing.

Statistical Procedures

The analysis of variance (ANOVA) was used to test hypotheses one through fourteen of the study. This analysis was appropriate since these hypotheses test the significance of the differences between the means of a number of different samples (Ferguson, 1966). Table 2 is found on the following page and contains the contingency tables used to test hypotheses one through seven and eight through fourteen respectively.

Glass, Peckam, and Sanders (1972) noted that "skewed populations have little effect on either the level of significance or the power of the fixed effects model F test". The investigator used the Scheffe' method of multiple comparisons to isolate the comparisons between means if the null hypothesis was rejected at the .05 level (Glass and Stanley, 1970). The Scheffe' method was used because of the unequal N's in the subject groups. The Scheffe' is a very rigorous test and at times did not isolate where the difference occurred. In these instances the Duncan Multiple Range Test was also applied to demonstrate the existence of this difference. An alpha level was

Table 2

The Contingency Table Used To Test

Hypotheses One Through Seven

(Perceived Performance)

Cell	Principals	Superintendents	Special Education Administrators	Total
Yes				
No				
DNA*				

*Does not apply

The Contingency Table Used to Test

Hypotheses Eight Through Fourteen

(Perceived Importance)

Cell*	Principals	Superintendents	Special Education Administrators	Total
VI				
I				
U				
LI				
NI				

*VI - Very Important I - Important U - Uncertain

LI - Little Important NI - Not Important

set at the .05 level of significance as the criterion to be used in rejecting the null hypotheses. This allowed for only a five out of 100 probability of obtaining erroneous results due to sampling error.

Summary

Even though this instrument and its described use satisfactorily reflect the tasks performed by the special education administrator, the questionnaire format does present certain limitations. Specifically, the person responding may complete the questionnaire in haste or not give it thoughtful consideration. The researcher has little control over this occurrence. In addition, an individual responding to the questionnaire may try to place himself in a more favorable light to please the researcher. Finally, a respondent may only partially complete the questionnaire or may not fully understand the instructions (Kerlinger, 1973; Van Dalen and Mayer, 1962; Travers, 1964).

Chapter 4

Presentation and Analysis of Data

This chapter provides a description and an analysis of those data generated by the study. This information is organized and presented under each of the fourteen hypotheses which define the scope of the study.

The study examined the expectations held by key administrative personnel within West Virginia's county school systems with respect to the role of the special education administrator. The existing differences of perceptions among and within groups of superintendents, principals and special education administrators of the role expectations for the special education administrator in county school systems in West Virginia were examined. The responses analyzed were concerned with both the perceived performance and the perceived importance of specific tasks.

The results of this examination are presented by reporting descriptive data of those surveyed, treatment of questionnaire data by each hypothesis and a chapter summary.

Descriptive Data

The following administrative personnel from within West Virginia's county school systems were chosen to participate in this investigation: (1) all fifty-five county superintendents of schools (2) all fifty-five county special education administrators and (3) a random selection of 150 (14.25 percent) of the 1053 West Virginia public school principals. Final response rates totaled 77.7 percent. Additional survey instrument response data are summarized in Table 3.

Demographic data which were collected from these administrative personnel included the following categories: (1) number of years in current position, (2) years of experience as superintendent, assistant superintendent, special education administrator, principal, assistant principal, teacher or other, (3) number of graduate courses in school administration and (4) number of graduate and undergraduate courses in special education.

The first demographic item asked for a response regarding length of time that each subject group had been in their current position. Superintendents appear to be the least stable of the three groups in their respective positions having an average tenure of

Table 3

Survey Instrument Response Data

Position	First Mailing	Second Mailing	Totals
Superintendents	55 mailed 37 returns 67.3% response	18 mailed 3 returns 16.7% response	55 contacted 40 returns 72.7% response
Special Education Administrators	55 mailed 41 returns 74.5% response	14 mailed 14 returns 100% response	55 contacted 55 returns 100% response
Principals	150 mailed 84 returns 56.0% response	66 mailed 23 returns 34.9% response	150 contacted 107 returns 71.3% response
TOTALS	260 mailed 162 returns 62.3% response	98 mailed 40 returns 40.8% response	260 contacted 202 returns 77.7% response

2.7 years in their current position. It appears that both the special education administrator (6.3 years) and principal (7.1 years) positions are more stable than that of the superintendent's position. However, it would be difficult to further compare the two because of the recent evolution of the role of the public school special education administrator. Additional detail regarding length of service in current position is presented in Table 4.

An analysis, by position, of the total years of experience as superintendent, assistant superintendent, special education administrator, principal, assistant principal, teacher or other, indicated common experiential backgrounds among the respondents. The range of years of experience and the mean years of experience in each category for superintendents were examined. Analysis of the data revealed that of the forty superintendents responding, twenty-four (60 percent) reported having had experience as principal and three (7.50 percent) reported having had experience as special education administrators. Eight superintendents (20 percent reported no teaching experience. Further detail regarding years of experience by position for superintendents is presented in Table 5.

Table 4

Range and Mean Years of Experience in Current Position

Position	Range of Years	Mean Years of Experience
Superintendents (N=40)	0.5 - 23	2.72
Special Education Administrators (N=55)	0 - 18	6.34
Principals (N=107)	1 - 28	7.18

Table 5

Experiential Data for Superintendents*
by Current and Prior Positions

Position	Range of Years	Mean
Superintendent (N=40)	0.5 - 23	7.84
Assistant Superintendent (N=26)	0 - 17	3.46
Special Education Administrator (N=3)	0 - 3	0.23
Principal (N=23)	0 - 18	3.93
Assistant Principal (N=14)	0 - 6	0.98
Teacher (N=32)	0 - 16	5.06
Other (N=12)	0 - 10	1.53

*N=40

The range of years of experience and the mean years of experience in each position category for special education administrators were examined. Examination of the data revealed that one person in this category reported experience as a superintendent. Eleven of this group (20 percent) reported experience as principals and ten (18.18 percent) reported no teaching experience. Table 6 provides further detail regarding years of experience for special education administrators.

The range of years of experience and the mean of years of experience in each category for 107 principals were examined. No respondent reported experience as a superintendent and two (1.87 percent) reported experience as a special education administrator. In addition, fourteen principals (13.08 percent) reported no teaching experience. Table 7 presents additional detail regarding years of experience by position for principals.

Data analysis regarding the respondent's experiential base indicated a number of differences across categories. Superintendents reported an average of 23.03 years of total service. Of this, an average of 2.72 years (11.81 percent) of service was spent in their current position. A similar comparison for

Table 6

Experiential Data for Special Education Administrators* by Position

Position	Range of Years	Mean
Superintendent (N=1)	0 - 17	0.31
Assistant Superintendent (N=1)	0 - 1	0.02
Special Education Administrator (N=55)	0 - 18	6.92
Principal (N=12)	0 - 22	1.44
Assistant Principal (N=3)	0 - 8	0.24
Teacher (N=45)	0 - 19	5.85
Other (N=26)	0 - 13	2.28

*N=55

Table 7

Experiential Data for Principals* by Position

Position	Range of Years	Mean
Superintendent (N=0)	0	0
Assistant Superintendent (N=1)	0 - 3	0.03
Special Education Administrator (N=2)	0 - 6	0.07
Principal (N=107)	1 - 28	8.93
Assistant Principal (N=30)	0 - 14	1.31
Teacher (N=93)	0 - 32	7.29
Other (N=11)	0 - 10	0.34

*N=107

special education administrators indicated an average of 17.06 years of total service of which an average of 6.34 years (37.16 percent) was spent in their current position. Finally, principals reported an average of 17.97 years of total service of which an average of 7.18 years (39.96 percent) was spent in their current position.

An analysis of the demographic data also provided an indication of educational background with respect to coursework taken. One hundred percent of the responding superintendents reported having seven or more courses as compared with 66.67 percent of special education administrators and 94.29 percent of principals. However, 24.07 percent of special education administrators and 2.85 percent of principals reported having taken less than three such courses. Additional data regarding number of education administration courses taken by respondents is found in Table 8.

