

Copyright
by
Kelli Henson
2018

EMOTIONAL ATTRIBUTES RELEVANCY TO SPECIAL EDUCATORS' JOB
SATISFACTION

by

Kelli Christina Henson, M.Ed.

DISSERTATION

Presented to the Faculty of
The University of Houston-Clear Lake
In Partial Fulfillment
Of the Requirements
For the Degree

DOCTOR OF EDUCATION

in Educational Leadership

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

MAY, 2018

EMOTIONAL ATTRIBUTES RELEVANCY TO SPECIAL EDUCATORS' JOB
SATISFACTION

by

Kelli Christina Henson

APPROVED BY

Elizabeth Beavers, PhD, Chair

Michelle Peters, EdD, Committee Member

Kent Divoll, EdD, Committee Member

Michele Kahn, PhD, Committee Member

RECEIVED BY THE COLLEGE OF EDUCATION:

Joan Y. Pedro, PhD, Associate Dean

Mark D. Shermis, PhD, Dean

Dedication

To my father (Joe Henson), grandmothers (Effie Spears, Evvie White, Lena Henson), grandfathers (Jesse Spears, Joe Henson Sr), and aunt (Kathy Jo Spears). You all are collectively the embodiment of brilliancy, encouragement, faith, perseverance, and were able to witness beauty in hard and good times. This has allowed for my growth and for that I am grateful. My past and current progress is a manifestation of your history and dreams you all had. Thank you!

Acknowledgements

Mom (Faye Henson) your intelligence, sacrifices, love, comfort, diligence, support and belief in me has shaped me to be who I am and what I can accomplish. Further, you have cultivated compassion and understanding within me to appreciate my history and that of others which allows me to seek dialogue to better connect with myself and those around me. I remember you talking about wanting to have your own plant nursery or day care but the opportunities that I have were not as readily available to you as a black woman when you were younger. I hope that my accomplishment can be that plant nursery or day care in some way. Love You and Thank You! Kevin (brother) you make my head hurt but you have taught me to live life in the moment and to remember to be kind. Your intelligence is not lost on me. Love you! To my family, aunts (Lynn, Bonnie, Pam) friends, and cohort thank you for the continued love, guidance, support, and increasing my awareness of others in various ways.

To my committee thank you for helping me paint this mural and write a story within my life: Dr. Beavers for understanding my drive to comprehend human behavior and thought in ways (such as emotions) that people often find irrelevant. Dr. Peters for creating a foundation for me and my cohort to more easily navigate this journey. Dr. Kahn for understanding my personal story, my people, and all other marginalized communities. Dr. Divoll for reminding me to put those deeper thoughts I have in writing.

To the participants I thank you for being honest and open with a topic I myself have experienced and that you all are often forced to remain silent about. Your voices did not just contribute to this study but allowed special education teachers within this country to be heard. It is only a small snippet of a special educator and student with exceptionalities' story but hopefully enough to start a dialogue on pleasant and unpleasant experiences to create positive change. You all have value!

ABSTRACT

EMOTIONAL ATTRIBUTES RELEVANCY TO SPECIAL EDUCATORS' JOB
SATISFACTION

Kelli Christina Henson
University of Houston-Clear Lake, 2018

Dissertation Chair: Elizabeth Beavers, PhD

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. Data, which included surveys, interview, and demographics was collected from a purposeful sample of special education teachers from a large urban school district in southeast Texas. The *Teacher Emotion Inventory* and *Working in Special Education: The Experience of Special Educators* surveys were utilized to determine the relationship between special education teachers' emotions and job satisfaction. Open-ended individual interviews allowed for the exploration of various determinants that special education teachers' perceive as significant contributors to the connection between emotions and job satisfaction. Quantitative data was analyzed using frequencies and percentages and Pearson's Product-Moment Correlations (r) while qualitative data was examined using the inductive coding process. Quantitative data analyzed displayed

special education teachers' varied emotional attributes (joy, anger, and fear) and factors of job satisfaction (preparation, job design, administrative support, and colleague support) have a substantial role in the level of job satisfaction experienced by special educators. Qualitative analysis reinforced quantitative data gathered while bringing additional clarity to special education teachers' concerns regarding emotional attributes experienced and the various factors of job satisfaction.

TABLE OF CONTENTS

List of Tables	xi
Chapter	Page
CHAPTER I INTRODUCTION.....	1
Research Problem	2
Significance of the Study	7
Purpose and Research Questions	7
Quantitative Research Questions	7
Qualitative Research Questions	8
Definitions of Key Terms	8
Conclusion	10
CHAPTER II LITERATURE REVIEW	12
Teaching Expectations	13
Reasons for Entering the Special Education Profession	15
Expectations and Attitudes Toward the Profession	17
Expectations and Interactions with Students with Disabilities	21
Special Educator Job Satisfaction	25
Factors Influencing Job Satisfaction	28
Preparation	28
Job Design.....	31
Administrative Support	35
Instructional Support.....	38
Emotional Attributes of Teaching.....	42
Specific Emotional Experience.....	49
Joy	50
Fear	51
Anger.....	51
Belief in Self and the Ability to Accomplish Tasks	52
Emotional Regulation	56
Summary of Findings.....	62
Theoretical Framework	66
Conclusion	67
CHAPTER III METHODOLOGY	69
Overview of the Research Problem	69
Operationalization of Theoretical Constructs	70
Research Purpose and Questions	71
Quantitative Research Questions	71

Qualitative Research Questions	71
Research Design.....	72
Population and Sample	72
Participation Selection	75
Instrumentation	76
Teacher Emotion Inventory	76
Working in Special Education	77
Data Collection Procedures.....	78
Quantitative.....	78
Qualitative.....	79
Data Analysis	80
Quantitative.....	80
Qualitative.....	81
Validity	82
Privacy and Ethical Considerations	82
Research Design Limitations	83
Conclusion	83
CHAPTER IV RESULTS.....	85
Participant Demographics	85
Survey	85
Interviews.....	87
Instrument Reliability	89
Research Question 1	90
Joy	91
Anger.....	93
Fear	95
Research Question 2	98
Relationships with Building Principal	98
Relationship with Fellow Teachers at School Site	102
How Well Prepared a Teacher Feels for Current Assignment.....	103
Role Conflict.....	105
Research Question 3	107
Research Question 4	109
Professional Learning	110
Job Design.....	113
Administrator Support	117
Colleague Support.....	120
Research Question 5	124
Joy	124
Anger.....	128
Fear	131
Emotional Attributes	133

Summary of Findings.....	139
Conclusion	141
CHAPTER V SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS	143
Summary	144
Research Question 1	144
Joy	145
Anger.....	146
Fear	147
Research Question 2	147
Professional Learning	148
Job Design.....	149
Administrative Support.....	150
Colleague Support.....	150
Research Question 3	151
Research Question 4	153
Research Question 5	155
Implications.....	161
Implications of Emotional Attributes.....	161
Implications of the Job Satisfaction.....	163
Recommendations for Future Research	165
Conclusion	166
REFERENCES	170
APPENDIX A SURVEY COVER LETTER	187
APPENDIX B CONSENT FORM	188
APPENDIX C TEACHER EMOTION INVENTORY SURVEY.....	191
APPENDIX D WORKING IN SPECIAL EDUCATION: THE EXPERIENCE OF SPEICAL EDUCATORS SURVEY	194
APPENDIX E INTERVIEW	199

LIST OF TABLES

Table	Page
Table 2.1 Inventory of Emotions 2001	45
Table 3.1 Student Population Within Participating School District Based on 2015-2016 TAPR	73
Table 3.2 Teacher Population Within Participating School District Based on 2015-2016 TAPR	74
Table 3.3 Special Education Teachers Population Within Participating School District Based on 2015-2016 TAPR	75
Table 3.4 Students with Exceptionalities Population Within Participating School District Based on 2015-16 TAPR	75
Table 4.1 Special Educators Survey Participant Demographic Data.....	86
Table 4.2 Special Educators Interview Participant Demographic Data.....	88
Table 4.3 Reliability Coefficients for TEI	90
Table 4.4 Reliability Coefficients for Working in Special Education	90
Table 4.5 Special Educators' Experience of Joy (%)	92
Table 4.6 Collapsed Special Educators' Experience of Joy (%)	93
Table 4.7 Special Educators' Experience of Anger (%).....	94
Table 4.8 Collapsed Special Educators' Experience of Anger (%)	95
Table 4.9 Special Educators' Experience of Fear (%).....	96
Table 4.10 Collapsed Special Educators' Experience of Fear (%).....	97
Table 4.11 Relationships with Building Principal (%)	100
Table 4.12 Relationship with Fellow Teachers at School Site (%)	103
Table 4.13 How Well Prepared Teacher Feels for Current Assignment (%)	105
Table 4.14 Role Conflict (%).....	106
Table 4.15 Relationship Between Emotional Attributes and Job Satisfaction	109
Table 4.16 Participants Interview Paperwork.....	114
Table 4.17 Participants Interview Resources.....	116
Table 4.18 Participants Interview Administrative Support.....	118
Table 4.19 Participants Interview Administrative Inadequate Support	119
Table 4.20 Participants Interview Colleague Support Collaboration	122

Table 4.21 Participants Interview Colleague Support Relationships.....	123
Table 4.22 Participants Interview Joy Student Achievement	125
Table 4.23 Participants Interview Joy Colleague Support.....	127
Table 4.24 Participants Interview Anger	129
Table 4.25 Participants Interview Fear	132
Table 4.26 Participants Interview Joy and Satisfaction	134
Table 4.27 Participants Interview Belief in Self.....	136
Table 4.28 Participants Interview Value and Inclusion	138

CHAPTER I

INTRODUCTION

One of the major issues impacting the education system is the attrition of teachers (Claeys, Flores, Perez, & Sass, 2012). Teacher attrition can be viewed in three categories which are leaving special education for general education, taking employment at a different school, and leaving the field of education completely (Boe, Cook, & Sunderland, 2008). People might assume that teachers who leave the field of education are not qualified when in fact they are exceptional candidates who make great teachers (Claeys et al., 2012). Teacher attrition is even higher in areas such as low socioeconomic schools, special education, and certain academic content areas for instance mathematics and science (Brown & Wynn, 2007).

Special education teachers are two times more likely to leave the field of education than general education teachers (National Coalition on Personnel Shortages in Special Education and Related Services, 2014). This is especially alarming considering the increase of students with exceptionalities in schools. The process of hiring new teachers is expensive and limited research focus is placed on why teachers are leaving (Brown & Wynn, 2007). In order to address a problem that is not only costing school districts a large amount of money, but more importantly effecting the education children receive, school districts need to be more aggressive about how to properly address the

issue of special education teacher attrition (Medina, Peltier, & Thornton, 2007). To start addressing this problem districts should consider studying the factors that are related to special education teacher job satisfaction.

Research Problem

In order to acquire an understanding of teacher job satisfaction, particularly special education teacher job satisfaction, the background of what contributes to their desire to continue with their career needs to be analyzed. A number of teachers are trained at various colleges and universities and others (i.e. college graduates) enter the profession by way of alternative certification programs. Alternative certification programs provide professionals, of various backgrounds, the opportunity to switch to a career in teaching through training provided via local colleges, school districts, and/or non-profit corporations. Regardless to background, many enter the profession because teaching can positively impact the life of the teacher and their students. Whether or not a teacher chooses to remain in the field of education is based on the level of fulfillment they receive from their career (Weiqi, 2007). Billingsley and Singh (1996) found that various elements such as lack of support and understanding of a special educators' job assignment from administrators, emotional and mental exhaustion, and lack of career fulfillment can impact special educators' dedication to their job and influence their decision to remain in education. If issues, such as these, are addressed special education teachers tend to stay in their profession rather than leave (Ingersoll, 1999), thus increasing job satisfaction.

There are many misconceptions people have of the profession of teaching, such as the ability to get off work early, not having a large workload compared to other professions, and having extra time for family and/or leisure (Buchanan, 2012; Johannessen & McCann, 2004). The misconceptions people often have of teaching create an idealistic view of the profession which prevents them from knowing the reality of the stress and struggles teachers endure (Buchanan, 2012; Johannessen & McCann, 2004). Gehrke and Murri (2006) found that teaching entails a multitude of duties (teaching and nonteaching) which include preparing instructional materials for students (all located in one class) who are working on various grade levels, modifying the academic program, preparing Individualized Education Plans (IEP), arranging the schedules of students and paraprofessionals, training and managing paraprofessionals, and collecting useful instructional items. In addition to this, the lack of support (from administration and colleagues), professional development that lacks useful information, and district demands intensify the stressors special education teachers experience on the job. Laws such as *Every Student Succeeds Act* (ESSA) require all students, including students with exceptionalities, to meet academic standards set by the federal government (Medina et al., 2007). This is compounded with the issue that students with exceptionalities who are receiving special education services have a history of academic struggles (McLeskey, 2008).

Special education teachers should have the training and ability to address the needs of students with exceptionalities and collaborate with general education teachers in meeting those needs (McLeskey, 2008). However, due to the attrition of special education teachers, districts are frequently forced to hire personnel that are not certified to meet the demands (Billingsley, 2004). According to the Alliance for Excellent Education (2014), \$2.2 billion is spent yearly in the United States (U.S.) due to teacher

attrition. In addition to this, the Alliance reported that yearly half a million teachers in the U.S. either change their position or exit the field of education. The Center on Personnel Studies in Special Education (2014) and the National Coalition on Personnel Shortages in Special Education and Related Services (2014) also reported 13% of special education teachers leave yearly which is two times more than general education teachers.

Programs that exist to train people to become special education teachers are not producing an adequate amount of special education teacher graduates (Medina et al., 2007). In addition, school districts are finding it hard to find graduates who are inclined to take on the position of being a special education teacher (Medina et al., 2007). Special education teacher attrition has impacted not only the lack of qualified professionals, but there is a lack of special education teachers who are diverse, culturally and linguistically, due to school districts inability to keep and hire special education teachers. (Medina et al., 2007). The stress and challenges teachers endure tend to have a negative influence on the mental and emotionally culture of the school which adds to the concern of special education teacher attrition (Alvarez & Grayson, 2008). Per Chang (2009), the duties and emotional demands required of educators is compelling when stacked up against other careers.

To thoroughly examine special education teacher job satisfaction, it is important to note that parents and the community contribute to this issue not just school districts. It was discovered that when support is provided by parents and communities teachers are likely to deal with negative school culture and other job difficulties in a more proactive manner (Alvarez & Grayson, 2008). It is also important to note that general and special education teachers must take accountability for their contribution in creating a collaborative and motivating environment that will assist with them in being more productive and meeting the educational needs of students with exceptionalities (Major,

2012). In order to truly make a change in school districts approach to special education teacher job satisfaction a change in people's attitudes, distribution of adequate materials, and appropriate professional developments would have to occur with everyone that impacts the field of education, which includes school districts, parents, and the community (Alvarez & Grayson, 2008).