Data were also collected regarding the number of graduate and undergraduate courses in special education taken by each of the three respondent groups. Over seventy-five percent (75.93 percent) of special education administrators reported ten or more such courses as compared with 5.26 percent of

Table 8

Number of Graduate Courses Taken

In School Administration by Position

Position	Number of Graduate Courses 0	1-3	4-6	7-9	10 and above
Superintendents (N=37)				2.70%	97.30%
Special Education Administrators (N=54)	3.70%	20.37%	9.26%	14.82%	51.85%
Principals (N=105)	0.95%	1.90%	2.86%	8.57%	85.72%

superintendents and 8.57 percent of principals. However, 3.70 percent of special education administrators reported no such coursework as compared with 36.84 percent of superintendents and 30.47 percent of principals. Table 9 presents the data regarding the amount of special education coursework taken by respondents.

Treatment of Questionnaire Data

Data for this study were collected by the use of a questionnaire. The survey instrument was organized around 40 specific tasks assigned to seven categories of administrative activity. The individuals surveyed were asked to respond to each task as they perceived it to be performed by special education administrators. Response choices available were Yes, No and Does Not Apply. Respondents were also asked to indicate their perception of importance on a five-point Likert scale. A response score was assigned to both the performance and Likert choices to facilitate frequency distributions and data analyses. On the performance portion of the instrument, a response score of one was assigned to affirmative (yes) responses and a response score of zero was assigned to negative (no) responses. On the portion of the instrument dealing with task importance, a

response score was assigned as follows: 4 = Very Important, 3 = Important, 0 = Uncertain, 2 = Little Importance, 1 = Not Important. Analysis of these data was facilitated by use of the Statistical Analysis System (SAS).

The analysis of variance (ANOVA) was used to test hypotheses one through fourteen of the study. The analysis was appropriate since these hypotheses test the significance of the differences between the means of a number of different samples (Ferguson, 1966).

An alpha level of 0.05 was set as the criterion (level of significance) to be used in rejecting the null hypotheses. In instances where a null hypothesis was rejected, the Scheffe' method of multiple comparisons was used to identify where the differences occurred. This method was used because of the unequal N's in the subject groups. However, the Scheffe' is a highly conservative test and at times did not isolate where the differences occurred when, in fact, the ANOVA indicated significant differences. In those instances, the Duncan Multiple Range Test was applied to pinpoint these differences. If, however, no ANOVA differences emerged, further analysis was not performed.

Hypothesis 1: There are no differences in the

pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other pairings yielded no significant (.05 level differences.

3. Task 3 - Surveying for Handicapped and Gifted Students: The Scheffe ' was computed for all possible pairings of the three groups of administrators. Special education administrators and superintendents differed significantly (.05 level) on this task but all other pairings yielded no significant (.05 level) differences.
4. Task 4 - Planning And Providing Facilities: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference between superintendents and principals but all other possible pairings yielded no significant (.05 level) differences.
5. Task 5 - Planning And Providing Special Equipment And Instructional Materials: This task yielded no significant (.05 level) ANOVA differences and therefore received no further analysis.

6. Task 6 - Curriculum Planning And Development: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences so the Duncan test was applied. Results of this treatment yielded a significant (.05 level) difference between special education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.

Table 10 contains the data related to Hypothesis 1.

Hypothesis 2: There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the five specific tasks within the organizing function, statistically significant (.05 level) differences emerged in two tasks. They were Task 1 (Establishing Channels of Communication and Responsibility) and Task 5 (Establishing Communication with Entire School Staff Concerning Referral and Diagnostic Procedures). No other tasks within the

Table 10

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Planning Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
PLANNING FUNCTION:					
1. Developing policies (Ex. identification, transfer)	2	0.87	1.22	5.53*	0.005
2. Establishing special identification programs	2	0.85	1.11	4.50*	0.01
3. Surveying for handicapped and gifted students	2	0.79	1.40	4.28*	0.02
4. Planning and providing facilities	2	0.76	1.28	3.56*	0.03
5. Planning and providing special equipment and instructional materials	2	0.83	0.81	2.87	0.06
6. Curriculum planning and development	2	0.79	1.13	3.50*	0.03

*$p<.05$

organizing function emerged as statistically significant (.05 level). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1- Establishing Channels of Communication and Responsibility: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test was yielded a significant (.05 level) difference between special education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Preparing Schedules for Special Education Teachers: This task yielded no statistically, significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 -Placement of Special Classes Within School Buildings: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
4. Task 4 - Establishing Psychological Procedures for Identifying Handicapped and Gifted Students: This

task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

5. Task 5 - Establishing Communication with Entire School Staff Concerning Referral and Diagnostic Procedures: The Scheffe' was computed for all possible pairings of the three groups of administrators. Superintendents and special education administrators and principals and special education administrators differed significantly (.05 level) on this task but all other possible pairings yielded no significant differences.

Table II contains the data related to Hypothesis 2.

Hypothesis 3: There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Staffing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the seven specific tasks within the Staffing function, statistically significant (.05 level) differences emerged in three tasks. They were Task 4 (Assignment of Special Education Teachers), Task 6 (Building and Maintaining Special Education

Table 11

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Organizing Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
ORGANIZING FUNCTION:					
1. Establishing channels of communications and responsibility	2	0.87	0.88	3.91*	0.02
2. Preparing schedules for special education teachers	2	0.36	0.80	1.75	0.18
3. Placement of special classes within school buildings	2	0.70	0.07	0.16	0.85
4. Establishing psychological procedures for identifying handicapped and gifted students	2	0.75	0.33	0.88	0.42
5. Establishing communication with entire school staff concerning referral and diagnostic procedures	2	0.06	1.69	5.32*	0.006

*$p<.05$

Staff Morale) and Task 7 (Securing Consultant Services for the Staff).

No other tasks within the Staffing function emerged as statistically significant (.05 level). Utilization of the Scheffe' method of multiple comparisions, supplemented with the Duncan test, where appropriate, yielded the following results when applied:

1. Task 1 - Recruitment of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
2. Task 2 - Assistance in the Screening of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 - Selection of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
4. Task 4 -Assignment of Special Education Teachers: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level)

differences. Application of the Duncan test yielded a significant (.05 level) difference between special education administrators and principals but all other possible yielded no significant (.05 level) differences.

5. Task 5 -Evaluation of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
6. Task 6 - Building and Maintaining Special Education Staff Morale: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
7. Task 7 - Securing Consultant Services For The Staff: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.

Table 12 contains the data related to Hypothesis 3.

Table 12

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Staffing Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
STAFFING FUNCTION:					
1. Recruitment of special education teachers	2	0.63	0.14	0.29	0.75
2. Assistance in the screening of special education teachers	2	0.79	0.98	3.01	0.052
3. Selection of special education teachers	2	0.68	1.17	2.74	0.07
4. Assignment of special education teachers	2	0.71	1.46	3.68*	0.03
5. Evaluation of special education teachers	2	0.46	0.21	0.41	0.67
6. Building and maintaining special education staff morale	2	0.74	1.60	4.30*	0.02
7. Securing consultant services for the staff	2	0.80	2.06	6.60*	0.002

*$p < .05$

Hypothesis 4: There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the seven specific tasks within the Directing function, statistically significant (.05 level) differences emerged for Task 5 (Directing In-Service Meetings, Workshops, etc.). No other tasks within the directing function emerged as statistically significant (.05 level). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1- Placement of Children In Special Classes: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
2. Task 2- Transportation Scheduling for Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 - Planning In-Service Meetings, Workshops,

etc.: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

4. Task 4 - Conducting Research with Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
5. Task 5 -Directing In-Service Meetings, Workshops, etc.: - The Scheffe' was computed on all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) difference.
6. Task 6 - Re-Evaluation of Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
7. Task 7 - Providing Counseling and Guidance Services For Exceptional Children: This test yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

Table 13 contains data related to Hypothesis 4.

Table 13

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Directing Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Mean	Sum of Squares	F Value	PR>F
DIRECTING FUNCTION:				
1. Placement of children in special classes	2	0.62	0.92	1.97	0.14
2. Transportation scheduling for exceptional children	2	0.48	0.19	0.37	0.69
3. Planning in-service meetings, workshops, etc.	2	0.80	0.88	2.74	0.07
4. Conducting research with exceptional children	2	0.27	0.23	0.59	0.56
5. Directing in-service meetings, workshops, etc.	2	0.75	1.59	4.47*	0.01
6. Re-evaluation of exceptional children	2	0.56	0.79	1.60	0.21
7. Providing counseling and guidance services for exceptional children	2	0.44	0.20	0.39	0.68

*$p<.05$

Hypothesis 5: There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Coordinating as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the six specific tasks within the coordinating function, statistically significant (.05 level) differences emerged in all but one task. Task 6 (Communication with Board of Education Concerning Special Education Program) was the only task in which no significant (.05 level) differences emerged upon analysis of the data.

Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1- Integrating Special Education With Entire School Program: The Scheffe' was computed on all possible pairings of the three groups of administrators. Both superintendents and special education administrtors differed significantly (.05 level) from principals but all other possible pairings yielded no significant (.05

level) differences.

2. Task 2 - Cooperating and Communicating with School Personnel: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference between special education administrators and principals regarding this task but all other possible pairings yielded no significant (.05 level) difference.
3. Task 3 - Communicating With Parents and the Public: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no other significant (.05 level) differences.
4. Task 4 - Utilizing Services of Community Agencies: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference

between special [illegible] administrators and principals on this [illegible] all other possible pairings yielded no [illegible] (.05 level) differences.

5. Task 5 - Utilizing [illegible] Personnel as Resources: The [illegible] was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all [illegible] possible pairings yielded no signi[illegible] .05 level) differences.
6. Task 6 - Communicate [illegible] Board of Education Concerning Special [illegible] Program : This task yielded no sig[illegible] .05 level) ANOVA differences and [illegible] received no further analysis.

Table 14 contains data [illegible] Hypothesis 5.

Hypothesis 6: There [illegible] differences in the responses among West [illegible] special education administrators, principals [illegible] superintendents to the perceived performance [illegible] special education administrative function [illegible] reporting as defined by the task in the Newman [illegible].

Analysis of the data [illegible] a rejection of this hypothesis. Of the five [illegible] tasks within the

Table 14

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Coordinating Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
COORDINATING FUNCTION:					
1. Integrating special education with entire school program.	2	0.76	3.51	10.59*	0.0001
2. Cooperating and communicating with school personnel	2	0.90	0.61	3.44*	0.03
3. Communicating with parents and the public	2	0.91	0.66	4.22*	0.02
4. Utilizing services of community agencies	2	0.86	0.81	3.55*	0.03
5. Utilizing State Department personnel as resources	2	0.79	3.51	12.02*	0.0001
6. Communication with board of education concerning special education program	2	0.88	0.43	2.09	0.13

*$p<.05$

reporting function, statistically significant (.05 level) differences emerged in two tasks. They were Task 1 (Completion of State Forms) and Task 5 (Periodic Publications Made Available to Parents and the Public). Utilization of the Scheffe' method of multiple comparisons, cupplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1- Completion of State Forms: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference between special education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Pupil Accounting and Records: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 - Teacher Accounting: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

4. Task 4 - Disseminating Research Findings: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
5. Task 5 - Periodic Publications Made Available to Parents and the Public: The Scheffe' was computed on all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no other significant (.05 level) differences.

Table 15 contains data related to Hypothesis 6.

Hypothesis 7: There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Budgeting as defined by the tasks in the Newman instrument.

Of the four specific tasks within the budgeting function, statistically significant (.05 level) differences emerged in three tasks. They were Task 1 (Presentation of the Budget), Task 3 (Administering the Budget), and Task 4 (Keeping School Personnel Informed of Budget Limits). Utilization of the

Table 15

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Reporting Function as Perceived by Special Education Administrators, Superintendents and Principals (Performance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
REPORTING FUNCTION:					
1. Completion of state forms	2	0.87	0.88	3,91*	0,02
2. Pupil accounting and records	2	0.36	0.80	1.75	0.18
3. Teacher accounting	2	0.70	0.07	0.16	0.85
4. Disseminating research findings	2	0.75	0.33	0.88	0.42
5. Periodic publications made available to parents and the public	2	0.79	1.69	5.32*	0.006

*$p<.05$

Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1 - Preparation of the Budget: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Presentation of Budget Requests: This task failed to statistically significant (.05 level) yield differences and therefore received no further analyses.
3. Task 3 - Administering the Budget: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
4. Task 4 - Keeping School Personnel Informed of Budget Limits: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators

and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences. Table 16 contains data related to Hypothesis 7.

Hypothesis 8: There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Planning as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the six specific tasks within the planning function, statistically significant (.05 level) differences emerged in all but Task 5 (Planning and Providing Special Equipment and Instructional Materials). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1 - Developing Policies: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded significant (.05 level) differences between principals and special

Table 16

Degrees of Freedom, Means, Sum of Squares, F Value
And Levels of Significance for Each
Task in the Budgeting Function as Perceived by
Special Education Administrators,
Superintendents and Principals
(Performance).

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	
BUDGETING FUNCTION:					
1. Preparation of the budget	2	0.80	2.22	7.40*	
2. Presentation of requests	2	0.82	0.84	2.93	
3. Administering the budget	2	0.82	1.20	4.25*	
4. Keeping school personnel informed of budget limits	2	0.81	2.51	8.71*	

*p<.05

education administrators and between principals and superintendents but all other possible pairings yielded no significant (.05 level) differences.

2. Task 2 - Establishing Special Education Programs: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
3. Task 3 - Surveying for Handicapped and Gifted Children: The Scheffe' was computed for all possible pairings of the three groups of administrators. Superintendents and principals and special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level differences.
4. Task 4 - Planning and Providing Facilities: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference between special

education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.

5. Task 5 - Planning and Providing Special Equipment and Instructional Materials: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
6. Task 6 - Curriculum Planning and Development: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other pairings yielded no significant (.05 level) differences.

Table 17 contains the data related to Hypothesis 8.

Hypothesis 9: There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the five specific tasks within the organizing function, statistically significant (.05

Table 17

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Planning Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
PLANNING FUNCTION:					
1. Developing policies (Ex. identification, transfer)	2	3.60	4.04	4.04*	0.02
2. Establishing special education programs	2	3.62	7.67	8.43*	0.0003
3. Surveying for handicapped and gifted students	2	3.24	10.72	6.21*	0.002
4. Planning and providing facilities	2	3.31	5.57	3.11*	0.05
5. Planning and providing special equipment and instructional materials	2	3.32	1.51	1.29	0.28
6. Curriculum planning and development	2	3.45	7.18	5.60*	0.004

*$p<.05$

level) differences emerged in Task 1 (Establishing Channels of Communication and Responsibility). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1 - Establishing Channels of Communication And Responsibility: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded significant (.05 level) differences between special education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Planning Schedules for Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 - Placement of Special Classes within School Buildings: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
4. Task 4 - Establishing Psychological Procedures for Identifying Handicapped and Gifted Students:

This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

5. Task 5 - Establishing Communication with Entire School Staff Concerning Referral and Diagnostic Procedures: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

Table 18 contains the data related to Hypothesis 9.