Although there are plenty of data focusing on resources, job duties, training, support, and other variables not enough attention is given to teachers' emotions. According to Sutton and Wheatley (2003), analysts have not conducted sufficient research on how emotions influence teachers in their daily activities, interaction with others, relationships, response to a variety of situations, their drive to complete their job, and how they adapt their emotions. Moreover, Chen (2016) found that research on educators' emotions and the command emotions have on education within varied countries is negligible. Mulligan and Scherer (2012) shared that there is no definitive definition for the concept of emotion due to its complexity. However, Khazon, Lyons, and Schneider (2013) agree that emotional intelligence is the ability to recognize emotion, understand emotion, think through emotion, understand how emotion influences various situations, and the ability to regulate emotions. This is essential as emotions are closely entangled in all components of education and the action of increasing knowledge (Lanehart & Schutz, 2002). Furthermore, action, intelligence, and devotion are shaped by emotion (Sutton et al., 2003).

Unfortunately, when there is discussion of emotion people tend to think of negative connotations particularly with the word "emotional" even though emotions include positive feelings as well (Sutton et al., 2003). Good emotions usually are associated with bliss and achievement while bad emotions are correlated with displeasure and worry (Sutton et al., 2003). It is important to acknowledge that positive and negative

emotions can be questionable in how they influence a situation or person as negative does not always mean unpleasant (Solomon & Stone, 2002). Additionally, educators can experience a variety of emotions daily that could be significant during a certain time period but may not be as significant in the future (Sutton et al., 2003). These crucial emotions could cause a chain reaction in actions and thought process. Therefore, it is important that educators understand how to regulate their emotions for career and personal happiness (Lee et al., 2016).

To create change within education educators must understand that emotions are interchangeable with innovation (Lee & Yin, 2011). Therefore, emotions have the possibility to influence the various items that are continuously studied in relation to job satisfaction. Educators who encounter more blissful feelings rather than unpleasant feelings tend to experience an alternate existence from educators who deal with more unpleasant feelings (Sutton et al., 2003). Furthermore, emotion is a complex system that is influenced by a variety of items such as culture, experiences, “physiological changes,” “emotional expression,” and reactions (Sutton et al., 2003). Not only are emotions complex but educators’ complicated work environment increases “emotional demands” (Yin, 2016).

Akin, Aydin, Demirkasimoğlu, and Erodoğan (2014) discovered that the level of emotion and the sincerity of it in a moment or series of events could be so intense that it leads to teacher burnout. They go on to share that there is scarce data on the connection between “emotional labor” and educator fatigue (Akin et al., 2014). Furthermore, emotional exhaustion can cause educators to feel detached from their jobs and individual growth and create negative emotions and interaction towards students (Akin et al., 2014). Chang (2009) shared that educator fatigue or “burnout” is often the major result of “emotional exhaustion.” Therefore, based on studies conducted, the examination of

special education teachers' emotions is essential to better understanding special education teacher job satisfaction.

Significance of the Study

Students affected by the attrition of educators, across districts, are not receiving an acceptable level of education (Heider & Jalongo, 2006). Students are expected to pass tests, to be independent thinkers, to be creative, give back to their communities, to grow personally, to be prepared for college, and to acquire and maintain successful careers after graduating from school. Without a solid education, this leads to the question of how students, especially those with disabilities, are supposed to live up to these expectations. School districts need to be aggressive in developing a plan to not only retain teachers but figure out ways to reorganize management and school culture to ensure the retention of teachers and teacher productivity (Medina et al., 2007). If school districts aim to increase special education teacher job satisfaction, it can result in increasing special education teacher retention. Thereby, students with exceptionalities could be more likely to receive an acceptable education.

Purpose and Research Questions

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. The following research questions guided this study:

Quantitative Research Questions

1. What are special education teachers' perceptions of the emotional attributes joy, anger, and fear?
2. What are special education teachers' perceptions of job satisfaction?

3. Is there a statistically significant relationship between the emotional attributes (joy, anger, and fear) and the level of job satisfaction special educators' experience?

Qualitative Research Questions

4. How do special education teachers perceive job satisfaction?
5. What are the work experiences that elicit joy, anger, and fear?

Definitions of Key Terms

The following key terms pertain to this study:

Alternative Certification Program (ACP): A program that provides professionals an alternative way to receive certification in teaching while instructing students and completing required training (Texas Education Agency, 2015).

Anger: A strong emotional reaction to a negative event or person causing a productive or unproductive response from an individual (Ito Ozer, & Reevy, 2010).

Axiom/Belief: A cognizant or noncognizant proposed idea that can be assessed and endorsed as truth by a person. Thus, that idea is infused and obligated to emotions. Moreover, this proposed idea can navigate a person's cognition and actions (Borg, 2001; Savasci-Acikalin; 2009).

Communication: A means of building connections between coworkers and others and creating a collaborative environment (Gonzales, 2014).

Emotions: A natural instrument that allows people to embody beliefs that causes people to view their reasoning as valid (Boler, 1999).

Emotional Exhaustion: A person experiencing a lack of strategies on how to address their emotions as they are emotionally exhausted and debilitated (Brouwers, Evers, & Tomic, 2004).

Emotional Intelligence: The ability to recognize emotion, understand emotion, think through emotion, understand how emotion influences various situations, and the ability to regulate emotions (Khazon, Lyons, & Schneider, 2013).

Emotional Labor: Managing and exhibiting the anticipated emotion in certain contexts at work (Akin et al., 2014).

Emotional Regulation: The ability to manipulate emotion in various ways and in various settings (Eisenberg & Spinrad, 2004).

Every Student Succeeds Act: A law, previously known as No Child Left Behind, that was modified to ensure college and career readiness for all students (U.S. Department of Education, 2017).

Fear: A distasteful emotion that involves a person centralizing their concentration on a person or event (Ito et al., 2010).

Job Design: The procedures and arrangements of a job that allow for an employee to achieve assignments assigned (Gersten, Harniss, Keating, & Yovanoff, 2001).

Job Satisfaction: The embodiment of an emotion that surfaces due to the belief that a person's career produces resources and mental demands (Aziri, 2011).

Joy: The emotional state of delight that is categorized as being in the middle of high and low positive arousal (Ito et al., 2010).

No Child Left Behind (NCLB): Federal law developed to implement standards that will ensure the decrease in academic disparity among students in the United States (U.S. Department of Education, 2005).

Reduced Personal Accomplishment: Teachers susceptibility to asses themselves unfavorably and take on negative attitudes that they do not play a crucial role in their career (Skaalvik & Skaalvik, 2010).

Supportive Job Environment: A manageable amount of job duties, training, the opportunity to assist with management, allowing for an appropriate amount of time to collaborate with colleagues, and assistance with pupil conduct (Certo & Fox, 2002).

Teacher Burnout: Teachers (general education and special education) become detached from their career due to unfavorable beliefs and perceptions towards coworkers and/or pupils (Skaalvik & Skaalvik, 2010).

TEI is the Teacher Emotion Inventory survey was developed to explore how educators' view the emotions experienced while working (Chen, 2016).

Teacher Self-Efficacy: A general education and special education teachers' conviction that they have the power to develop and carry out any tasks needed to acquire and maintain aspirations regarding career (Skaalvik & Skaalvik, 2010).

Teacher Attrition / "Teacher Turnover": A change in a teacher's career position whether it be within education or leaving education (Boe, Cook, & Sunderland, 2008).

Teacher Retention: Retention is when a teacher maintains their job position in their chosen career (Texas Education Agency, 2015).

Traditional Certification Program: Professionals who enter education by fulfilling their training through a bachelor education degree (Bremer & Ruhland, 2003).

Working in Special Education: The Experience of Special Educators survey measures educators' job satisfaction in various areas such as preparation, job design, and administrator and colleague support (Gersten, Harniss, Keating, Morvant, & Yovanoff, 2001).

Conclusion

The focus of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. Varying emotions such as happiness, sadness, and frustration can potentially hinder job

satisfaction. This chapter discussed the significance of why it is important to determine what contributes to special education teachers' job satisfaction. Further, this chapter presented a synopsis of the research problem and the significance of the study. The next chapter provides a research informed framework for the varied factors, beliefs, and emotions that influence special education teacher job satisfaction.

CHAPTER II

LITERATURE REVIEW

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. To appropriately address how to decrease special education teacher attrition and increase in job dedication, the factors that influence special education teacher job satisfaction require a thorough examination. According to the U.S. Bureau of Labor Statistics (2017), the need for special education teachers will increase in the next 10 years by 7% due to the rise in the number of students needing special education services. Given this, it is further anticipated ongoing opportunities for employment in this field; and there will be an increased need to figure out how to encourage special education teachers to stay (U.S. Bureau of Labor Statistics, 2017). The National Coalition on Personnel Shortages in Special Education and Related Services (2014) reported that 82% of special education teachers and other professionals that currently serve students with exceptionalities in the school setting indicated that the students' needs are not being met due to the shortage. This phenomenon is impacting most states across the U.S. (McLeskey & Billingsley, 2008; National Coalition on Personnel Shortages Special Education Related Services, 2014).

To contextualize variables that impact special educators' job satisfaction, this chapter presents an exhaustive review of the literature. This representative review of literature discusses the various components that influence special education teacher job satisfaction which include preparation, job design, administrative support, instructional

support, and the often-overlooked factor of emotional attributes. To truly understand the intricacy and difficulty of a special educator's personification (Wasburn-Moses, 2009) there needs to be acknowledgement and comprehension that an individual's thought process, emotions, understanding of self, choices made based on morals, and behavior are entangled with the job (Kelchtermans, 2005). Due to the varied determinants, to fully understand special education teachers' job satisfaction, it is critical to analyze nontraditional factors such as the emotional attributes, reasonings for entering the career, and assumptions about the job. After all, emotional attributes play a significant role in mental executions be it easy or difficult (Harlé, Paulus, & Shenoy, 2013).

Teaching Expectations

Recognizing the value of studying special education teacher job satisfaction requires reviews of multiple areas including the historical patterns of practice impacting the profession. Historically, special education teachers taught children with exceptionalities in facilities where they were generally not included with children in the general education population (Fowler, McCormick, Morgan, Shepherd, & Wilson, 2016). However, with the passing of the Individuals with Disabilities Education Act in 1975 the law caused a drastic change in special education by promoting items such as inclusion and "free and appropriate public education" (p. 85). The change in legislature resulted in policy changes with school districts and instructional programs on campuses forcing shifts in ideology and management. Furthermore, the duties of general and special education teachers became progressively intricate and ambiguous (Fowler et al., 2016).

To compound this issue topics such as socioeconomic status and race have been major factors that determine the amount of funding invested within schools in the U.S. (Darling-Hammond, 2013). For instance, affluent schools are more likely to receive more funding than low socioeconomic schools and schools with African American and

Latino children lack funding that supports new and updated material and highly qualified educators. Significant changes within education, due to the development of guidelines to reform teacher professional learning, have caused educators to metamorphose the system in various ways which include curriculum, instruction, restructuring and creating of programs, and understanding how to appropriately provide services to a diverse group of students (Darling-Hammond, 2010). However, even with multiple changes to the educational system the attrition rate of teachers continues to grow and problems with service provided in schools continue to escalate. School districts tend to examine “extrinsic” factors that can promote educators’ desire to perform better and assume this will correct the issues that influence the level of academic achievement of students (Darling-Hammond, 2014). Kalleberg (1977) recommended that both individuals and individual thought process must be studied in-depth not just issues within society to gain understanding of improving job satisfaction.

Liu and Ramsey (2008) shared that to address teacher attrition and ensure the educational needs of students are met, research on the multiple factors influencing job satisfaction can be advantageous. Beginning research on teacher attrition focused on items such as teacher income, specific areas of instruction, and “gender” (Liu et al., 2008, p. 1173). However, research has evolved and more data is being collected and examined regarding the influence school circumstances and distinctive factors potentially have on teacher attrition. Liu and Ramsey (2008) suggested to adequately address teacher attrition researchers should focus on specific items that cause content and discontent in teachers that could allure teachers and stop departure from their career. Furthermore, researchers shared that although there is a great deal of research on teacher attrition, essential factors that promote teacher retention is lacking a great deal of understanding. While information on job satisfaction in education is plentiful the literature proves to be

fragmented regarding special education teachers. Regardless, extensive research has been conducted to understand the factors that contribute to educators' difficulty with their job through analysis of educators' reasons for entering the field, expectations, and factors relating to job satisfaction.

Reasons for Entering the Special Education Profession

Hausstätter (2007) explored what drove individuals to pursue careers in special education and the information teacher candidates desired to meet the requirements of becoming a special education teacher. Twelve students participated in interviews while 45 participated in a follow-up questionnaire. The interviews revealed that the teacher candidates chose special education either to assist individuals with exceptionalities while others chose special education as a means to furthering their career to other job opportunities. The teacher candidates were interested in increasing their knowledge on principles and techniques needed for the job and possessed multiple reasons for wanting to pursue a career in special education. Reasons included assisting individuals, rise in earnings, increasing knowledge, and future job opportunities. However, the main reasons were the increase in future opportunities for their occupation and the knowledge they would acquire through the job. The college students expressed interest in increasing their knowledge through learning various strategies and ways to evaluate the effectiveness when implementing the strategies put into action. Puig and Recchia (2004) discovered preservice teachers desire to become a special education teacher included multiple reasons such as their personal experiences within education (good and bad), having teachers within the family, a family member with exceptionalities, the need to assist others in their native country, fate, or the desire to provide instruction to multifarious pupils.

Katsiyannis, Losinski, Wang, and Zhang (2014) analyzed what inspired preservice teachers to become special education teachers and if the social cognitive career theory (SCCT) model could be utilized to clarify preservice teachers' motives towards a career in special education. The SCCT model examines how factors such as self-efficacy and various experiences influence an individual's choice in career and behaviors and intentions regarding career. Results obtained from 213 participants, pursuing general or special education certification, revealed generally good levels of self-efficacy. Preservice teachers' level of efficacy (regarding special education) was highly connected to the anticipation of their beliefs of employment in the field of special education.

Students' job history and individual background did not have a strong connection to their self-efficacy when working with students with exceptionalities nor the results of working within the field. However, their job history and individual background experiences were strongly associated with levels measuring how dedicated the preservice teachers would be to their future students. The preservice teachers' plans to enter into special education were affected by their concernment and dedication to individuals with exceptionalities. Furthermore, self-efficacy had a positive effect on the results. Although there are clearly defined links between the preservice teachers' anticipated beliefs and purpose in seeking employment in special education there are incidental links. For instance, some educators may enter the career strictly due to personal finances (defined link) and incidentally escalate enthusiasm for tending to students with exceptionalities. Lastly, background experiences that include having an intimate relationship with someone with a disability had a strong correlation to influencing the preservice teacher's concernment and devotion to working in special education.