Hypothesis 10: There are no differences in the response among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Staffing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the seven specific tasks within the staffing function, statistically significant (.05 level) differences emerged in two tasks. They were Task 2 (Assistnace in the Screening of Special Education Teachers) and Task 3 (Selection of Special Education Teachers). Utilization of the Scheffe' mehtod of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

Table 18

Degrees of Freedom, Means, Sum of Squares, F. Value And Levels of Significance for Each Task in the Organizing Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
ORGANIZING FUNCTION:					
1. Establishing channels of communication and responsibility	2	3.52	4.20	3.80*	0.02
2. Preparing schedule for special education teachers	2	2.64	5.23	1.47	0.23
3. Placement of special classes within school buildings	2	3.08	6.57	2.85	0.06
4. Establishing psychological procedures for identifying handicapped and gifted students	2	3.40	1.22	0.75	0.47
5. Establishing communication with entire school staff concerning referral and diagnostic procedures	2.	3.32	4.12	2.07	0.13

*$p<.05$

1. Task 1 - Recruitment of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
2. Task 2 - Assistance in the Screening of Special Education Teachers: The Scheffe' was computed for all possible pairings of the three groups of administrators. This test yielded no significant (.05 level) differences. Application of the Duncan test yielded a significant (.05 level) difference between special education administrators and principals but all other possible pairings yielded no significant (.05 level) differences.
3. Task 3 - Selection of Special Education Teachers: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
4. Task 4 - Assignment of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

5. Task 5 - Evaluation of Special Education Teachers: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
6. Task 6 - Building and Maintaining Special Education Staff Morale: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
7. Task 7 - Securing Consultant Services for the Staff: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

Table 19 contains data related to Hypothesis 10.

Hypothesis 11: There are no differences in the responses among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the seven specific tasks within the directing function, statistically significant (.05 level) differences emerged in Task 1 (Placement of Children in Special Classes). No other tasks within

Table 19

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Staffing Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
STAFFING FUNCTION:					
1. Recruitment of special education teachers	2	3.44	0.96	0.74	0.48
2. Assistance in the screening of special education teachers	2	3.45	3.89	3.24*	0.04
3. Selection of special education teachers	2	3.54	3.41	4.02*	0.02
4. Assignment of special education teachers	2	3.34	4.08	2.71	0.07
5. Evaluation of special education teachers	2	3.20	3.05	1.25	0.29
6. Building and maintaining special education staff morale	2	3.46	2.45	1.68	0.10
7. Securing consultant services for the staff	2	3.09	1.16	0.54	0.58

*$p<.05$

the directing function emerged as statistically significant (.05 level). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1 - Placement of Children In Special Classes: The Scheffe' was computed for all possible pairings of three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Transportation Scheduling for Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
3. Task 3 - Planning In-Service Meetings, Workshops, etc.: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
4. Task 4 - Conducting Research with Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

5. Task 5 - Directing In-Service Meetings, Workshops, etc.: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
6. Task 6 - Re-Evaluation of Exceptional Children: This task yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.
7. Task 7 - Providing Counseling And Guidance Services For Exceptional Children: This test yielded no statistically significant (.05 level) ANOVA differences and therefore received no further analysis.

Table 20 contains data related to Hypothesis 11.

Hypothesis 12: There are no differences in the responses among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Coordinating as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the six specific tasks within the coordinating function, statistically significant (.05 level) differences emerged in each. Utilization of the Scheffe' method of multiple comparisons,

Table 20

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Directing Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR<F
DIRECTING FUNCTION:					
1. Placement of children in special classes	2	3.26	8.61	4.04*	0.02
2. Transportation scheduling for exceptional children	2	3.04	1.58	0.72	0.49
3. Planning in-service meetings, workshops, etc.	2	3.13	3.58	1.78	0.17
4. Conducting research with exceptional children	2	2.07	0.38	0.09	0.91
5. Directing in-service meetings, workshops, etc.	2	2.82	6.33	2.33	0.10
6. Re-evaluation of exceptional children	2	3.05	4.10	1.99	0.14
7. Providing counseling and guidance services for exceptional children	2	2.90	3.74	1.21	0.30

*$p<.05$

supplemented with the Duncan test where appropriate, yielded the following results when applied:

1. Task 1 - Integrating Special Education With Entire School Program: The Scheffe' was computed on all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Cooperating and Communicating with School Personnel: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and superintendents differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
3. Task 3 -Communicating with Parents and the Public: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no other significant (.05 level) differences.
4. Task 4 - Utilizing Services of Community Agencies:

The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.

5. Task 5 - Utilizing State Department Personnel as Resources: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
6. Task 6 - Communication with Board of Education Concerning Special Education Program: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.

Table 21 contains the data related to Hypothesis 12.

Hypothesis 13: There are no differences in the responses among West Virginia special education administrators, principals and superintendents in the

Table 21

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Coordinating Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
COORDINATING FUNCTION:					
1. Integrating special education with entire school program	2	3.35	6.25	4.25*	0.02
2. Cooperating and communicating with school personnel	2	3.58	3.59	4.13*	0.02
3. Communicating with parents and the public	2	3.55	6.50	6.49*	0.002
4. Utilizing services of community agencies	2	3.21	8.48	6.08*	0.003
5. Utilizing State Department personnel as resources	2	2.88	12.05	4.76*	0.01
6. Communication with board of education concerning special education program	2	3.31	8.48	4.89*	0.009

*$p < .05$

degree of importance assigned to the special education administrative function entitled Reporting as defined by the tasks in the Newman instrument.

This hypothesis was not rejected upon analysis of the data. None of the five specific tasks within the reporting function were found to have statistically significant (.05 level) ANOVA differences. Therefore no further statistical analysis of the five tasks was performed.

Table 22 contains the data related to Hypothesis 13.

Hypothesis 14: There are no differences in the responses among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Budgeting as defined by the tasks in the Newman instrument.

Analysis of the data led to a rejection of this hypothesis. Of the four specific tasks within the budgeting function, statistically significant (.05 level) differences emerged in three tasks. They were Task 1 (Preparation of the Budget), Task 2 (Presentation of Budget Requests) and Task 3 (Administering the Budget). Utilization of the Scheffe' method of multiple comparisons, supplemented with the Duncan test where appropriate, yielded the

Table 22

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Reporting Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Values	F Value	PR>F
REPORTING FUNCTION:					
1. Completion of state forms	2	2.83	1.43	0.41	0.66
2. Pupil accounting and records	2	3.04	3.71	1.63	0.20
3. Teacher accounting	2	2.87	1.24	0.41	0.66
4. Disseminating research findings	2	2.44	0.40	0.11	0.89
5. Periodic publications made available to parents and the public	2	2.65	2.02	0.64	0.53

*$p<.05$

following results when applied:

1. Task 1 - Preparation Of The Budget: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals, and superintendents and principals differed significantly (.05 level) on this task. All other possible pairings yielded no significant (.05 level) differences.
2. Task 2 - Presentation of Budget Requests: The Scheffe' was computed for all possible pairings of the three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
3. Task 3 - Administering the Budget: The Scheffe' was computed for all possible pairings of these three groups of administrators. Special education administrators and principals differed significantly (.05 level) on this task but all other possible pairings yielded no significant (.05 level) differences.
4. Task 4 - Keeping School Personnel Informed of Budget Limits: This task yielded no statistically significant (.05 level) ANOVA differences and

therefore received no further analysis.

Table 23 contains the data related to Hypothesis 14.

Summary

Forty West Virginia superintendents, 55 special education administrators and 107 principals participated in this study. The intent of the study was to examine the expectations held by these three groups with respect to the role of the special education administrator. This was accomplished by examining the existing differences of perceptions among and within the three groups of the role expectations for the special education administrator in county school systems.

Data collected in the study related to forty specific tasks assigned to seven categories of administrative function. Respondents were asked to indicate their perception of actual performance of each task by the special education administrator as well as their perception of the importance of that task. Resulting information was organized and reported by each of the fourteen null hypotheses.

To test each null hypothesis, the analysis of variance (ANOVA) was used. An alpha level of 0.05 level of significance was set as the criterion to be

Table 23

Degrees of Freedom, Means, Sum of Squares, F Value And Levels of Significance for Each Task in the Budgeting Function as Perceived by Special Education Administrators, Superintendents and Principals (Degree of Importance)

Area of Administration	Degrees of Freedom	Mean	Sum of Squares	F Value	PR>F
BUDGETING FUNCTION:					
1. Preparation of the budget	2	3.42	16.90	13.75*	0.0001
2. Presentation of budget requests	2	3.34	8.34	7.26*	0.0009
3. Administering the budget	2	3.34	9.15	6.44*	0.002
4. Keeping school personnel informed of budget limits	2	3.10	3.26	1.71	0.18

*$p<.05$

used in rejecting the null hypotheses. The Scheffe' method of multiple comparisons, supplemented with the Duncan Multiple Range Test where appropriate, was used to isolate where the differences occurred when a hypothesis was rejected. The application of this statistical treatment resulted in the rejection of thirteen of fourteen null hypotheses.

Chapter 5

Summary, Conclusions and Recommendations

This chapter contains the investigator's report of the summary, conclusions and recommendations of the study. To develop this report, the chapter is organized around summaries of seven sections: (1) purpose, (2) procedures, (3) descriptive data, (4) major findings, (5) discussion, (6) recommendations and (7) implications.

Purpose

This study was designed to examine the expectations held by key administrative personnel within West Virginia's county school systems with respect to the role of the special education administrator. Seven functional areas of administration containing forty specific tasks were examined in order to identify potential areas of conflict among and between key school system administrators. The responses analyzed were concerned with both the perceived performance and the perceived importance of these specific tasks. Ultimately, such conflict could result in disruption of an efficient process of delivering special education services to

exceptional students. Demographic data were requested and analyzed to provide descriptive data for the three groups of administrators surveyed. Fourteen null hypotheses were generated to address particular aspects of the study. The first seven hypotheses addressed perceptions regarding performance of functions by the special education administrator. Hypotheses eight through fourteen addressed perceptions regarding the degree of importance assigned to the same functions. These hypotheses were:

1. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Planning as defined by the tasks in the Newman instrument.
2. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.

3. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Staffing as defined by the tasks in the Newman instrument.
4. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.
5. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Coordinating as defined by the tasks in the Newman instrument.
6. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance

of the special education administrative function entitled Reporting as defined by the tasks in the Newman instrument.

7. There are no differences in the responses among West Virginia special education administrators, principals and superintendents to the perceived performance of the special education administrative function entitled Budgeting as defined by the tasks in the Newman instrument.
8. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Planning as defined by the tasks in the Newman instrument.
9. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Organizing as defined by the tasks in the Newman instrument.
10. There are no differences among West Virginia

special education administrators, principals, and superintendents in the degree of importance assigned to the special education administrative function entitled Staffing as defined by the tasks in the Newman instrument.

11. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.

12. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Directing as defined by the tasks in the Newman instrument.

13. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Reporting as

defined by the tasks in the Newman instrument.

14. There are no differences among West Virginia special education administrators, principals and superintendents in the degree of importance assigned to the special education administrative function entitled Budgeting as defined by the tasks in the Newman instrument.

Results of the investigation were used as the basis for making the recommendations found later in this chapter.

Procedures

Three groups of West Virginia county school system administrators were chosen to participate in the study. The first group consisted of all fifty-five county superintendents of schools. The second group consisted of all fifty-five individuals identified as county special education administrators. The third group involved a randomly selected sample (N=150) of the state's public school principals.

A demographic questionnaire and a survey instrument were mailed to each participant in the study. The survey instrument consisted of 40 specific tasks organized and assigned to seven types of

administrative activity. After all follow-up procedures were completed, forty (72.73 percent) superintendents, fifty-five (100 percent) special education administrators and 107 (71.33 percent) principals returned the questionnaire. Of the 260 individuals surveyed, a total of 202 (77.69 percent) responses were received.

Data generated by the study were assigned response codes, arrayed and processed by using the Statistical Analysis System (SAS). The analysis of variance (ANOVA) was used to test all hypotheses. An alpha level of .05 was the criterion used to reject the null hypotheses. In instances where the null hypothesis was rejected, the Scheffe' method of multiple comparisons was used for post hoc analysis. Because the Scheffe' is a very conservative test, it failed to identify statistically significant differences in some cases even though the ANOVA did indicate that differences existed. In these instances, the Duncan Multiple Range Test was applied to pinpoint existing differences.

Descriptive Data

An analysis of the demographic data collected in the study formed the basis for the development of a profile for each of the three respondent groups of

school administrators.

Superintendents had a comparatively fewer number of years in their current position than did special years in their current position than did special education administrators or principals. Demographic data revealed that superintendents averaged 2.72 years in their current position as compared with 7.18 years for principals and 6.34 years for special education directors.

Data also revealed that forty superintendents reported an average of 23.03 years of total experience in public school systems. Of this total, twenty-three superintendents reported experience as principal (or assistant principal) and three superintendents reported experience as a special education administrator. In addition, all of the superintendents who responded reported seven or more graduate courses in school administration. By contrast, only three of these superintendents reported seven or more undergraduate or graduate level special education courses and fourteen superintendents reported no such coursework.

Fifty-five special education administrators reported an average of 17.06 years of total experience in school systems. Of this total, fifteen special

education administrators reported experience as principal (or assistant principal) and one reported 17 years of experience as superintendent. Additionally, thirty-six of this group reported seven or more graduate courses in school administration. A total of forty-three of these administrators reported having taken seven or more graduate or undergraduate courses in special education.

Principals (N=107) reported an average of 17.97 years of total experience in school systems. Of this total, no principal reported experience as superintendent and only two reported experience as special education administrators. In addition, ninety-nine principals reported seven or more graduate courses in school administration. A total of thirteen of these administrators reported having taken seven or more graduate or undergraduate courses in special education but thirty-two reported no such coursework.

Major Findings

Analyses of the survey instrument data generated by this investigation have enabled a number of major findings to be identified. To better organize the presentation, the first five of the following statements refer to hypotheses one through seven. Statements six through ten refer to hypotheses eight

through fourteen. The first seven hypotheses refer to potential differences of responses among or between superintendents, special education administrators and principals to the perceived performance of seven administrative functions, defined by forty specific tasks, by the special education administrator. The last seven hypotheses refer to potential differences of perception among or between superintendents, special education administrators, and principals to the degree of importance assigned to these same administrative functions.

1. There were significant (.05 level) differences among or between the three groups of administrators regarding the perceived performance of each function, as defined by the forty tasks in the instrument. Therefore, the first seven hypotheses were rejected.

2. There were significant (.05 level) differences among or between the subject groups regarding the perceived performance of twenty-one of the forty tasks contained in the instrument. These twenty-one tasks appear in Table 24.

3. There were significant differences (.05 level) between special education administrators and principals regarding the perceived performance of

TABLE 24

Tasks in Which Significant* Differences Occurred Among Principals, Superintendents and Special Education Administrators Regarding Perceived Performance of Special Education Administrators

Tasks
1. Developing policies (i.e. identification, placement, transfer)
2. Establishing special education programs
3. Surveying the district for handicapped and gifted students
4. Planning and providing facilities
5. Curriculum planning and development
6. Establishing channels of communication and responsibility
7. Establishing communication with entire school staff concerning referral and diagnostic procedures
8. Assignment of special education teachers
9. Building and maintaining special education staff morale
10. Securing consultant services for the staff
11. Directing in-service meetings, workshops, etc.
12. Integrating special education with entire school
13. Cooperating and communicating with school personnel
14. Communicating with parents and the public
15. Utilizing services of community agencies
16. Utilizing state department personnel as resources
17. Completion of state forms
18. Periodic publications made available to parents and the public
19. Preparation of the budget
20. Administering the budget
21. Keeping school personnel informed of budget limits

*$p < .05$

nineteen of the forty tasks contained in the instrument. These nineteen tasks appear in Table 25.

4. There were significant differences (.05 level) between special education administrators and superintendents regarding the perceived performance of two of the forty tasks contained in the instrument. These tasks appear in Table 26.

5. There were significant differences (.05 level) between principals and superintendents regarding the perceived performance of two of the forty tasks contained in the instrument. These tasks appear in Table 27.