Fish and Stephens (2010) made comparisons between elementary special education educators and secondary special educators' attitudes with variables that led to

their desire to have careers in special education and elements that developed their devotion to their careers. Fifty-seven participants included teachers, diagnosticians, speech pathologists, administrators, paraprofessionals, and other unspecified professionals within special education. The outcome of the study indicated that elementary educators (45%) became interested with entering special education while pursuing their undergraduate degree while secondary educators (50%) became interested after graduating with their bachelor's degree. Both groups shared the main reason for entering special education was the desire to assist individuals with exceptionalities. Consistent with Hausstätter (2007), the reasons included having background experiences working in education, the guarantee of employment, having a relative with a disability, or having personal history of impairment.

The second reason, aside from helping others, elementary educators shared for staying in their career was their commitment to their district while secondary educators indicated their second main reason was procedures and laws. Elementary and secondary educators expressed good job satisfaction, deficient satisfaction with the district they work in, and strong desire to stay in their career. A small group of elementary and secondary educators indicated their district did not put enough effort into promoting more individuals to enter into the field of special education. Most elementary and secondary educators expressed that their districts exerted good energy in recruiting and keeping employees in special education. Related, Gavish (2017) discovered that special educators selected their career for individual and professional fulfillment, and from the ambition to address the needs of students with exceptionalities.

Expectations and Attitudes Toward the Profession

Being knowledgeable of the reasons for entering the field of special education allows for the exploration of understanding special educators' expectations and attitudes.

Prospective special education teachers' beliefs often reflect misconceptions developed by society versus the realities of employment in special education (Hausstätter 2007). Moreover, there is insufficient awareness on the function and accountability of special educators who provide instruction to students with significant disabilities (Olson, Roberts, & Ruppert, 2017). This could lead to skewed perceptions of the field. To gain a better understanding of the various expectations and attitudes held by special educators this topic was investigated closer.

Wasburn-Moses (2009) shared that the role of special education educators is difficult and multifaceted compounded with many concerns. Further, the author emphasized the varied job duties expected of special educators that makes their function as educators challenging. Wasburn-Moses (2009) conducted a study involving 184 preservice special education majors and 133 seasoned or experienced special educators to analyze differences in the length of time preservice special education educators were using on certain daily activities, what preservice special educators' expectations were regarding what they believed most of their time was spent working on, and pre-services special education educators' views of their duties.

Results of the study (Wasburn-Moses, 2009) indicated that seasoned teachers spent most of their time providing instruction with reading and writing, attending to paperwork and very little time interacting with administration and parents. Preservice educators' expectations were similar to what seasoned teachers reported. However, preservice educators allocated more time in the various duties of an educator than indicated by seasoned teachers. For instance, pre-service educators allocated a great deal of time spent collaborating with general education teachers whereas seasoned special education educators reported very little time collaborating with general education teachers. Preservice educators thought that the duration of their time would be in

inclusion and settings where they pull students out for small group. Seasoned educators reported the duration of their time being in settings where the curriculum is modified or teaching a specific subject area.

Another common concern among pre-service and seasoned educators was the desire to ensure students educational needs are met and enormous amount of paperwork. Furthermore, seasoned educators were more apprehensive with behavior of students versus pre-service educators who had more concernment with support. Based on Wasburn-Moses (2009) findings there is an imbalance in the level of collaboration and teaching preparation between preservice and seasoned teachers along with the need for more training on how to address student behavior. Carter, Lane, Pierson, and Stang (2010) elaborated on the expectations teachers have of students' behavior which tends to be more favorable when in wealthy schools versus schools in low socioeconomic environments. Educators in wealthy schools tend to focus on assisting students with increasing their self-advocacy skills. However, because educators expect schools in low socioeconomic areas to have significant student behavior concerns educators are more prone to assist students with partnership and self-discipline skills.

Jones, Low, and Young (2011) examined expectations from the viewpoints of general and special education educators by conducting a mixed-method study to determine differences in what is expected from general and special education educators in terms of job responsibilities. The study utilized both a survey and interviews involving eleven general education educators and four special education educators. The study revealed special education teachers had to develop and modify curriculum whereas the general education teachers' curriculum was organized and precise. The amount of time special education teachers taught in the various settings varied while the general education teachers taught generally more than one content area in one setting.

Researchers' (Jones et al., 2011) study revealed general and special education teachers where both required to teach students with exceptionalities with multiple demands even if they were not assigned to them. The results indicated special education educators provided instruction to students with exceptionalities whose needs were more diverse. Additionally, special education teachers relied on general education teacher coworkers more than general education teachers and were required to create connections with more people than their general education counterparts. Lastly, special educators greatly depended on principals for support as they had less access to their mentors than general education teachers. The mentors assigned to the special education teachers often were not located on the same campus, did not teach a comparable curriculum, and did not work with students with exceptionalities with the same level of varied needs unlike the general education teachers whose mentors' experience and daily activities matched more of what they were assigned to do daily.

Gavish (2017) examined the special education educators in training reasons for pursuing their career, how they view the position of a special education teacher, and their assumptions about the professional development provided. Ninety-eight special education educators in training participated in the study through interviews. Findings indicated that the trainees choose special education as a career due to the desire to tend to students with exceptionalities, to pursue individual and professional fulfillment, and to make positive changes (individually and collectively in society) for those with exceptionalities. Moreover, future educators view their career as a means for building skills for other future goals, increasing knowledge, being the bridge between student and parent and community, being able to take on a confidant or counselor like role to the students, being an active participate in designing strategies that specifically address each

student's needs, and assisting students in building skills that will allow them to be as independent as possible.

Hillel Lavian (2015) studied how special education educators viewed their position through narrative-based qualitative research. Analysis of nine experienced special education teachers revealed that the responsibility of being a special education teacher and the culture of the educational institution directly contributed to special education teachers experiencing exhaustion. All participants reported burnout, difficulty with attending to multiple assignments and identities at the same time, and difficulty with enduring the multiple assignments and identities at one time. Some participants discussed experiencing stress related to the job, not feeling satisfied with their job, and ease with teaching one to two children versus the difficulty that comes with teaching a large group of children with varying needs. It was determined that inadequate support and no support at all contributed to exhaustion. Participants shared that hobbies external to their jobs assisted with providing them motivation to continue with their job. Overall, it was discovered that participants entered special education with dreams of fixing and helping everything regarding the children they serve and any other aspects of their job; yet participants realized after entering the field of education that their dreams were delusional. An emphasizing point of Hillel Lavian's study (2015) is that educators often have unrealistic expectations upon entering the teaching profession. Understanding personal motivations in seeking to become special educators can help explain the basis for individual's expectations of the profession.

Expectations and Interactions with Students with Disabilities

As indicated in the literature (Puig & Recchia, 2004; Hausstätter, 2007; Fish & Stephens, 2010; Katsiyannis et al., 2014; Gavish, 2017), one of the primary reasons educators choose special education is rooted in their aspirations of making a difference in

the lives and education of children with special needs. Given that these aspirations can often be disillusioning (Hillel Laven, 2015), it is important to review research that has analyzed the relationship between special educators' expectations and interactions with students with disabilities.

Woodcock and Vialle (2011) examined if preservice teachers viewed their students' productivity as a good or bad based on the presence or absence of a learning disability. The researchers developed a survey with eight vignettes. Each vignette described an imaginary student (four having a learning disability and four without a disability). Although descriptions of each student were provided the verbiage such as learning disability was not provided. After each vignette, participants were asked four questions to determine responses they would provide to the student, their level of frustration and sympathy they would have with the student, and their anticipations of the success or lack of from the student. The study revealed that the lower the capacity of the student (academically) the preservice teachers had the tendency to provide uplifting responses, displayed higher compassion, and the anticipation of lack of success from students grew.

The more energy or level of perseverance students exerted (in their academic performance) preservice teachers' responses were good, the level of irritation lowered, compassion increased, and anticipation of inadequate success declined. When students' capability rose and exertion of academic capacity declined there was a difference in responses to students with and without a learning disability. Increase in capacity caused an incline in compassion and anticipation of lack of success. When exertion of capacity declined irritation and compassion inclined while anticipation of success declined. The researchers indicated that the difference in the response from preservice teachers was the idea that students with a learning disability had a lack of power over their capacity to

achieve because of their disability versus students without a learning disability had more power over their capacity. This resulted in lowered standards for students with learning disabilities, increased compassion, and decline in irritation. Woodcock and Vialle (2011) presented the idea that it is important for special education teachers to be aware of their axioms or beliefs as these axioms can not only influence educators' instructional approach but could potentially impose their beliefs on students causing students with exceptionalities to have negative beliefs of themselves. Therefore, an educator's belief system has a strong impact on their daily duties.

Kumar and Teklu (2013) studied the level standards special education teachers anticipated from their students with emotional and behavior disorders regarding their academic success and social and behavior skills success. Additionally, the researchers examined if factors such as the teachers' background in teaching, gender, and preparation for the job had any influence on their personal expectations and standards set for students with emotional and behavioral disorders. Research, involving 217 participants, showed that the standards educators set for students with emotional and behavioral disorders (academically, socially and behaviorally) were mild. This indicated that their standards needed to be increased. The educators' background and age did not appear to have a strong connection to their standards.

Literature revealed there is a strong correlation amid educators' level of anticipated standards with the students' achievement and social and behavior skills (Kumar & Teklu, 2013). However, no domino effect was determined with this connection. Moreover, gender, preparation, and background involving specifically working with student with emotional and behavior disorders did not have a strong connection to standards. Nevertheless, there was a strong connection amid special educators' standards whose background included providing instruction to pupils with

exceptionalities as a whole. There was no distinctness between educators who participated in preparation classes versus who did not.

Those who participated in the classes did not establish reasonable standards. For instance, when standards are set too high or too low this can cause academic and/or personal damage to the student. Educators whose background did not include students with emotional and behavior disorders had more standards based in reality than the educators who did. Educators with and without a history of working with students with emotional and behavioral disorders did not show much distinctness on their standards for the students' social and behavior skills. Moreover, it was shown that having a history of working with students with emotional and behavioral disorders did not cause their standards to disintegrate for the students' achievement level. As explained by researchers (Kumar & Teklu, 2013; Woodcock & Vialle, 2011) special education teachers' expectations and standards fluctuate depending on their experiences (personal and work) and perceptions of the students they service. Batu, Bilgin, Oksal, and Sadioğlu (2013) expounded on this topic by not only examining special educators' expectations and interaction with students but by including other factors that influence these two areas and other job concerns.

Batu et al. (2013) analyzed the perspective of educators within an inclusion setting to determine issues observed and offered recommendations to improve educational settings. Twenty-three educators participated in semi-structured interviews. Through analysis it was discovered that educators were dissatisfied with the handling of inclusion within their schools. Researchers discovered that many educators did not know how to properly manage inclusion, overcrowding within classrooms was an issue, and many of the schools were not physically equipped to handle various impairments such as wheelchair access. In addition, educators expressed a lack of support among colleagues

and with resources, modifications made to meet students' needs were not consistent, not all educators adhered to the students' education plans, and various services provided to students such as counseling were not easily accessible. Educators recommended that standards should increase, more preparation for educators should be provided to increase knowledge, support should increase, and skilled educators should be available to provide assistance.

Special Educator Job Satisfaction

According to Eichinger (2000) and Cryss Brunner and Tyler (2014), there is a critical deficiency in the number of special education teachers within the U.S. Due to changes in attitudes towards mental, physical, and emotional impairments, the provision of services, and what constitutes as adequate implementation of the job has led to significant changes in the framework of special education (Brownell, Kiely, & Sindelar, 2010). These changes have led to alterations in legislature, examination of special education, and procedures causing further complication of special educators' job (Fowler, McCormick, Morgan, Shepherd, & Wilson, 2016). This has ultimately forced people to view the career of special education educators critically and with increased examination (Darling & Dukes, 2014). Thus, special education teachers must have a multitude of skills to attend to their job, be self-reliant, and quick in making choices while remaining kind and empathetic (Eichinger, 2000). Therefore, the causes behind the deficiency in special educators' job satisfaction needs to be examined closer to increase retention. To advance understanding of the expansive issue of job satisfaction, a multidimensional view of this topic will be explored.

Spector (1997) described job satisfaction as a main force in the study of the structure of organizations due to the influence job satisfaction has in all areas of business. According to extensive research in the fields of organizational psychology and

organization management, job satisfaction is a multibranch system that can be linked to emotions, mental and physical health, actions that support the operation of a business, relationships, and the evaluation of the business as a whole and employees (Spector, 1997). Although, multiple variables interplay in job satisfaction analysis tend to mainly examine how a person's thought process influences job satisfaction (Spector, 1997).

Aziri (2011) presented the varied ways researchers have viewed what drives job satisfaction which includes the strict examination of job satisfaction through positive and negative emotions towards jobs, positive and negative axioms towards jobs, setting and social and mental factors influence on the job, intrinsic motivation, and accomplishment and achievement of goals. Ultimately, Aziri determined that job satisfaction is the embodiment of an emotion that surfaces due to the belief that a person's career produces resources and mental demands.

Kalleberg (1977) explored this idea by stating it is imperative to acknowledge that individual differences and beliefs greatly interplay in job satisfaction. To grasp this topic individuals should concede to the idea that an individual's career alters a person's personal and work existence (Kalleberg, 1977). Further, the researcher asserted it is the individual that places significance and worth on the activities of their job. Kalleberg explained that intrinsic and extrinsic agents influence job satisfaction. Extrinsic agents are multifaceted as these factors can include environmental factors, finance, rapport with colleagues, favorable circumstances that could develop from the job, and supplies. However, he pointed out that the examination of an individual's principles related to the job are significant in this study as principles determine a person's wants and needs which are not always realistic. This can influence an individual's perception of their job's traits (Kalleberg, 1977). These findings are cohesive with Katsiyannis, Losinski, Wang, Zhang's (2014) statements that an individual's personal differences (background and self-

efficacy) along with expectations and perceptions (Kumar & Teklu, 2013; Carter, Lane, Pierson, & Stang, 2010) can influence educators' daily duties, the relationship educators establish with students, and dedication to their job. Moreover, these expectations and perceptions (Kalleberg, 1977; Hillel Lavian, 2015) are often unrealistic. Hence, Hillel Lavian (2015) suggested that there is a need for increased understanding of an individual's motivation which could provide guidance to the thought process that establishes the individual's expectations. To further complicate job satisfaction researchers (Batu et al., 2013; Jones et al., 2011) have revealed consistent findings that align with Kalleberg (1977). Specifically, extrinsic agents such as having access to a mentor, allocating time for activities such as collaboration meetings, and having access to supplies can influence job satisfaction.

Furthermore, accolades from the job are often viewed as the same with one's principles and worth placed on the job rather than as separate items which can cloud people's perceptions of job satisfaction (Kalleberg, 1977). The researcher indicates that reality versus belief creates different views in satisfaction especially considering the fact that an individual's belief can be true or false regarding small and large elements of their job. Additionally, people pursue careers that align with their axioms which are influenced by various items such as race, work experience, education, organizational associations, and so on. Kalleberg (1977) does not dismiss factors that influence job satisfaction such as beliefs and expectations of the job, goals, designs of the job, and the worth someone places on their daily work activity however simultaneously sponsors the concept that individual's beliefs, shaped by society and personal agents, have great power over daily work activity. Hence, the following research specifically analyzes various areas of a special educator's job satisfaction to include preparation, job design, administrative support, and instructional support as related to the influence of emotion.