6. There were significant (.05 level) differences among or between the three groups of administrators regarding the perceived degree of importance assigned to six of the seven functions as defined by the forty tasks in the instrument. Therefore, hypotheses eight through fourteen, with the exception of Hypothesis 13, were rejected.

7. There were significant (.05 level) differences among or between the three groups regarding the perceived degree of importance assigned to eighteen of the forty tasks contained in the instrument. These eighteen tasks appear in Table 28.

TABLE 25

Tasks in Which Significant* Differences Occurred Between Special Education Administrators and Principals Regarding Perceived Performance of Special Education Administrators

Tasks
1. Developing policies (i.e. identification, placement, transfer)
2. Establishing special education programs
3. Curriculum planning and development
4. Establishing channels of communication and responsibility
5. Establishing communication with entire school staff concerning referral and diagnostic procedures
6. Assignment of special education teachers
7. Building and maintaining special education staff morale
8. Securing consultant services for the staff
9. Directing in-service meetings, workshops, etc.
10. Integrating special education with entire school program
11. Cooperating and communicating with school personnel
12. Communicating with parents and the public
13. Utilizing services of community agencies
15. Completion of state forms
16. Periodic publications made available to parents and the public
17. Preparation of the budget
18. Administering the budget
19. Keeping school personnel informed of budget limits

*$p < .05$

TABLE 26

Tasks in Which Significant* Differences Occurred Between Special Education Administrators and Superintendents Regarding Perceived Performance of Special Education Administrators

Tasks
1. Surveying the district for handicapped and gifted students
2. Establishing communication with entire school staff concerning referral and diagnostic procedures

*$p < .05$

TABLE 27

Tasks in Which Significant* Differences Occurred Between Principals and Superintendents Regarding Perceived Performance of Special Education Administrators

Tasks
1. Planning and providing facilities
2. Integrating special education with entire school program

*$p < .05$

TABLE 28

Tasks in Which Significant* Differences Occurred Among Principals, Superintendents and Special Education Administrators Regarding Perceived Degree of Importance Assigned to Tasks

Tasks
1. Developing policies (i.e., identification, placement, transfer)
2. Establishing special education programs
3. Surveying the district for handicapped and gifted students
4. Planning and providing facilities
5. Curriculum planning and development
6. Establishing channels of communication and responsibility
7. Assistance in the screening of special education teachers
8. Selection of special education teachers
9. Placement of children in special classes
10. Integrating special education with entire school staff
11. Cooperating and communicating with school
12. Communicating with parents and the public
13. Utilizing services of community agencies
14. Utilizing state department personnel as resources
15. Communication with board of education concerning special education program
16. Preparation of the budget
17. Presentation of budget requests
18. Administering the budget

*$p < .05$

8. There were significant (.05 level) differences between special education administrators and principals regarding the perceived degree of importance assigned to seventeen of the forty tasks contained in the instrument. These seventeen tasks appear in Table 29.

9. There were significant (.05 level) differences between special education administrators and superintendents regarding the perceived degree of importance assigned to one of the forty tasks contained in the instrument. This task appears in Table 30.

10. There were significant (.05 level) differences between principals and superintendents regarding the perceived degree of importance assigned to three of the forty tasks contained in the instrument. These three tasks appear in Table 31.

Discussion

An analysis of the data presented in Chapter four indicated the potential for conflict among or between the three respondent groups. On the average, the three groups surveyed perceived that thirty-two of the forty tasks contained in the instrument fell within the Important - Very Important range. Further analysis also revealed that, on the average, the three

TABLE 29

Tasks in Which Significant* Differences Occurred Between Special Education Administrators and Principals Regarding Perceived Degree of Importance Assigned to Tasks

Tasks
1. Developing policies (i.e., identification, placement, transfer)
2. Establishing special education programs
3. Surveying the district for handicapped and gifted students
4. Planning and providing facilities
5. Curriculum planning and development
6. Establishing channels of communication and responsibilities
7. Assistance in the screening of special education teachers
8. Selection of special education teachers
9. Placement of children in special classes
10. Integrating special education with entire school program
11. Communicating with parents and the public
12. Utilizing services of community agencies
13. Utilizing state department personnel as resources
14. Communication with board of education concerning special education program
15. Preparation of the budget
16. Presentation of budget requests
17. Administering the budget

*$p < .05$

TABLE 30

Tasks in Which Significant* Differences Occurred Between Special Education Administrators and Superintendents Regarding Perceived Degree of Importance Assigned to Tasks

Tasks
Cooperating and communicating with school personnel

*p<.05

TABLE 31

Tasks in Which Significant* Differences Occurred Between Principals and Superintendents Regarding Perceived Degree of Importance Assigned to Tasks

1.	Developing policies (i.e., identification, placement, transfer)
2.	Surveying the district for handicapped and gifted students
3.	Preparation of the budget

*$p < .05$

groups felt that thirty-four of the forty tasks were being performed. The only task perceived to be of both little importance and also perceived as not being performed was found within the Directing function. This task was entitled Conducting Research with Exceptional Children. This result verified a similar finding in a previous study by Mazor (1977). However, this finding also contradicted that of an earlier study by Loe and Becher (1975) who reported that special education administrators indicated a strong interest in this type of research.

Only one null hypothesis (Hypothesis 13) was not rejected. The differences of perception occurring within the other thirteen rejected hypotheses were revealing. Post hoc analysis indicated significant (.05 level) differences between special education administrators and superintendents on only two performance-related items. They were: (1) Surveying the District for Handicapped and Gifted Students and (2) Establishing Communication with Entire School Staff Concerning Referral and Diagnostic Procedures. Further analysis indicated significant (.05 level) differences between these two groups regarding perception of importance of task on only one item (Cooperating and Communicating with School Personnel).

This finding does not support the study results reported by White (1969) who found many differences of opinion between these two groups. However, this investigation does support the results of studies reported by Hill (1967) and Mazor (1977) who found very little disagreement between superintendents and special education administrators regarding the special education administrator's role.

Post hoc analyses pinpointed significant (.05 level) differences between principals and superintendents on two performance-related tasks. They were: (1) Planning and Providing Facilities and (2) Integrating Special Education with Entire School Program. Additional analysis indicated significant (.05 level) differences between the two groups regarding perception of importance of three tasks. They were: (1) Developing Policies, (2) Surveying the District for Handicapped and Gifted Students, and (3) Preparation of the Budget. The fact that there were no significant (.05 level) differences between principals and superintendents on thirty-five of forty tasks would generally support the research conducted by Mallek (1970).

The pairing which may be the major source of potential conflict, because of the number of tasks in

which significant (.05 level) differences were found, is that of special education administrator and principal. Post hoc analyses revealed that significant (.05 level) differences of perception regarding performance occurred between these two groups on nineteen of the forty tasks. Further analysis indicated that significant (.05 level) differences of perception regarding degree of importance occurred between the two groups on seventeen of forty tasks. Furthermore, significant (.05 level) differences regarding both perceived performance and perceived degree of importance occurred between the two groups on ten of forty tasks. These ten tasks were:

(1) Developing policies (i.e. identification, placement, transfer)

(2) Establishing special education programs

(3) Curriculum planning and development

(4) Establishing channels of communication and responsibility

(5) Integrating special education with entire school program

(6) Communicating with parents and the public

(7) Utilizing resources of community agencies

(8) Utilizing state department personnel as resources

(9) Preparation of the budget

(10) Presentation of budget requests

Generally, these findings support those results presented in similar studies conducted by Carter and Brooks (1974) and Mazor (1977).

Conclusions

A number of major conclusions may be drawn from the analyses of the data generated by the demographic sheet and the survey. They include the following:

(1) It may be concluded that each of the three groups of administrators contained a number of individuals who had no teaching experience.

(2) It may be concluded that superintendents occupy their present position for a shorter period on the average than do special education administrators and principals.

(3) It may be concluded that wide variations exist among the three groups of administrators regarding both formal education administration and special education-related coursework.

(4) It may be concluded that the pairing which may be the major source of potential conflict, because of the number of tasks in which significant (.05 level) differences were found, is that of special

education administrator and principal.

(5) It may be concluded that the ten tasks representing potential conflict on both the perceived performance and degree of importance dimensions are representative of only four administrative functions. Those functions include Planning, Organizing, Coordinating and Budgeting.

Recommendations

An analysis of the descriptive data and findings of this investigation have formed the basis for the following recommendations:

1. It is recommended that the findings of this study be made available to the West Virginia Association of School Administrators (WVASA), the West Virginia Council of Administrators of Special Education (CASE) and the elementary and secondary principals' associations so that the conflict resolution process may be initiated if necessary.

2. Because only one task was perceived as being both not performed and also not important, it is recommended that the remaining thirty-nine tasks be considered in providing training programs for special education administrators.

3. Because of the perceived performance and degree of importance assigned to thirty-nine of forty

tasks contained in the instrument, it is recommended that these tasks be considered in the development of evaluation processes for special education administrators.

4. Because of the perceived performance and degree of importance assigned to thirty-nine of the forty tasks contained in the instrument, it is recommended that these tasks be considered for their potential in forming the basis for special education administrator certification.

5. It is recommended that additional research might be developed to determine to what extent additional tasks might be appropriately added to refine the task pool described by the study instrument.

6. It is recommended that additional research be developed to isolate potential conflict between special education administrators and principals at different programmatic levels (early, middle and adolescent).

7. It is recommended that similar research be broadened to include classroom teachers for the purpose of isolating potential for conflict and possible disruption of services at the classroom level.

8. It is recommended that similar research be conducted to determine whether the same potential for conflict exists across small, average or large county school systems in West Virginia.

9. It is recommended that findings of the study be scrutinized on a task-by-task basis to determine whether additional program objectives should be added to principalship and/or superintendency certifications.

10. It is recommended that similar research be conducted to determine whether the potential for conflict and/or training exists at the Regional Education Service Agency (RESA) and West Virginia Department of Education levels.

Implications

The study described one model for assessing potential areas of conflict among or between special education administrators, superintendents, and principals. The fact that the potential for conflict exists should not lead to the assumption that this conflict does indeed occur. The study does, however, provide a starting point for identifying the role which the special education administrator plays in delivering educational programs to exceptional students in county school systems in West Virginia.

It may be speculated that the lack of formal

special education or education administration-related training may contribute to a certain ignorance of the delivery process which in turn results in the potential for conflict identified in the study. Similarly, the fact that a surprising number of each of the three groups of administrators had never taught might also account for some of the potential for conflict. Both circumstances have profound implications if a specialized administrative endorsement for this role eventually emerges.

It is interesting to note that the greatest potential for conflict exists between the special education administrator and principal. As such, actual conflict may occur primarily at the program implementation level. A closer examination of those tasks most representative of actual implementation might be most beneficial in determining whether the potential for conflict is actually realized.

A portion of the potential conflict identified in the study may be more directly related to the organizational relationships which exist among the three positions rather than the fact that the role examined was related to special education. A question which might be legitimately asked is whether the special education administrator is primarily a line or staff position?

A related issue may have implications for this and similar studies. That issue revolves around the fact that as special education has grown, it has developed a form of separateness typified by differential funding structures and staffing patterns. This isolation may contribute to some of the differing perceptions identified in the study.

Perhaps the broadest implication of the potential for conflict identified in the study is that if a common perception of the role of the special education administrator does not exist among key administrators, actual conflict may result. This conflict might then cause dissatisfaction among those involved resulting in a reduction in efficiency and effectiveness in meeting mandates for the provision of services to special needs children.

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APPENDIX A

INSTRUMENT

INSTRUCTIONS FOR SUPERINTENDENTS AND PRINCIPALS

PURPOSE:

The instrument on the following pages is concerned with the tasks performed in seven functional areas of administration by the individual who is designated as the administrator of special education in your county. The seven functions are planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

The instrument is to measure whether or not the person with the responsiblity of administering special education actually performs the tasks and the degree of importance of the tasks.

DIRECTIONS:

In Column A (Actually Performed) please check Yes if the person responsible for administering special education in your school system actually performs the task, or check No if the task is not performed, or check Does Not Apply if the task is not applicable to the position.

In Column B (Degree of Importance), the scale has been designed so that you may indicate the importance of the various functions listed. Please circle the letters in Column B which indicate how you feel about each item (VI Very Important, I Important, U Uncertain, LI Little Importance, NI Not Important).

INSTRUCTIONS FOR SPECIAL EDUCATION ADMINISTRATORS

PURPOSE:

The instrument on the following pages is concerned with the tasks performed in seven functional areas of administration by the individual who is designated as the administrator of special education. The seven functions are planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

The instrument is to measure whether or not the person with the responsibility of administering special education actually performs the tasks and the degree of importance of the tasks.

DIRECTIONS:

In Column A (Actually Peformed), please check Yes if you actually perform the task, or check No if the task is not performed, or check Does Not Apply if the task is not applicable to your position.

In Column B (Degree of Importance), the scale has been designed so that you may indicate the importance of various functions listed. Please circle the letters in Column B which indicate how you feel about each item VI Very Important, I Important, U Uncertain, LI Little Importance, NI Not Important).

DEFINITIONS:

The seven functions as defined in this study are as follows:

PLANNING - broad outline indicating the needs of and methods for accomplishing the purposes of the enterprise

ORGANIZING - formal structure of authority through which work subdivisions are arranged and coordinated

STAFFING - personnel function of bringing in, training of, and maintaining of favorable work conditions

DIRECTING - making of decisions and serving as the leader of the enterprise

CO-ORDINATING - interrelating the various parts of the work

REPORTING - keeping superiors and subordinates informed of all that is going on

BUDGETING - fiscal planning, accounting and control

Please complete Column A and Column B:

	COLUMN								
	A			B					
	ACTUALLY PERFORMED			DEGREE OF IMPORTANCE*					
	YES	NO	DOES NOT APPLY	VI	I	U	LI	NI	
PLANNING.....				VI	I	U	LI	NI	
ORGANIZING				VI	I	U	LI	NI	
STAFFING.....				VI	I	U	LI	NI	
DIRECTING.....				VI	I	U	LI	NI	
COORDINATING.....				VI	I	U	LI	NI	
REPORTING.....				VI	I	U	LI	NI	
BUDGETING.....				VI	I	U	LI	NI	

* VI-Very Important I-Important U-Uncertain
LI-Little Importance NI-Not Important

	COLUMN								
	A			B					
	ACTUALLY PERFORMED			DEGREE OF IMPORTANCE*					
	YES	NO	DOES NOT APPLY	VI	I	U	LI	NI
STAFFING FUNCTION:									
1. Recruitment of special education teachers				VI	I	U	LI	NI
2. Assistance in the screening of special education teachers				VI	I	U	LI	NI
3. Selection of special education teachers				VI	I	U	LI	NI
4. Assignment of special education teachers				VI	I	U	LI	NI
5. Evaluation of special education teachers				VI	I	U	LI	NI
6. Building and maintaining special education staff morale				VI	I	U	LI	NI
7. Securing consultant services for the staff				VI	I	U	LI	NI
DIRECTING FUNCTION:									
1. Placement of children in special classes				VI	I	U	LI	NI
2. Transportation schedules for exceptional children				VI	I	U	LI	NI
3. Planning in-service meetings, workshops, etc.				VI	I	U	LI	NI
4. Conducting research with exceptional children				VI	I	U	LI	NI
5. Directing in-service meetings, workshops, etc.				VI	I	U	LI	NI
6. Re-evaluation of exceptional children				VI	I	U	LI	NI
7. Providing counseling and guidance services for exceptional children				VI	I	U	LI	NI