Factors Influencing Job Satisfaction

Preparation

Researchers (Alves, Kennedy, & Rodgers, 2015; Darling, Dukes, Floyd, & Doan, 2014; Puig & Recchia, 2004) concur that building educators' intellect, work experience, and evaluation of job performance are key to developing a well-rounded educator capable of dealing with the many challenges their career presents. Darling et al. (2014) described special education educators' careers as experiences that are continually being influenced by factors that are constant and unexpected requiring educators to adjust with and without warning. The researchers discussed training, "field experience", and achievement evaluation as being key in the preparation of any special education educator (Darling et al., 2014, p. 14). Furthermore, the authors argued that these three forms of preparation are interconnected. However, training and lived experience in the school setting cannot be accurately evaluated without implementing achievement evaluation of the educator. Thus, putting into action what is learned and being able to adjust knowledge to various encounters is needed to attend to the job adequately. Additionally, researchers shared that there are many rigorous programs for people who choose to become special education educators and laws mandating the criteria for alternative certification programs for future special education educators have very particular requirements. Moreover, it was recommended that special concentration must be placed on diversification, applied science, and educator value when discussing preparation for special education educators. The researchers further discussed the need for special education educators to analyze internal and external factors that influence daily agendas of the business, assumptions, and standards set. Darling et al. (2014) emphasized educators need access to adequate training that could increase intellect on topics such as

cultural differences and diversifying instructional strategies, access to mentors, and job performance evaluations. Change must occur with internal and external factors.

Puig and Recchia (2004) conducted a study with 5 participants, teachers in training, that required them to keep journals documenting their participation with training within the school setting, how their school training compared to real life situations, and personal reflection. The goal of the study was to analyze how the preservice teachers characterize what they experience in a self-contained special education setting and what these experiences suggest for the special education teachers in training. The researchers discovered that the preservice teachers used their background in other educational settings (general and inclusion) to assist with problem solving and attending to daily work in the self-contained setting. The preservice teachers' interaction with students in the self-contained setting assisted with dismissing fear of working with students in these settings and gave them the opportunity to interact with a variety of other professionals in their field thus increasing knowledge. The preservice teachers noted that team work between colleagues, teaching strategies, and daily routine did not always mesh well with what was taught in their classes.

According to Puig and Recchia (2004), strategies learned to address various behaviors displayed by students were often ambiguous. The preservice teachers shared that they learned new diction within their field experiences, found having knowledgeable mentors readily available beneficial, increased understanding of the Individualized Education Plan, and became more reflective in how their personal techniques to learning influenced the way they taught. Overall, preservice teachers found class work and work in real life settings created an interchange of education.

Kalleberg (1977) discussed that an individual's principles determine their wants and needs in turn influencing the person's perceptions of their jobs traits. Through

adequate preparation, researchers (Darling et al., 2014; Puig & Recchia, 2004) agreed increasing individual's intellect on varied topics, work experience, and evaluation of job performance in multiple forms, educators will have the opportunity to be more reflective of what their beliefs are regarding their job and how to approach daily work activities.

Alves, Kennedy, and Rodgers (2015) discuss alternative methods for improving special education educator preparation which included "interteaching", video-based reflection, and content acquisition podcasts (p. 74). The idea behind these three instructional tools was to provide alternatives to addressing needed content and strategies that provide educators alternative ways to increase their knowledge while simultaneously focusing on individual needs. Interteaching involves student teachers being placed into groups of two where they can converse on topics that are prompted by the instructor. The instructor monitors and adds to the conversations to increase learning. Student teachers completed information sheets (after each class) on topics they would like the instructor to cover for the following class. Given this, it is suggested that the instructor have a guide that outlines topics for the duration of the class course that will be discussed as topics have the potential to change quickly with this format.

Video-based reflection involves future educators recording themselves providing instruction and then reviewing the video with a mentor to identify specific areas of concerns (Alves et al., 2015). However, feedback from the video should be uplifting and cause change without creating a negative experience for the educator. Content Acquisition Podcasts involve instruction provided through media. This method allows adequate information to be delivered to the educator on a variety of topics in shortened format. The researchers not only promote these methods as a means of increasing knowledge but maintaining what has been learned.

The researchers (Darling et al., 2014; Puig & Recchia, 2004; Alves et al., 2015) studied various aspects of educator preparation. While these researchers' recommendations for preparation may seem scattered these studies indicate that additional research needs to be conducted on teacher preparation. Brownell, Colón, McCallum, and Ross (2005) indicated that teachers are provided curriculum that instructs them on what the students should be taught but how to deliver this service is often not explained. Furthermore, standards on what equates to a high quality special educator needs to be established along with goals for trainings provided. Additionally, dependable evaluations are needed to determine the educators' level of expertise and actions that influence student achievement. This allows for preparation or training to be tailored more to educators' individual needs. For example, Alsagheer and Bataineh (2012) stated that special educators are often responsible for social skills instruction and arbitration. Therefore, special educators' training should provide instruction on how to do so. Brownell, Colón, McCallum, and Ross (2005) mentioned providing instruction in different subject matters as special educators are often required to provide instruction across various settings. Moreover, the results of trainings need more examination to determine the level of student success. Medina, Peltier, and Thornton (2007) agreed that training for special educators needs continuity and consistency to ensure training meets individual needs. However, the researchers suggested that special educators be involved in developing and/or restructuring of the trainings to ensure individual needs and growth are adequately addressed. Overall, Brownell et al. (2005) indicated inconsistency in the delivery and adequacy of preparation.

Job Design

According to Gersten, Harniss, Keating, and Yovanoff (2001) if the framework or design of the job is flawed this could cause employees to disengage from their career

leading to their departure; ultimately leading to a business not attaining goals established (Gersten et al., 2001). Gehrke and Murri (2006) studied multiple topics that impact teacher attrition and retention by conducting a mixed methods study that focused on the concerns of beginning special education teachers. While results supported the similar findings of Berry (2012) and Hughes, Math, and O'Reilly (2015) involving a lack of support from administrators, this study also revealed that one of the concerns expressed by special education teachers was the overwhelming lack of communication occurring between campus administration, district administration, and the special education teachers as communication relates to having team meetings and brainstorming with general education teachers. One of the other main concerns the special education teachers expressed was the tremendous blueprint/design of the job, which included developing Individualized Education Plans for their students, collecting instructional activities, adjusting their pupils agenda, modifying the academic program for their students, directing and instructing their paraprofessionals, and receiving training that would be useful. Moreover, the paraprofessionals expressed concerns at their own lack of training regarding instruction.

Kaff (2004) found that job design was a significant concern due to shortcomings in the ability to management multiple job roles involving difficulty with balancing the responsibility for a large number of students with exceptionalities in various settings on the school campus, developing Individualized Education Plans, having to attend countless meetings that may not be of use, regulating pupil behavior, job obligations that do not involve teaching, inability to collaborate with coworkers due to schedule conflicts, and documentation that includes keeping track of strategies used and how effective they are. Recommendations included reducing job responsibilities, lessening paperwork, allow special educators to be more involved in the decisions that are made that impact them,

allowing for uninterrupted time to plan by themselves and with coworkers, and provide additional training to general education teachers so that they can better services students with exceptionalities (Kaff, 2004).

Related Gersten et al. (2001) focused on issues that contribute to the attrition and retention of special education teachers such as the blueprint of a special educators' job, career fulfillment, and special education teachers' dedication to their career. All 887 participants in this study were special education teachers from various backgrounds and had special education experience in various settings. The *Working in Special Education* questionnaire was administered; and results were analyzed with exploratory factor analysis and path analysis. Researchers found that to increase special education teacher retention more support and open consistent communication is needed from administration, additional training is needed to support special educators, and there was an increased need to collaborate with coworkers. A major factor that is often over looked which will help increase teacher retention is decreasing the stress level of special educators by addressing job design. Issues such as the special educators' disagreement with career requirements versus reality, career fulfillment, and dedication to career effect teachers' stress level which is a direct result of insufficient job design.

Gallagher and Malone (2010) analyzed the beliefs and viewpoints special education teachers have of collaborative meetings with their peers. The goal of the study was to examine the beliefs special education educators regarding the effectiveness of the meetings, their viewpoints on the accomplishments of the meetings, and how the educators' beliefs compare to their viewpoints of what is actually manifesting from the collaborative meetings. The researchers discovered the majority of participants ($n = 184$) enjoyed the collaborative teams as it provided time for them to build their skills, share ideas, create a variety of interventions, increase management skills, and create

consistency in daily actions. Special educators reported difficulty with allotting time for the collaborative meetings and deficient attendance and readiness for the meetings. Teachers expressed satisfaction with the support (emotionally and physically) they received from attending the collaborative meetings, thankfulness in working with colleagues, alleviation in joint ownership, and satisfaction in the ability to create improved strategies. Educators agreed they would like an increase in allotted time for collaboration which would require reorganizing their agendas, improving conversation, and improving professional development.

Billingsley, Carlson, and Klein (2004) and Medina et al. (2007) agree with researchers (Gallagher & Malone, 2010; Gersten et al., 2001; Gersten & Murri, 2006; Hughes, Math, & O'Reilly, 2015; Kaff, 2004;) who concur that the multiple demands placed on special education teachers can be overwhelming and elevate stress level. Medina et al. (2007) acknowledged that the complexity of special educators' job design forces special educators to accept duties exceeding general education teachers without monetary gain. Caputo, Langher, and Ricci (2017) hinted at the idea that special education teachers experience a certain level of vulnerability of stress and negative reactions due to the complexity of their job. Analysts suggested that districts not only examine typical items that complicate special educators' jobs but examine topics such as increasing staff for clerical work, ensuring schools' physical structure meets the needs of all students and educators, and districts need to provide well-suited supplies for instruction (Medina et al., 2007). Of the research that has focused on the job design of special educators, the resounding themes are the lack of allotted time for collaboration, need for increased ownership among all staff members for the education of students with exceptionalities, and need for adequate training to better manage all job duties especially instruction for students with exceptionalities.

Administrative Support

Per Kaff (2004) inadequate support is a critical issue for special educators largely because support from all staff members and parents helps educators accomplish their job. Hughes, Matt, and O'Reilly (2015) studied the connection with support from administration and the retention of teachers, administrators' and teachers' beliefs of support and how these beliefs impact retention of teachers, and if a relationship exist amid retention of teachers and support from administration. Forty-one teachers and 17 administrators from schools with an established record of high teacher turn-over rates participated in the study. The *Administrative Support Survey* was administered; and the Spearman Rho Correlation was utilized to analyze data collected. The study revealed that support was crucial in the retention of teachers. Researchers departmentalized support into four areas which were technical, environmental, instructional, and emotional. While all forms of support were important in promoting teacher retention, environmental and emotional support were considered the most important areas of support. It was revealed that principals believed they provided sufficient support where as teachers disagreed with this. Due to this discrepancy in perceptions, the researchers recommended that additional support be provided by administration, teamwork between administration and teachers needed improvement, teachers should be more involved in activating the needed support, and campuses should have more administrators on campus to appropriately address teachers' needs.

Berry (2012) analyzed the effect administration, from all levels, and general education teachers' perceptions of support and compassion had on career fulfillment and dedication of special education teachers in non-urban areas. The randomly selected 203 special education teachers who participated worked in various special education settings and, worked for an average of 13 years. Teachers found special education teachers to be

resourceful and revealed that other forms of useful support were underutilized. Underutilized support included collaborative conferences among grade classification, meetings exclusively with special educators, and having communication with other teachers through technology. When special education staff and others on campus (e.g., general education teachers, administration) claimed ownership in the accountability of meeting the needs students with exceptionalities it reportedly helped special education teachers be more productive at their job. Although, special education teachers indicated they enjoyed their job they disliked duties that were not related to teaching such as excessive paperwork. Overall, the authors suggest the more support and compassion special education teachers receive from administration and general education staff, the higher the indicators of career fulfillment and dedication.

Kaff (2004) analyzed issues on school campuses that caused special education teachers to leave the field of education. Of the three hundred and forty-one special educators that served as participants 153 indicated they were trying to decide whether or not to resign from teaching. Participants taught students with various disabilities in various settings such as resource and inclusive classroom. The questionnaire utilized in the study focused on student population data of the teachers, job duties, and what the teachers intended to do in the future regarding career.

Findings indicated that special education teachers were concerned with the lack of support from administration, lack of time for job preparation, support for students with behavior, need for parents having a more active role in accountability for their children's learning and behavior, parents having more realistic expectations, and need for additional useful training. Kaff (2004) recommended an increase in administrative support to address the urgency for the restructuring of certain issues such as daily school schedules, students' schedules, and ensuring appropriate instructional arrangements for students.

Across a synthesis of research (Berry, 2012; Gehrke & McCoy, 2007; Hughes et al., 2015; Kaff, 2004) administrative support has consistently been identified as an essential factor impacting special educators job satisfaction, attrition, and overall dedication. Berry (2012) expounded on this by stating that administrators and general education teachers' support for special educators includes having knowledge of special educators' duties and sharing ownership of students with exceptionalities which could play a critical role in the expansion of special education teachers' dedication, self-efficacy, and fulfillment (Berry, 2012).

Medina et al. (2007) supported analysts' (Berry, 2012; Gehrke & McCoy, 2007; Hughes et al., 2015; Kaff, 2004) idea that administrators have a crucial role in providing support to special education teachers. Medina et al. (2007) recommended administrators not only consider extrinsic support such as instructional materials for special educators but intrinsic support that could alleviate the difficulties of special educators.

Administrators have significant power in creating intrinsic support by ensuring all educators take ownership of students with exceptionalities and by setting the tone for the climate and culture of the school. When administrators provide support to special educators and guarantee special educators are included in all aspects of the schools' operation then educators in all areas will be more accepting and supportive of special educators. For intrinsic support, special education teachers should be included in items such as decision making, setting goals, and events on campus. Administrators can cause special educators to view their jobs with value (Bettini, Cheyney, Leko, & Wang, 2015). These actions and administrator level support initiates instructional support (Medina et al., 2007). However, to increase this level of support from administrators it is highly recommended that administrators receive training to improve leadership abilities (Alsagheer & Bataineh, 2012)

Instructional Support

One consistent concern expressed by special education teachers is the need for additional support from coworkers. As mentioned previously, Berry (2012) indicated that increased career fulfillment, dedication, and ownership of meeting the needs of students with exceptionalities occurred with the increased support of colleagues. Related, Gehrke and McCoy (2007) explored beginning special education teachers' attitudes in their first year as teachers based on their events endured while on the job. Five first year special education teachers who taught students with Specific Learning Disabilities in elementary schools, resource settings, participated in the study. These teachers engaged in their school districts mentor program where each teacher was given a mentor and various procedures took place such as meetings with mentors, keeping a memoir of questions and concerns, and having opportunities to observe their mentor. Interviews were conducted, recorded, and data organized and analyzed with thematic coding process. The special education teachers shared that other special education teachers on their campus tended to be the person they went to first for support rather than their mentor as their mentor was often not on the same campus. Additional support came from instructional materials left from the previous special education teacher, collaboration with others on campus (e.g., specialists, psychologists), and using previous special education teachers' paperwork as a guide for them completing their own paperwork. Special education teachers reported receiving support for emotional stress via other special education teachers, administration, family which was helpful. The two main concerns revealed addressed attending meetings that were not always helpful and needing additional support and accountability from general education teachers.