*VI-Very Important I-Important U-Uncertain
LI-Little Important NI-Not Important

	COLUMN A			COLUMN B
	ACTUALLY PERFORMED			DEGREE OF IMPORTANCE*
	YES	NO	DOES NOT APPLY	VI I U LI NI
PLANNING FUNCTION:				
1. Developing policies (i.e. identification, placement, transfer)				VI I U LI NI
2. Establishing special education programs				VI I U LI NI
3. Surveying the district for handicapped and gifted students				VI I U LI NI
4. Planning and providing facilities				VI I U LI NI
5. Planning and providing special equipment and special instructional materials				VI I U LI NI
6. Curriculum planning and development				VI I U LI NI
ORGANIZING FUNCTION				
1. Establishing channels of communication and responsibility				VI I U LI NI
2. Preparing schedules for special education teachers				VI I U LI NI
3. Placement of special classes within school buildings				VI I U LI NI
4. Establishing psychological procedures for identifying handicapped and gifted students				VI I U LI NI
5. Establishing communication with entire school staff concerning referral and diagnostic procedures				VI I U LI NI

*VI-Very Important I-Important U-Uncertain
LI-Little Importance NI-Not Important

	COLUMN A			COLUMN B
	ACTUALLY PERFORMED			DEGREE OF IMPORTANCE*
	YES	NO	DOES NOT APPLY	VI I U LI NI
COORDINATING FUNCTION:				
1. Integrating special education with entire school program				VI I U LI NI
2. Cooperating and communicating with school personnel				VI I U LI NI
3. Communicating with parents and the public				VI I U LI NI
4. Utilizing services of community agencies				VI I U LI NI
5. Utilizing state department personnel as resources				VI I U LI NI
6. Communication with board of education concerning special education program				VI I U LI NI
REPORTING FUNCTION:				
1. Completion of state forms				VI I U LI NI
2. Pupil accounting and records				VI I U LI NI
3. Teacher accounting				VI I U LI NI
4. Disseminating research findings				VI I U LI NI
5. Periodic publications made available to parents and the public				VI I U LI NI

*VI-Very Important I-Important U-Uncertain
LI-Little Importance NI-Not Important

	COLUMN								
	A			B					
	ACTUALLY PERFORMED			DEGREE OF IMPORTANCE*					
	YES	NO	DOES NOT APPLY	VI	I	U	LI	NI
BUDGETING FUNCTION:									
1. Preparation of the budget				VI	I	U	LI	NI
2. Presentation of budget requests				VI	I	U	LI	NI
3. Administering the budget				VI	I	U	LI	NI
4. Keeping school personnel informed of budget limits				VI	I	U	LI	NI

*VI-Very Important I-Important U-Uncertain
LI-Little Importance NI-Not Important

APPENDIX B

DEMOGRAPHIC INFORMATION SHEET

DEMOGRAPHIC INFORMATION SHEET

1. As of June, 1986, how many years have you been in your current position? (complete appropriate category)
___Superintendent ___Principal

___Special Education Administrator

2. As of June, 1986, how many years of experience have you had in the following position(s)? (complete appropriate categories).
___Superintendent

___Assistant Superintendent

___Special Education Administrator

___Principal

___Assistant Principal

___Teacher

___Other (Specify)_____

3. As of June, 1986, how many graduate courses in school administration have you taken? (check one)
___0 ___1-3 ___4-6 ___7-9 ___10 and above

4. As of June, 1986 , how many graduate and undergraduate courses have you taken in the area of special education? (check one)
___0 ___1-3 ___4-6 ___7-9 ___10 and above

5. Name (optional)_____

APPENDIX C

INITIAL LETTER

west virginia college of
graduate
studies
institute, wv 25112
phone (304) 768-9711

Dear Educator,

Your county has been selected as one of the West Virginia school systems to participate in a study of the role expectations for the administrator of special education. Your help in furnishing information about role expectations of the county administrator of special education will make this study valuable to those who work with, employ, or train special education administrators. It will also be valuable to those who are presently in a leadership role in special education. Specifically, this study should identify tasks which may be sources of potential conflict among administrators of special education and other educational leaders.

You can assist in this research by taking approximately ten minutes to complete the attached data sheet and instrument. Please return both documents in the enclosed envelope.

If you would like to receive an abstract of the completed study, please enter your name in the space provided on the data sheet. All responses will, of course, remain confidential.

Your cooperation in completing the data sheet and instrument is greatly appreciated.

Sincerely yours,

Michael Sullivan

Michael Sullivan
Doctoral Candidate

APPENDIX D

FOLLOW-UP LETTER

west virginia college of
graduate
studies institute, wv 25112
phone (304) 768-9711

Dear Educator,

Your help is needed very badly at this time. You may have misplaced or overlooked my initial mailing to you requesting your participation in a study of the role expectations of the administrator of special education. Specifically, the results of this study should identify existing tasks which may be sources of potential conflict among administrators of special education and other educational leaders.

Although a large number of individuals completed and returned the attached instrument, I need your cooperation to make the sampling of this study more complete, and therefore, the results more valid.

Please take the approximately ten minutes necessary to complete the attached data sheet and instrument. Return them promptly in the enclosed envelope.

If you would like to receive an abstract of this study upon its completion, please write your name in the space provided on the data sheet. All responses will remain confidential.

If our letters have crossed in the mail and you have already returned the questionnaire, please disregard this letter and accept my appreciation for your cooperation.

Sincerely,

Michael Sullivan

Michael Sullivan
Doctoral Candidate

THE SPECIAL EDUCATION ADMINISTRATOR ROLE AS PERCEIVED BY PRINCIPALS, SUPERINTENDENTS AND SPECIAL EDUCATION ADMINISTRATORS IN WEST VIRGINIA

Michael Edward Sullivan

ABSTRACT

This study was designed to examine the expectations held by key administrative personnel within West Virginia's county school systems regarding the role of the special education administrator. Seven functional areas of administration containing forty specific tasks were examined to identify potential areas of conflict among and between special education administrators, superintendents and principals. Data resulting from 202 returns of the questionnaires and demographic surveys from the 260 individuals contacted were analyzed to test fourteen null hypotheses. Respondents were asked to rate perceived performance of tasks as well as their perception of the degree of importance of each. Demographic data were used to develop a profile of the three respondent groups.

The analysis of variance (ANOVA) was used to test all hypotheses. An alpha level of .05 was set as the

criterion used to reject the null hypotheses. In instances where the null hypothesis was rejected, the Scheffe' method of multiple comparisons was used for post hoc analysis. In some instances, the Scheffe', because it is a very conservative test, did not identify where those differences indicated by the ANOVA occurred. In these instances, the Duncan Multiple Range Test was applied to pinpoint those differences.

Analysis of the data resulted in these major findings:

1. There were significant (.05 level) differences among or between the three groups of administrators regarding the perceived performance of all seven functions.

2. There were significant (.05 level) differences among or between the subject groups regarding the perceived performance of twenty-one of the forty tasks contained within the seven functions.

3. There were significant (.05 level) differences among or between the three groups of administrators regarding the perceived degree of importance assigned to six of the seven functions.

4. There were significant (.05 level) differences among or between the three subject groups

regarding the perceived degree of importance assigned to eighteen of the forty tasks contained within the seven functions.

VITA

MICHAEL EDWARD SULLIVAN

Date of birth: July 21, 1947

EDUCATION

Institution	Discipline	Graduation	Degree
West Virginia University	Educational Administration	(November, 1986)	Ed.D.
West Virginia College of Graduate Studies	Educational Administration	1983	M.A.
West Virginia College of Graduate Studies	Special Education	1973	M.A.
West Virginia State College	Business Administration	1971	B.S.

PROFESSIONAL POSITIONS

Title	Program	Dates
Part-time Faculty	West Virginia College of Graduate Studies, Institute, West Virginia	1985-86
Executive Director	West Virginia Advisory Council for the Education of Exceptional Children, West Virginia College of Graduate Studies, Institute, West Virginia	1983-86
Adjunct Faculty	West Virginia College of Graduate Studies, Institute, West Virginia	1981-86
Special Educator	Kanawha County Schools, Charleston, West Virginia	1972-83

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