Gehrke and McCoy (2007) conducted a subsequent study to determine the elements that contributed to career fulfillment and careers advancement for special

education teachers in different school environments. Ten first year special education teachers participated in the study. The teachers, ranging in age from their mid-20s to 50s, were teaching in elementary to high school, and teaching in various settings (e.g., resource, self-contained classroom). All 10 of the participants remained in education for their second year; however, three left special education and took positions in general education.

Teachers who remained in special education reported receiving support from other special education teachers and school personnel, having access to a mentor and helpful instructional material, and attending trainings that provided useful information. Teachers who chose to teach in general education for their second year of teaching reported the opposite in that they did not experience the same level of support from colleagues, did not have access to a mentor and instructional material, and trainings attended were of little to no value. Support from various people on and off campus was a significant determinant in retaining special education teachers, assisting with career advancement, and improving career fulfillment. Analysts (Alsagheer & Bataineh, 2012; Bettini et al., 2015; Billingsley et al., 2004; Caputo et al., 2017) findings are congruent with researchers (Berry, 2012; Gehrke & McCoy, 2007) that reinforced support provided by colleagues is important in the prevention of educators' experiencing exhaustion. Medina et al. (2007) recommended implementing mentorships and improving the delivery of mentoring by having highly qualified educators within the school district act as mentors, being flexible so that educators have easy access to their mentors and developing or restructuring programs that provide mentorship to address individual and group concerns.

As previously discussed, a majority of educators enter the profession of special education with the desire and devotion to improve the educational experiences of students

with exceptionalities (Fish & Stephens, 2010; Hausstätter, 2007; Katsiyannis, Losinski, Wang, & Zhang, 2014). However, due the multitude of demands imposed on special educators it becomes increasingly difficult to maintain their devotion to their career (Gersten et al., 2001). The literature clearly denotes multiple factors influence special educators' job satisfaction. Darling, Dukes, Floyd, and Doan (2014) expressed the significance of having well rounded preparation to ensure special educators are adequately knowledgeable on how to approach the external and internal concerns that makes their job difficult. It is through effective training that allows manageability of the job design which includes items such as developing the Individualized Education Plan, collecting a multitude of instructional activities, adjusting pupils' schedule, modifying academic programs of pupils, and increasing the level of support among colleagues through collaboration (Gersten & Murri, 2006).

Existing research delineates that support from all colleagues, including administration, induces career fulfillment and dedication because educators work as a team in claiming ownership for students with exceptionalities (Berry, 2012). Moreover, this level of intensive support creates a higher level of environmental and emotional comfort (Hughes, Matt, & O'Reilly, 2015). Based on literature reviewed job preparation, job design, and administrative and colleague support are intricately intertwined in special educators' job satisfaction. Furthermore, a critical determinant, emotional attributes, is often not explored in research and deserves a closer cross-examination with this matter. After all, it is well established that intrinsic motivation can be rooted in positive emotions as positive emotions increase good cognition and physical health (Fredrickson, 2001). Moreover, personal principles and emotions are a continuous network that influence logic (Goel & Vartanian, 2011).

Despite the many demands that makes the career of education difficult, educators have pursued education for altruistic, intrinsic, and extrinsic reasons (Sinclair, 2008). However, many researchers have determined this pursuit mainly having altruistic and intrinsic rationalities (Baumert, Beyer, Klusmann, Kunter, Richardson, Trautwein, & Watt, 2012; Dündar, 2014). These reasons include either the need to assist their community or the instinctive aspiration to educate (Dündar, 2014). This lends to Zembylas' (2005) idea that the field of education cannot be generalized as just a world of intellect and objective factual records of procedures and abilities. Education is an individual's existence and sensitivity; hence, the reason why the study of emotions is important in education (Zembylas, 2005). Unfortunately, having understanding of educators' emotions is often not included during research on other areas of intellect that influence education (Zembylas, 2005). Educators' intellect is abstract as it not only involves the daily typical expectations, but it includes collective reciprocal action and examination of emotions.

Therefore, the investigation on how emotions are displayed is essential as the presentation of emotions is a catalyst for determining how to create, adapt, conceal, and amplify emotions (Zembylas, 2005). To do this an individual must have familiarity with emotion and feelings and the influence emotions can have on people individually and as a community. Damasio (2011) describes emotions as intricate plans of behavior that are driven by internal or external distinct stimulus whereas feelings are the apprehension of the intricate plans of emotions. Heavey, Hurlburt, and Lefforge (2012) supported this idea by agreeing that feelings are not emotions but the comprehension of emotions felt. The researcher shared that feelings can be distinct or ambiguous and manifest in many ways as a person can experience more than one emotion concurrently. Additionally, for researchers to fully understand what an individual is feeling the researcher must be able

to comprehend the feeling precisely the way the individual comprehends the feeling. The researchers further explain that an individual's feelings, comprehension of emotions, is not the same as the presentation of the emotion.

Furthermore, Damasio (2011) describes emotions as instrumental in the endurance and welfare of people by allowing human beings to make quick decisions on harmful or favorable circumstances. Hargreaves (2005) refers to the interpretation and misjudgment of emotions as emotional geographies. Emotional geographies is a concept that acknowledges the varied views of emotions which gives insight to people's background and intimacy or lack of intimacy in their connection with other people (Hargreaves, 2005). These varied emotions ultimately shape, adapt, and determine the intensity of emotions we encounter individually and with others (Hargreaves, 2005). Simultaneously, emotional geographies allow people to recognize favorable and hazardous agents to fundamental emotional connections and consideration for events at school that require social reciprocity (Hargreaves, 2005).

Emotional Attributes of Teaching

According to Kelchtermans (2005) the practice of teaching is more than the daily activities and techniques put into action. School is often the first place where children actively take part in experiencing and establishing connections with others to create opportunities for building social and behavior skills (Amaral, Bahia, Estrela, & Freire, 2013). Furthermore, educators' emotions and thought process, understanding their position in an environment and situation, and decision making are interlaced in the intricate practice of education (Kelchtermans, 2005). Teaching requires close interplay with a high number of students and coworkers that have varied culture, personalities, responses, and preoccupations (Nias, 1996).

Educators continuously work to create balance in dealing with this and how these factors interconnect with their emotions. This is complicated by factors that influence educators' emotions which are culture, experiences, background, attitudes, and society structure (Nias, 1996). Therefore, sorting emotions and feelings in relation to the job can be complicated. Additionally, educators' emotions are connected to their identity professionally (Nias, 1996). This further explains why emotions are not insignificant as they play a crucial role in improving the art of teaching (Kelchtermans, 2005). To increase understanding of emotions relevance to educators' profession several researchers have taken a deeper examination of emotions and how emotions are intertwined with daily cognition and actions.

According to Fredrickson (2001), emotions starts with a person's response to an event with the influence of individual significance. How the event is interpreted can cause a reaction and/or thought process that is mindful or unmindful (Fredrickson, 2001). Fredrickson (2001) found that increasing positive emotions is not only transformative for a person but can be transformative with a community and business. This is plausible due to a person's ability to reverberate their positive emotions to the people they come in contact with (Fredrickson, 2001). Increasing positive emotions within and deflecting positive emotions to others can enlarge the thought process of individuals, cause individuals to become more warmhearted in their actions, promote efficient problem solving, create positive outlook in good and bad situations, and allow for resiliency (Fredrickson, 2001). Fredrickson (2001) goes on to share that increasing positive emotions induces blooming of cognition, actions, and physical health thus expanding individual assets in positive and negative situations. While consistent negative emotions have the ability to inhibit expansion of cognition, actions, and physical health (Fredrickson, 2001).

Solomon and Stone (2002) shared that positive and negative emotions can be interchangeable as a positive emotion can be perceived as bad and negative emotions can be perceived as good. The perception of the emotion experienced (morally) ultimately is determined by principles and ethnic and/or society customs (Solomon & Stone, 2002). Therefore, the interpretation of positive and negative emotions can be inconclusive due to personal views, views held by a group of people, and the situation or event that is taking place (Solomon & Stone, 2002). Ultimately positive and negative emotions equate to whether or not the emotion is viewed as favored and unfavored, and some are influenced by the analysis of accountability (Solomon & Stone, 2002). To take a deeper examination of how complex emotions can be Parrot's classification of emotions was taken into consideration. According to Amaral et al. (2013) Parrott's classification of emotions best fits the study of emotions in the educational setting because he clearly identifies the connection between varying emotions. Table 2.1 is an outline of Parrott's categorization of emotions (Changing Minds, 2016).

Table 2.1
Inventory of Emotions 2001

Primary Emotion	Secondary Emotion	Tertiary Emotions
Love	• Affection	• Adoration, affection, love fondness, liking, attraction, caring tenderness, compassion, sentimentality
	• Lust	• Arousal, desire, lust, passion, infatuation
	• Longing	• Longing
	• Cheerfulness	• Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
Joy	• Zest	• Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	• Contentment	• Contentment, pleasure
	• Pride	• Pride, triumph
	• Optimism	• Eagerness, hope optimism
	• Enthrallment	• Enthrallment, rapture
	• Relief	• Relief

Primary Emotion	Secondary Emotion	Tertiary Emotions
Surprise	• Surprise	• Amazement, surprise, astonishment
	• Irritation	• Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	• Exasperation	• Exasperation, frustration
	• Rage	• Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, scorn, spite, vengefulness, dislike, resentment
Anger	• Disgust	• Disgust, revulsion, contempt, loathing
	• Envy	• Envy, jealousy
	• Torment	• Torment
	• Suffering	• Agony, suffering, hurt, anguish
	• Sadness	• Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy

Primary Emotion	Secondary Emotion	Tertiary Emotions
Sadness	• Disappointment	• Dismay, disappointment, displeasure
	• Shame	• Guilt, shame, regret, remorse
	• Neglect	• Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
		• Pity, sympathy
Fear		• Alarm, shock, fear, fright, horror, terror, panic hysteria, mortification
	• Sympathy	
	• Horror	
	• Nervousness	• Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

Anttila, Pietarinen, Pyhältö, and Soini (2016) conducted a study involving student teachers in Finland. The goal of the study was to determine the varied of emotions student teachers have while attending school, emotions experienced in activities done alone and with their peers, and the connection their emotions have with the activities. Nineteen student teachers were given interviews. Results of the study indicated that the process of transforming into an educator is emotional. The participants reported experiencing 38 emotions (18 positive and 20 negative). Excitement was the highest ranking positive emotion student teachers reported. Incompetency and dissatisfaction were the highest ranking negative emotions reported. The experience of positive emotions outweighed negative emotions; however, the researchers indicated that teachers in Finland are greatly appreciated compared to other countries which could potentially cause an increase in negative emotions for educators elsewhere. Participants were more efficient at identifying negative emotions and negative emotions potentially can cause lack of ambition while positive emotions could have the opposite effect. O'Connor did an examination of emotions but in relation to an educator's professional identity.

O'Connor (2008) conducted a qualitative interpretive study by administering 2 interviews (semi-structured) with a purposive sample of 3 educators. Each participant had many years of experience and have taught in versatile settings. The purpose of the study was to assess how educators control and apply their emotions to tend to students in the work setting. Results of the study showed that educators' professional identity was lead and structured by decisions that were professionally and emotionally driven. Tending to students stimulated educators' drive to teach but caused burnout.

Educators' decisions and thought process were motivated by emotions that were drawn from the care they had for students (O'Connor, 2008). The participants expressed that their professional identity required them to demonstrate care. One participant

viewed the intimate attributes of the job as secondary to the requirement and principles of the job. The other participants had difficulty accommodating their emotions (with regards to devotion or care for students) with limits of the profession. The level of emotional devotion educators has for their students is often unmeasurable. Although, educators' emotions contribute to their job and is the reason for continuing with their career it was determined that educators' emotions are not adequately recognized in legislation (O'Connor, 2008).

Amaral et al. (2013) conducted an exploratory study that focused on examining the teachers' emotions within the classroom, the events surrounding the various emotions, and how their emotions influenced their work towards meeting goals set through curriculum. A convenience sample of 8 teachers were administered interviews (semi-structured). Results of the study indicated that educators had more positive emotions towards their classroom than negative. Negative emotions were more associated with change in legislation. Teachers who worked with older children dealt more with their own emotions whereas the opposite was found with teachers who worked with young students. Educators were able to efficiently deal with their emotions when implementing practices to meet curriculum and cherished the role their emotions took in their thought process and action. Finally, teachers educating young children displayed increased emotion with tending to moral principles while emotions of teachers to older children focused on vocation.

Specific Emotional Experience

Pekrun and Schultz (2007) stated that emotions can be positive and negative while ambiguous at the same time. For instance, fear can be perceived as negative or positive because it can cause a person to avoid a harmful situation or inactivity (Solomon & Stone, 2002). Thus, causing increased effort in thought process depending on the

emotion experienced in an event (Pekrun & Schultz, 2007). Parrot (2001) identifies Joy, fear, and anger as three of the six primary emotions. Joy, fear, and anger, which represent a wide range of emotions, were chosen because they reflect positive and negative emotions that special educators experience as well as emotions that may be unclear. An example of this would be the second and third branch of each primary emotion. Satisfaction can be the result of joy which is associated with happiness (Parrot, 2001). Amaral et al. (2013) described joy as one of the positive emotional attributes educators generally acknowledged. Although, Parrot (2001) categorized sadness as a primary emotion it can be emotion that results out of anger like anxiety and distress can manifest from fear. Joy, fear, and anger essentially includes multiple areas of emotions; therefore, will be given closer examination.

Joy

Fredrickson (2003) describes joy as one of the many positive emotions that ignites the need to be active, encourage going pass boundaries, and increasing artistry thus increasing cognizant, bodily, and materialistic assets. Solomon and Stone (2002) describe pride (secondary emotion to the primary emotion joy) as an emotion that makes and individual cheerful. Poetter (2006) describes joy as the emotion that takes up the space amid isolation and society. Additionally, this link of joy can occur now or a period of time (Poetter, 2006). However, the overwhelming demands placed on educators and students such as exams has put a damper on the level of joy there should be within teaching (Poetter, 2006). Poetter further (2006) shared that joy in teaching is not something that can be mass-produced but in the building of relationships between people. Furthermore, joy does not always exist in favorable outcomes as sometimes it comes out of failure (Poetter, 2006). Amaral et al. (2013) discovered 54 instances of joy were found in the semi-structured interviews they conducted. The researchers realized that strong

devotion and excitement were connected to the profession of teaching. This is due to the happiness and enjoyment the educators had interacting with students. These same emotions reinforced students drive to thrive academically and educators continued engagement in their career. Martin (2011) recommends a variety of items to increase joy in educators such as displaying appreciation, increasing individual knowledge, building connections with others, assisting people, being thoughtful, and modifying activities.

Fear

Although, fear is usually perceived as a negative emotion it can be viewed as positive in that fear could trigger an individual to move away from an unpleasant situation (Solomon & Stone 2002). However, fear can also cause inactivity and hostility. Amaral et al. (2013) studied the emotions experienced by educators and established 17 instances of fear. Through the interviews educators displayed fear in various emotional ways such as apprehension, defeat, and tension. Conley and Glasman (2008) described educators' fear developing from the possible lack of command over their career, working in harsh conditions, the possibility of having to leave their career, and/or deficiency in the ability to continue to grow professionally.

Anger

According to Solomon and Stone (2002) anger is dependent on the situation, stature of the individual that is the target of the anger, possible results of a situation, and an individual's attitude. Furthermore, anger can be contained to the individual or overflow to another individual or group but this is dependent on the intensity of the event (Solomon & Stone, 2002). Anger can cause a person to react in an unrestrained manner. Solomon and Stone (2002) further share that anger can be agonizing and pleasing separately or collectively. In Amaral et al. (2013) study, the researchers found that anger, among educators, was seldom revealed, as a primary emotion. However, there were

instances of educators' inability to endure certain situations. It was suggested the inability to endure certain situations could potentially hinder educators' ability to continue to accomplish job duties due to exhaustion.

Belief in Self and the Ability to Accomplish Tasks

Various issues effect teacher self-efficacy. Skaalvik and Skaalvik (2010) examined the effectiveness of the *Norwegian Teacher Self-Efficacy Scale* to determine if teacher and collective (versus one) teacher self-efficacy were connected, if outside factors (e.g. household environment of pupils) impacted teacher goals, if teacher efficacy has any connections to teacher burnout, and if career fulfillment and various concerns on the job connect to teacher exhaustion and self-efficacy. Two thousand two hundred forty-nine elementary and middle school teachers participated in the study. The researchers determined teacher self-efficacy is composed of multiple elements that have to be considered to effectively determine how teachers are effected. Moreover, teacher and collective self-efficacy are connected but have to be examined as two separate topics, outside factors should be viewed as a separate issue and is fragile in relation to teacher exhaustion and self-efficacy, and teacher exhaustion was not strongly connected to teacher efficacy.

In addition, parent affiliation, self-determination, time constraints, student behavior concerns, and student behavior concerns are connected to the debilitation of teacher feelings and self-efficacy. Time constraints, student behavior, and support from administration impacted teacher disconnection regarding beliefs and perceptions towards coworkers and pupils. Teacher self-efficacy, time constraints, self-determination, parent affiliation, debilitation of teacher feelings, and teacher disconnection of beliefs and perceptions were all connected to career fulfillment. Hall, Rahimi, and Wang (2015) studied teacher self-efficacy and discovered similar results that indicated the higher an

educator's self-efficacy the more likely the individual will have fulfillment within their career. Furthermore, teachers' self-efficacy can be influenced by students' behavior and inability to control issues that influence daily job issues.

Hall et al. (2015) examined teacher self-efficacy along with the concept of attributions. Attributions are a person's understanding of why an accomplishment or breakdown of an experience has occurred (Hall et al., 2015). The purpose of the study was to verify if a teacher who demonstrated high self-efficacy could positively impact their attribution resulting in the ability to adapt personal attribution to decrease factors that cause exhaustion leading to attrition. The researchers further looked into this topic by analyzing if high self-efficacy, the ability and inability to control elements of attribution, and the ability to intervene on how attributions impact them can affect career fulfillment and exhaustion and sickness.

Participants, from primary junior colleges, were administered surveys and questionnaires. The researchers found that the higher a teachers' self-efficacy the more likely they will experience good mental and emotional stability, have positive career fulfillment, and are less likely to experience exhaustion. What researchers were not expecting but discovered was that teachers' self-efficacy could potentially be impacted by a teachers' ability to manage pupil behavior and encouraging students' drive to do better. Through this study, it was confirmed that teachers' ability to have authority over issues that may cause stress can lower burnout and illness and increase career fulfillment. High teacher self-efficacy and the ability to have authority over issues that impact teachers can work together in decreasing burnout.

Benson, Houchins, Jolivette, and Viel-Ruma (2010) examined teacher self-efficacy by analyzing if there is a connection amid career fulfillment, collective efficacy, and teacher efficacy. Seventy special education teachers, from elementary to high

school, were given three surveys for data collection. Research indicated that positively increasing teacher self-efficacy can boost career fulfillment. Collective efficacy can impact career fulfillment through teacher efficacy but not directly. In addition to this, results showed teacher self-efficacy can impact career fulfillment for special education teachers on all levels. The core idea between these articles (Benson et al., 2010; Hall et al., 2015) is that teacher self-efficacy plays a major role in career fulfillment and productivity. If this area is targeted, school districts could potentially help address an essential element that contributes to teacher burnout. Factors that can improve teacher self-efficacy and collective efficacy, as suggested by the articles discussed, include additional training on instructional and behavioral strategies, improving relationships with coworkers and parents, encouraging students to increase their drive to take a more active role in their education, and working on ways to effectively deal with stress. An often-overlooked agent for improving an educator's self-efficacy entails being cognizant of personal axioms and emotional regulation.

Historically, researchers have promoted the idea that people's judgement on various issues produces certain emotional responses that is the conductor of behavior displayed (Alessandri, Caprara, & Vecchione, 2015). This has forced researchers to examine self-efficacy in an omnifarious way (Alessandri et al., 2015). When people contemplate numerous events in different context they potentially develop axioms influencing their self-efficacy in different departments of cognitive operations such as emotional regulation (Alessandri et al., 2015). Therefore, this requires a person to investigate their emotional response to events unbiasedly. Nevertheless, to fully make an informed response to various emotional attributes individuals must be cognizant and understanding of their axioms to fully make emotional adaptations.

According to Livet (2016), our axioms or beliefs can adapt but with difficulty. Emotions can alter an individual's foundational logic and authorize the stability of an axiom. Thus, change in emotions is plausible as emotions vary due to external and internal agents especially considering the power emotions have on evoking action due to a person's ambition before an individual is able to fully contemplate a situation. For instance, Livet uses music to explain this phenomenon. A song, external agent, can cause a favorable or unfavorable emotion, internal agent, that can increase or fade over time depending on how often the song is heard. If the individual has not heard the song for a while the person may not remember the details as well; therefore, the emotion and reaction to the memory of the song may or may not be as significant. If another song is played that is equally liked or disliked that song can produce the same emotion, intensify an emotion, or decrease an emotion. Ultimately, that external agent can cause changes in emotions and cognitive responses resulting from the emotions.

Emotions is the driving force that propels people; however, individuals can have physical sensations and question their own axioms without experiencing emotion. Axioms assists us with decision making but axioms that are devoted or stable assists people with discriminating various axioms and agents that are external and internal. Creating adaptations requires the disturbance and destruction of axioms layer by layer.

Even when layers are destroyed, generally, the fundamental axioms still exist (Livet, 2016). When lower layers of axioms have been adapted they still often provide support for the fundamental axioms. Adaptions to axioms can change the level of importance the axioms hold and can be influenced by a person's preference. Emotions can influence the removal of these layers and influence a person's preference according to the type of emotion felt and how consistent or inconsistent that emotion is experienced. Despite this, emotions do not have the power to change fundamental axioms but can

influence the layers that may lead to the questioning and eventual adaption of fundamental axioms. Hence, if educators can adapt or regulate their emotions there is the potential to cultivate and cause the transcendence of their self-efficacy.

Emotional Regulation

Educators' comprehension of self-efficacy can be influenced by their emotions and other agents as previously discussed but knowing the results of emotional regulation can potentially create understanding and commitment to the implementation of regulating emotions. Knight, Mudrey-Camino, and Sutton (2009) explored educators regulating their emotions. The researchers discussed that education is an ongoing emotional venture that involves cognition awareness and the need to adapt to various situations. Furthermore, emotional regulation does not always mean activity sometimes emotional regulation means not reacting at all. The researchers note that emotional reaction can come in the form of physical changes to the body and the way one conducts themselves.

Knight et al. (2009) delve further into emotions by discussing up-regulating and down-regulating emotions. Up-regulating is when an individual's emotion drives them to enhance and prolong an event whereas down-regulating revolves around decreasing an emotion to get through the moment. However, the manifestation of emotions and how they are put into action depends on the person and society. There are cases where educators access emotions that are negative to deal with tough situations such as student behavior. Seasoned teachers tend to increase positive emotions and decrease negative emotions as they find this strategy more powerful in fulfilling their job duties within the classroom. Educators often use a multitude of approaches to regulate their emotions such as breathing techniques but it is unknown whether some approaches are better than others.

Researchers (Lee et al., 2016) conducted a study to determine the connection between an individual modifying their emotions in relation to their analysis of an event, how a person conceals or falsifies their emotion to modify their emotional physical (internal) and/or external reactions to an event, and how these actions interplay with positive and negative emotions. One hundred and eighty-nine educators were administered three surveys. Findings showed that altering emotional reactions inwardly and how the situation is emotionally interpreted are connected to positive emotions and concealing or falsifying emotions may inhibit educators from having positive emotions. Additionally, educators modifying their emotional physical (internal) and reactions including concealing or falsifying emotions could promote negative emotions and educators who learn to modify how they emotionally respond to an event are less likely to have negative emotions.

Brackett, Mojsa-Kaja, and Palomera (2010) studied the connection between emotional regulation, career fulfillment, and exhaustion. In addition, analysis was conducted to determine if emotional regulation is linked to positive and negative emotions and if support from the principal is related to emotional regulation. Researchers examined if there is a correlation amid positive and negative emotions and support from the principal to career fulfillment and burnout. Lastly, the study was used to determine if support from the principal along with positive and negative emotions can intercede in the connection between emotional regulation and career fulfillment and exhaustion. Educators, a total of 123, participated in the study by taking six surveys. Results of the study determined that emotional regulation is connected to career fulfillment and increased individual achievement. Educators who can successfully regulate their emotions regularly are able to assist other educators with doing the same, and there is little connection amid emotional regulation and impersonalizing emotions from events.

Moreover, researchers discovered that emotional regulation possibly does not have an explicit link to burnout. Adequate emotional regulation is connected to positive emotions not negative emotions, and positive emotions interceded the connection between emotional regulation and career fulfillment and individual achievement. Lastly, support from the principal is connected to emotional regulation and intercedes the connection amid emotional regulation, career fulfillment, and individual achievement.

Through a focus group and survey administered to participants, Akin et al. (2014) examined the layers of emotional labor layers in relation to educators modifying their emotions to an event, concealing or falsifying their emotions, and authentic emotion. Additionally, the researchers wanted to determine if emotional labor differed due to the school setting (private versus public) and gender and if emotional labor had a strong connection to exhaustion. Prior to the study a focus group and pilot study were conducted. Three hundred and seventy participants from public and private schools were randomly selected and were administered a survey.

The researchers discovered that educators who could modify their emotions relating to an event were able to diminish exhaustion but concealing or falsifying emotions had the opposite impact. Additionally, the ability to modify emotional response to an event can inhibit impersonalization and lack of achievement among educators. If the concealing or falsifying of emotions grows then this can increase impersonalization and lack of achievement. Furthermore, concealing or falsifying emotions is connected to exhaustion. Educators who allowed their authentic emotion to be felt potentially can increase achievement. In the analysis administered by Amaral et al. (2013), educators expressed to the researchers that emotional regulation was needed for the job. Another teacher in their study discussed the importance of acknowledging their authentic emotions to attend to their job.

Per Zembylas (2005), although emotion is one of the frequently discussed agents in education, emotions continue to be the most negligible researched area in relation to education. Due to this the connection amid emotions and education is an expansive area that would benefit from fresh examination (Steinberg, 2008). Although, the experience and management of emotions have been studied there are gaps and the topics are often examined as separate entities (Frenzel & Taxer, 2015). Therefore, as an extension of the information provided additional data was reviewed to give insight on the value of exploring of teachers' emotions. However, Frenzel and Taxer discovered that there is less data particularly with special education teachers' emotions. The inadequate level of data on emotions and education is reflective of the information provided by researchers previously mentioned (Frenzel & Taxer, 2015; Steinber, 2008; Zembylas, 2005).

Chen (2016) conducted a study with 1830 elementary educators to examine their emotions and to construct the *Teacher Emotion Inventory*. Results of the study indicated that educators' experienced joy the most and love last. Emotions such as sadness, anger, and fear were medium. Educators' gained pleasure in reciprocal actions with pupils and coworkers, acknowledgement and compassion from coworkers and parents, and career dependability. However, displeasure was experienced when actions towards educators was wrongful, coworkers treated their job like a contest, lack of balance amid the job and home life, and when tension and burden was placed on educators by legislature, society, and procedures within the school district.

The educators experienced happiness with students' advancement in achievement and displeasure in the lack of ownership for academic growth by students and their display of disrespect. Regarding negative emotions, worry was the emotion commonly expressed by educators. Educators' were worried regarding the inadequate effort and ownership of academic advancement by their pupils. Sorrow was expressed due to

declining acknowledgement and appreciation society has of the career. Furthermore, educators expressed astounding adversity in the job design that causes the rift between career and personal life.

Hamama, Ronen, Rosenbaum, and Shachar (2013) studied the connections between stress, positive and negative emotions, and the welfare of special educators. One hundred and twenty-five teachers were administered a survey. Researchers discovered that self-discipline and collective support influenced the incline of the educators' positive emotions and welfare. However, self-discipline did not create balance amid stress and personal welfare. Support from colleagues mediated the connection amid stress and positive emotions. Stress from the job promoted negative emotions and no decline in positive emotions. Educators who expressed an abundance of stress experienced an incline in negative emotions with no difference in positive emotions and personal welfare.

Moreover, Hamama et al. (2013) revealed eradicating negative emotions did not cause an incline in positive emotions. Self-discipline coping strategies influenced accession of positive emotions yet this was not displayed with personal welfare and decrease in negative emotions. Support from colleagues, in all forms, influenced increase in positive emotions and personal welfare. Additionally, colleague support mediated the correlation amid stress and positive emotions. Decline in personal welfare was not influenced by the accession of stress. When self-discipline and collective support were used as coping strategies the factors were not influential in declining negative emotions. However, self-discipline influenced positive emotions yet never diminished negative emotions (Hamama et al., 2013).

Jones and Youngs (2012) analyzed if the average degree of positive and negative emotions and weariness were linked to educators' desire to continue pursuit of their

career, devotion to their campus, and degree of exhaustion. Forty-two general and special educators were administered surveys. Results showed the routine collective emotional existence of educators influenced their perceptions of their job. Limited connections were discovered amid educators' emotional status on the job and exhaustion. Positive emotions influenced educators desire to remain in their field. Educators who were highly devoted to their job displayed elevated belief in abilities. Negative emotions and weariness influenced exhaustion. Educators job surroundings and abilities influenced their devotion to their career. Lastly, devotion to career was influenced more so by emotions experienced continuously rather than emotions from certain brief periods of time.

Brown and Kerr (2016) researched what special education teachers constitutes as stress experienced on the job, their attitude towards the strategies used to control their emotions, and the connotation with emotional labor theory in relation to the job. Nineteen special education teachers were interviewed and administered two surveys. Researchers disclosed that the resounding concerns educators had pertained to the ability to endure their career, pretend or conceal emotions, and institute verbiage that would describe their emotional attributes. The educators described multiple instances of stress inducing agents that not only occurred in demanding situations but daily occurrences. Emotions induced by stress can come from interplay with administrators, pupils, workers, and parents. Educators used a variety of approaches to deal with stress which included emotional acting. One of the main approaches described was the concealing and pretending of emotions to endure the job. Lastly, the special education teachers desired training on verbiage they could use to describe emotions experienced while at work. Most of the teachers shared that there was minimal discussion about emotions interplay with their job when receiving training to enter the career.

Summary of Findings

Special education teacher attrition is an urgent concern within school districts (Eichinger, 2000; National Coalition on Personnel Shortages in Special Education and Related Services, 2014; U.S. Bureau of Labor Statistics, 2017). Although, most special educators pursue their career due to their desire to improve the experiences of students with exceptionalities (Fish & Stephens, 2010; Hausstätter, 2007; Katsiyannis et al., 2014) the exceeding demands placed on special educators is causing deterioration in educator's commitment to their career (Gersten et al., 2001). The attrition of special education teachers is producing an incline in students with exceptionalities receiving a less than desirable education (Heider & Jalongo, 2006). To assist with addressing this problem the satisfaction and dissatisfaction of special educators' experience with their job was analyzed. Special educators' job is incredibly intricate and difficult especially considering individual differences such as cognitive processes, beliefs, and emotions which interplay in daily job duties (Carter, Lane, Pierson, & Stang, 2010; Katsiyannis et al., 2014; Kelchtermans, 2005; Kumar & Teklu, 2013; Wasburn-Moses, 2009).

Although emotions are critical to simple and difficult mental executions (Harlé, Paulus, & Shenoy, 2013), analyzing the influence emotions have on educators and their response to their job tends to be overlooked (Zembylas, 2005). Per Spector (1997) job satisfaction is a multibranch system that researchers agree are linked to emotions and cognitive state (Kalleberg, 1977). Therefore, an extensive literature review was completed to analyze special educators' job satisfaction by exploring their reasons for entering the field, expectations, and the usual concerns and emotions influencing job satisfaction. The common theme for special educators entering the field of special education was the desire to work with students with exceptionalities and ensure improvement in students' educational experiences (Fish & Stephens, 2010; Hausstätter,

2007; Katsiyannis et al., 2014; Puig & Recchia, 2004). However, other reasons identified as secondary and tertiary to the main cause for entering special education included future career opportunities and personal finances (Hausstätter, 2007; Katsiyannis et al., 2014). It was determined that educators who choose their career because it brought them fulfillment created favorable circumstances for students with exceptionalities (Gavish, 2017). The reasons for entering special education are often supported with expectations of the field that are valid and at times delusional (Hausstätter, 2007; Hillel Lavian, 2015).

Regarding expectations, there was often inconsistency in time allotted for collaboration and planning, unexpected job duties that may require the educator to teach in various settings versus one, and inconsistency in the instruction provided due to items such as needing to modify curriculum or focusing on certain skills due to varying circumstances (Carter et al., 2010; Jones et al., 2011; Wasburn-Moses, 2009). Furthermore, special education teachers can influence the achievement of students with exceptionalities positively and negatively by imprinting their beliefs and expectations on the students (Kumar & Teklu, 2013; Woodcock and Vialle, 2011). Educators' expectations often fluctuate depending on experiences (Kumar & Teklu, 2013; Woodcock & Vialle, 2011;); however, the realities that contradict these expectations are often indicative of the various factors that cause special educators to lack job satisfaction. Preparation, job design, administrative support, instructional support, and emotions were explored as these items often influence the level of satisfaction educators experience. Adequate preparation or training for special educators is essential for building intellect and decision-making; but researchers discovered a need for improvement in training provided and the need for consistency in quality of preparation (Darling et al., 2014; Puig & Recchia, 2004). Job design displayed consistent concerns with attending to multiple job duties that often exceed time and ability to complete due to the number of items

occurring simultaneously such as modifying academic programs for students, excessive paperwork, training paraprofessionals and general education teachers, and lack of time to attend meetings and plan (Gallagher & Malone, 2010; Gersten et al., 2001; Kaff, 2004; Gehrke & Murri, 2006;).

Researchers found that administrative support was crucial and the starting point for initiating instructional support (Berry, 2012; Gehrke & McCoy, 2007; Hughes et al., 2015; Kaff, 2004). Many special educators reported having inadequate instructional support from general education colleagues (Gehrke & McCoy, 2007). Despite this finding, educators who reported receiving support from their colleagues indicated being able to sustain some level of career fulfillment, receiving guidance on instructional strategies and paperwork, having access to materials left by previous special educators, and receiving emotional support to cope with demands of the job (Berry, 2012; Gehrke & McCoy, 2007). As mentioned, the multiple demands placed on educators (Gersten et al., 2001; Sinclair, 2008) often does not match society's perception of a career in special education (Hausstätter, 2007) lending to Zembylas's (2005) idea that education cannot be generalized. Furthermore, researchers determined that it is mainly altruistic and intrinsic rationalities that cause educators to pursue education (Baumert et al., 2012; Dündar, 2014) as there is a desire to contribute to the community served (Dündar, 2014). These personal inner determinants can be explored through emotions which are often ignored in education (Zembylas, 2005) although emotions are instrumental in assisting people with enduring various circumstances (Damasio, 2011).

Emotions were explored in relation to job satisfaction as emotions are quintessential to educators' professional identity and can alter educators' beliefs and behavior in response to their jobs (Livet, 2016; Nias, 1996). The primary emotions joy, fear, and anger were analyzed as emotions can be positive, negative, and ambiguous

reflecting that all three emotions can cover a multitude of emotional attributes (Parrot, 2011; Pekrun & Schultz, 2007). The varied emotional attributes and emotional reactions could potentially hinder an educator's self-efficacy due to emotions ability to influence cognitive thoughts. Researchers (Hall et al., 2015; Benson et al., 2010; Skaalvik & Skaalvik, 2010) agree that self-efficacy is significant in ensuring educators' career fulfillment and level of productivity. Furthermore, researchers acknowledge that personal and group beliefs, educators' level of control over their job duties, and relationships with others can influence an educator's level of self-efficacy.

Due to emotions having significant influence over educators' beliefs and actions emotional regulation helps educators become more aware of their emotions and thought processes (Alessandri et al., 2015; Lee, Pekrun, Schutz, Taxer, Vogl, & Xie, 2016). Findings revealed that being able to modify emotional reactions could decrease negative emotions, increase positive emotions, and induce career fulfillment and individual achievement (Akin et al., 2014; Brackett et al., 2010; Lee et al., 2016;). However, researchers discovered that when educators concealed or falsified their emotions educators experienced an increase in exhaustion, lack of fulfillment, and lack of achievement (Akin et al., 2014; Lee et al., 2016;). Due to the constant fluctuation in emotions emotional regulation can assist educators in coping with the multiple job demands. These demands produce positive and negative emotions. The impact emotions can have is extraordinary but little preparation is provided to teachers on this aspect of their job leaving educators unable to provide verbiage to the emotional side of their experiences (Brown & Kerr, 2016). Ultimately, job satisfaction is an intricate topic with multiple facets influencing its existence. Lui and Ramsey (2008) recommended researchers conduct additional research to assist with full understanding of job satisfaction to reduce attrition.

Theoretical Framework

Affective Events Theory, introduced by Howard Weiss and Russell Cropanzano, creates a foundation for the analysis of understanding the various circumstances immersed in emotions in the job setting (Cropanzano & Weiss, 1996; Kessler, 2013). Part of the idea of Affective Events Theory is to create balance (Cropanzano & Dasborough, 2015). Affective Events Theory indicates that job settings, job experiences, and individuals' temperament influence emotional responses. Emotional responses then influence beliefs and behaviors compelled by emotions. Job settings and beliefs can influence decisions that the researchers refer to as "judgement driven behaviors" (Cropanzano & Weiss, 1996, p.13). Overall, the goal of this theory was to provide researchers directions on how to better evaluate and address emotions on the job as research on job satisfaction is often lacking this critical factor (Beal & Weiss, 2005). Affective Events Theory presents the idea that emotions are the bases for what is occurring (Beal & Weiss, 2005). Additionally, these occurrences create modifications in the emotions experienced by the person or people involved (Beal & Weiss, 2005). Therefore, the goal is to persuade people to take on others' viewpoints, examine the foundation of the event, and examine the data that is received from the occurrence in a more detailed way (Beal & Weiss, 2005). For instance, emotions, emotional responses, and job satisfaction can alter over short and long periods of time. Therefore, when examining how these variables interplay concerns such as changes that occur "over time" should be considered (Cropanzano & Weiss, 1996, p.13).

Beal and Weiss (2005) further emphasize that there are researchers who blend emotions and satisfaction but Affective Events Theory acknowledges that these concepts are connected but are two separate items. Affective states causes actions derived from emotion that are brief (Beal & Weiss., 2005). Judgement driven behaviors are actions

compelled by emotions that are based on permanent systems of beliefs (Beal & Weiss, 2005). Lastly, evaluation judgements are beliefs that are the direct reason for an action taken (Beal & Weiss, 2005). The ultimate goal of Affective Events Theory is to examine each individual internally, what is occurring around the individual and how those occurrences affect that person, and the cognitive effect activities have on the daily events that circulate around people on the job (Beal & Weiss, 2005).

Conclusion

Historical and multiple viewpoints were explored regarding the job satisfaction of special education teachers. Special educator job satisfaction is influenced by preparation, job design, administrative support, instructional support, and emotional attributes. Educators enter special education with the good intentions of enhancing the educational experience of students with exceptionalities but discover their expectations and beliefs of their career are often inaccurate and with unexpected hurdles. These difficulties often discourage special educators forcing researchers to examine the job satisfaction in a more detailed manner. Special educators report receiving inadequate training for the diverse demands of their job and find that the lack of time and flexibility does not accommodate for the various responsibilities. In addition, special educators need administration to take a more active role in creating a school climate and culture that is not only promotes inclusion of special education teachers but promotes ownership by all staff members for students with exceptionalities.

Instructional support provides special education teachers guidance on daily duties, opportunities to collaborate on instructional approaches, and creates relationships that provide emotional and mental support. However, the most neglected factor of job satisfaction are the emotional attributes that delegate the thoughts and actions of special educators. Emotions can guide decision making and alter beliefs regarding all aspects of

the job. Therefore, it is essential to include this factor in the study of job satisfaction. Overall, students with exceptionalities are not consistently receiving an adequate education due to special education teacher attrition. Therefore, it is imperative to analyze job satisfaction from multiple perspectives especially from a perspective, emotions, that is crucial to everyday actions. The next chapter will provide a synopsis of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation that will be utilized, data collection procedures, data analysis, validity, privacy and ethical considerations, and research design limitations.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. A purposeful sample of kindergarten through twelfth grade special education teachers, from a large urban school district in southeast Texas, were administered the *Teacher Emotion Inventory* and *Working in Special Education: The Experience of Special Educators* survey and participated in one-on-one interviews. Data gathered from the surveys were analyzed using frequencies, percentages, and Pearson's Product-Moment Correlations (r), while the interview data were analyzed using a thematic analysis. The operationalization of theoretical constructs, research purpose and questions, research design, population and sample, instrumentation, data collection procedures, data analysis, privacy and ethical considerations, and research design limitations are outlined within this chapter.

Overview of the Research Problem

Identifying the influence emotions have on special education teachers' job satisfaction has the potential help school districts understand how to increase special education teacher devotion to their career reducing burnout. School districts spend a little over two billion dollars yearly due to teacher attrition (Alliance for Excellent Education, 2014). Special education teachers are significantly more likely to leave the profession than general education teachers (Boe & Cook, 2006; Ingersoll, 2002; Medina, Peltier, & Thornton, 2007). Due to the high level of special education teacher attrition, school

districts are hiring non-certified people to meet the demands (Billingsley, 2004) resulting in students receiving a less than acceptable level of education (Heider & Jalongo, 2006). Existing research indicates that the main factors influencing special education teachers' level of job satisfaction include: (a) preparation for various job duties, (b) job design, (c) administration and colleague relationships, and (d) emotional attributes (Amaral et al., 2013; Darling et al., 2014; Gehrke & McCoy, 2007; Kaff, 2004).

Analyzing how these factors influence special education teachers' job satisfaction can allow for school administrators, on campus and central office, to approach this important subject in a proactive way. However, one critical factor continuously overlooked is the influence emotions have on teachers and their job satisfaction. Sutton and Wheatley (2003) reported that there is insufficient data on the effect emotions have on teachers even though emotions play a significant role in teachers' job duties (Lanehart & Schutz, 2002). Emotions can influence an educator's thought process, actions, reactions, and ambition (Sutton & Wheatley, 2003). Therefore, the gathering of additional data on the emotional attributes of special education teachers and the influence of specific emotions on special education teachers' job satisfaction is advantageous. This study focused on the following emotions: joy, anger, and fear. According to Berry (2012), increasing educators' job satisfaction does not only increase job productivity in meeting students' needs, it increases special education teachers' devotion to their career.

Operationalization of Theoretical Constructs

There are two constructs within this study: (a) job satisfaction and (b) emotional attributes. Job satisfaction is the embodiment of an emotion that surfaces due to the belief that a person's career produces resources and mental demands (Aziri, 2011). The *Working in Special Education: The Experience of Special Educators* survey was used to assess special educators' job satisfaction. Emotions/emotional attributes are a natural instrument

that allows people to embody beliefs that causes people to view their reasoning as valid (Boler, 1999). For the purpose of this study, the following emotions were measured: (a) joy, (b), anger, and (c) fear. Joy is the emotional state of delight that is categorized as being in the middle of high and low positive arousal (Ito et al., 2010c). Anger is a strong emotional reaction to a negative event or person causing a productive or unproductive response from an individual (Ito et al., 2010a). Fear is a distasteful emotion that involves a person centralizing their concentration on a person or event and inducing the need to either address or avoid a person or event (Ito et al., 2010b). The *Teacher Emotion Inventory* was used to analyze special educator's emotion attributes (joy, anger, and fear).

Research Purpose and Questions

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. The following research questions were addressed within this study.

Quantitative Research Questions

1. What are special education teachers' perceptions of the emotional attributes joy, anger, and fear?
2. What are special education teachers' perceptions of job satisfaction?
3. Is there a statistically significant relationship between the emotional attributes (joy, anger, and fear) and the level of job satisfaction special educators' experience?

Qualitative Research Questions

4. How do special education teachers perceive job satisfaction?
5. What are the work experiences that elicit joy, anger, and fear?

Research Design

For this study, a mixed methods design (QUAN→qual) was used. The design of the study allowed for a more comprehensive examination of the quantitative data that was obtained by qualitative data. A purposeful sample of kindergarten through twelfth grade special education teachers, from an urban school district in southeast Texas, were administered the *Working in Special Education: The Experience of Special Educators* and the *Teacher Emotion Inventory* surveys. Qualitative data were gathered using an open-ended question interview format which assisted in determining consistencies, discrepancies, and emergent factors within the quantitative data. The qualitative element of this study sought to provide a better explanation of quantitative data and any potential alignment with existing research and patterns of practices. Quantitative data were analyzed using frequencies, percentages, and Pearson's Product-Moment Correlations (r), while qualitative data were analyzed using an inductive coding process.

Population and Sample

The population included special education teachers from kindergarten to twelfth grade in a large populous urban school district. There are 426 special educators in this district that provide special education services to 5,180 students with exceptionalities on 64 campuses. Disabilities of students include, but are not exclusive, to Intellectual Disability, Learning Disability, Autism, and Attention Deficit Hyperactivity Disorder. The district consists of six high schools (9th through 12th grade), 10 intermediate campuses (7th and 8th grade), eleven middle schools (5th and 6th grade), 36 elementary schools (pre-kindergarten through 4th grade), and three specialty schools. Table 3.1 provides information on the student population, racial/ethnic make-up, and socioeconomic status from the 2015-2016 school year (Texas Education Agency, 2016).

*Table 3.1**Student Population Within Participating School District Based on 2015-2016 TAPR*

	Frequency (<i>n</i>)	Percentage (%)
Students by Grades:		
Early Childhood Education	159	0.3
Pre-Kindergarten	2,247	4.0
Kindergarten	3,768	6.7
Grade 1	4,557	8.2
Grade 2	4,546	8.1
Grade 3	4,333	7.8
Grade 4	4,121	7.4
Grade 5	3,997	7.2
Grade 6	4,010	7.2
Grade 7	4,012	7.2
Grade 8	4,104	7.3
Grade 9	4,497	8.0
Grade 10	4,215	7.5
Grade 11	3,756	6.7
Grade 12	3,571	6.4
African American	4,041	7.2
American Indian	68	0.1
Asian	1,687	3.0
Hispanic	46,212	82.7
Pacific Islander	31	0.1
White	3,488	6.2
Two or More Races	366	0.7
Economically Disadvantaged	42,693	76.4
Non-economically Disadvantage	13,200	23.6
English Language Learners (ELL)	16,742	30.0
At-Risk of Discontinuing School	33,299	59.6

Instructional settings for students with exceptionalities within the district include inclusion, resource, and self-contained. Self-contained classrooms provide specialized instruction to students with exceptionalities. Additionally, the classes are categorized and structured to meet the specific needs of students. There are self-contained classes

specifically for students with significant behavior concerns, autism, and the building of life skills. Within the inclusion setting, special educators conduct instruction in conjunction with general education teachers. Instruction in the resource and self-contained settings are provided by special education teachers. Table 3.2 displays teacher demographics, ethnicity, gender, and experience of teachers within the district during the 2015-2016 school year (Texas Education Agency, 2016). Tables 3.3. and 3.4 provide information on the special education teachers and students with exceptionalities population (Texas Education Agency, 2016). A purposeful sample of special education teachers working on elementary, middle, intermediate, and high school campuses were requested to participate in this study.

Table 3.2
Teacher Population Within Participating School District Based on 2015-2016 TAPR

	Frequency (<i>n</i>)	Percentage (%)
Total Teachers	4,779.3	59.9
African American	326.4	8.7
American Indian	8.0	0.2
Asian	104.0	2.8
Hispanic	1,261.3	33.5
Pacific Islander	0.6	0.0
White	2,027.7	53.9
Two or More Races	32.8	0.9
Males	872.9	23.2
Females	2,887.8	76.8
Beginning Teachers	317.7	8.4
1-5 Years Experience	1,285.7	34.2
6-10 Years Experience	918.4	24.4
11-20 Years Experience	863.4	23.0
Over 20 Years	375.5	10.0

Table 3.3

Special Education Teachers Population Within Participating School District Based on 2015-2016 TAPR

	Frequency (<i>n</i>)	Percentage (%)
Total Special Education Teachers	426	8.91

Table 3.4

Students with Exceptionalities Population Within Participating School District Based on 2015-16 TAPR

	Frequency (<i>n</i>)	Percentage (%)
Total Students with Exceptionalities	5,180	9.3

Participation Selection

For the qualitative aspect of the study, initially a purposeful sample of nine special educators were chosen to participate in the open-ended question interviews, but three additional special education teachers expressed interest in participating in the interview. Therefore, a total of 12 special education teachers (Elementary = 3, Middle = 2, Intermediate = 3, High School = 4) were interviewed. All special education teachers' who met the research criteria were contacted via email which provided the purpose of the study and request participants to engage in interviews. Time constraints, potential risks and benefits, and assurances of confidentiality were included in the initial correspondence to ensure participants comfortability. The criteria for inclusion in interviews included educators with more than five years of experience. The purpose of this primary criteria was increase of probability of unbiased views of the issues concerning special educators' emotions and job satisfaction. Special education teachers from all settings of special

education were requested to participate as there is the potential for experiences to be different due to grade level and instructional setting. Furthermore, the demands placed on the special education teachers may vary causing an incline or decline on differing emotions and causes of job satisfaction or dissatisfaction. The objective in participant selection was to obtain an equal number of special education teachers (3 minimum) from each instructional level to represent all areas (inclusion, resource, and self-contained). The middle and intermediate level special educators were grouped together to represent middle school as a whole. However, all special educators' willing to participate were included in the data gathered. Interviews gave special educators opportunities to discuss their emotions and job satisfaction without filter.

Instrumentation

Teacher Emotion Inventory

The *Teacher Emotion Inventory* was developed by Junjun Chen (see Appendix C). Based on literature reviewed Chen (2016) determined that there were five "domains" that needed to be addressed regarding teachers' emotions. These domains consisted of love, joy, sadness, anger, and fear. Based on those domains established sixty items. Chen recruited teachers to review the items to determine if the items were relevant. It was determined that 58 of the items were relevant. Three experts in education were asked to review the subscales and items. Four items were placed in a different domain and three items were removed from the survey leaving 55 after the experts reviewed the survey.

Afterwards, 254 teachers were consulted about the 55 items. Exploratory factor analysis was utilized resulting in 14 items being removed from the survey leaving 41. Chen then implored 1,830 teachers to review the survey. Confirmatory factor analysis was used and 15 items were removed leaving a total of 26 items. The 26 items were categorized into 5 subscales: (a) love, (b) joy, (c) anger, (d) sadness, and (e) fear. Love

and joy consisted of positive items while sadness, anger, and fear consisted of negative items. A 6-point scale Likert scale was used for each item (love, joy, anger, sadness, and fear). The Cronbach alpha for each domain is .90 joy, .73 love, .86 sadness, .87 anger, and .86 fear (Chen, 2016). For purposes of this study, only the subscales joy, fear, and anger were addressed.

Working in Special Education

The *Working in Special Education: The Experience of Special Educators* was developed by Martha Morvant and Russell Gersten in 1995 (see Appendix D) to assess job satisfaction. The survey, consisting of 125 parts, analyzes teachers' attitudes regarding support from coworkers and campus administration, support from administration located in administration office, teachers' attitudes of what is expected of them and what occurs in reality in regard to job duties, stress caused by the blueprint of an educator's career, career fulfillment, and career obligation (Gersten et al., 1995). A draft of the survey was provided to doctoral students from the University of Oregon, a researcher on Research Triangle Institute Retention Project, researchers on the National Advisory Panel, and professors from other departments (psychology and sociology) so that all could provide input on the survey. To determine reliability, coefficient alpha reliability, and factor analysis was used when the survey was initially conducted.

The survey is 125 items broken into 13 subscales: (a) relationships with building principal, (b) how well prepared teacher feels for current assignment, (c) central office relationships, (d) stress related to job design, (e) relationships with fellow teachers at school site, (f) satisfaction and personal assessment of rewards, (g) role conflict, (h) affective issues related to students, (i) factors contributing to manageability of workload, (j) parent support, (k) opportunities for growth and advancement, (l) autonomy, and (m) adequacy of material resources. Seven of the 13 subscales, relationships with building

principal, how well-prepared teacher feels for current assignment, central office relationships, stress related to job design, relationships with fellow teachers at school site, role conflict, and factors contributing to manageability of workload were administered to the participants.

A 3-point scale Likert scale was used for 12 of the 125 items (how well prepared teacher feels for current assignment, central office relationships, stress related to job design, role conflict, manageability of workload, autonomy, and adequacy of material resources) and a 5-point scale Likert scale for the remaining 113 items (relationships with building principal, relationships with fellow teachers at school site, satisfaction and personal assessment of rewards, affective issues related to students, parent support, and opportunities for growth and advancement) (Gersten & Morvant, 1995). However, to make the survey more manageable the researchers adapted all items to a 3-point scale Likert scale. The Cronbach's alpha for domain is .92 relationships with building principal, .87 central office relationships, .80 relationships with fellow teachers at school site, .91 how well prepared teacher feels for current assignment, .87 stress related to job design, .79 factors contributing to manageability of workload, .79 affective issues related to students, .76 satisfaction and personal assessment of rewards, .78 role conflict, .73 parent support, .77 opportunities for growth and advancement, .70 autonomy, and .69 adequacy of material resources (Gersten & Morvant, 1995).

Data Collection Procedures

Quantitative

The University of Houston-Clear Lake's (UHCLs) Committee for Protection of Human Subjects (CPHS) and the participating school district's Confidentiality and Data Sharing Agreement form was completed. Approval was granted and research proceeded. The participating school district provided a list of all full time employee special education

teachers and their email addresses. Special education teachers and their principals were contacted through email regarding the study. The email consisted of the purpose of the study, indicated the identity of participants would remain confidential, participation was voluntary, and the survey cover letter with instructions on how to complete (see Appendices A and B). The *Teacher Emotion Inventory* (see Appendix C) and *Working in Special Education: The Experience of Special Educators* surveys (see Appendix D), was distributed electronically through Qualtrics to all special education teachers at participating campuses.

Completion of the survey took approximately 30 minutes. A five-week time frame was established for the collection of data. All information gathered including any personal information remained confidential. Follow up emails were administered at the beginning of each week in regard to the completion of the survey. Responses to the survey were gathered through Qualtrics. A password protected flash drive and folder on the hard drive of the researcher's computer stored data. Physical data were locked in a secure cabinet in the researcher's office. Data will be kept for five years as required by CPHS and destruction of data will occur once the timeline has expired.

Qualitative

Exhaustive research was conducted to find previously well-established interviews within literature that combined the discussion of special educators' job satisfaction and emotions. However, previous interviews conducted by researchers did not include a discussion that included the combination of emotional attributes and job satisfaction regarding special education teachers. Literature reviewed indicated the need for the development of interview questions as to allow for further investigation of the relationship between special education teachers' emotional attributes and job satisfaction to support the quantitative data obtained. The questions developed were based on the surveys selected

and literature review by focusing on key emotional attributes (joy, anger, and fear) and components of job satisfaction (professional learning, job design, administrative support, and colleague support). Following initial review of the quantitative data, questions were refined to ensure an opportunity for further exploring the special education teachers' perceptions would be a catalyst for seeking depth of comments. To further ensure quality of the interview questions, an expert in qualitative research reviewed the questions. The interview questions can be found in Appendix E.

Participants demographic information allows for insight on each special education teachers' years of experience in their field, areas of certification, type of teaching setting (grade level range), classroom classification, and gender of the special education teacher. The demographic section took less than 5 minutes and the actual interview 20 minutes. Participants were contacted via phone or email to arrange a date and time they were willing to be interviewed. Special education teachers had the option of participating in the interviews during their conference period (via phone or face to face) or after school. Each interview was conducted individually not in a group setting. The researcher explained to interviewees the purpose of the interview prior to, the amount of time it will take for completion, and participants signed a formal consent if they agreed to participate. Interviews were audiotaped and transcribed by the researcher. Data were stored securely along with survey given in a locked file cabinet within the researcher's office and in a password protected computer file.

Data Analysis

Quantitative

Once data were collected, it was entered into IBM SPSS for further analysis. To address research questions 1-4, data collected were analyzed using percentages, frequencies, and Pearson's Product-Moment Correlations (r). Percentages and frequencies

were used to provide insight to research questions one and two by demonstrating how often special educators experience emotional attributes of joy, anger, and fear and satisfaction or dissatisfaction with their job. For research questions three, Pearson Product-Moment Correlations (r) were utilized to determine if a statistical significant relationship existed amid special educators' emotional attributes of joy, anger, and fear and their level of job satisfaction. To calculate effect size the coefficient of determination was used. Significance value of 0.05 was utilized. Cronbach's alphas was used to demonstrate instrument reliability.

Qualitative

Qualitative data was gathered as this form of research provides insight into the intricacy of participants within this study (Turner & Vaugh, 2016). Data attained from participating special education teachers was transcribed and inductive thematic analysis was utilized to examine data. A color coding system, was used for coding transcripts of the interviews. Coding concepts assists with emphasizing key areas and directing the examination of data (Turner & Vaugh, 2016). Research question four and five, was addressed by coding data to determine emergent themes and patterns.

Initial analysis of the data was organized into main themes. Emergent themes from participants responses were established and information gained was summarized. The smallest unit of meaning were coded from participants' responses and emergent ideas. To assist with maximizing validity, the research examined links between the codes, existing literature and survey results from this study. The emergent themes were at times branches of core or larger groups of themes and the manifestation of additional unanticipated core groups. Emergent themes assisted with determining the relationship between special educators' emotions and job satisfaction. While core themes (preparation, job design, administrator support, colleague support, joy, anger, and fear) were established

from literature review and special educators' responses, information obtained from participants provided focus to additional themes such as the need to be able to identify emotions accurately, emotional regulation, and the need to feel included and valued. Collectively, participants indicated concerns that were most important to them extrinsically and intrinsically allowing for the establishing of emergent themes.

Validity

Triangulation of special education teachers interview responses was used to validate the qualitative analysis process. Participants, special educators in various grade levels and settings in special education, responses from the *Teacher Emotion Inventory* and *Working in Special Education: The Experience of Special Educators* surveys, interview responses, member checking, peer debriefing, and a journal kept during interviews constituted the triangulation process. The surveys provided a framework to the relationship between the emotional attributes and job satisfaction of special educators' while interview responses expounded on findings. The presence of emotional attributes in relation to the various factors of job satisfaction was categorized into themes to support the validity of the quantitative data.

Privacy and Ethical Considerations

Research began once approval was obtained from the UHCL's CPHS and the participating school district's Independent School District's IRB committee. Information collected through this study was kept confidential as participants' identity remained anonymous. A hard copy of the data is kept in a secure location along with a copy on a flash drive in a locked cabinet within the researcher's office. After the five-year timeline, according to CPHS, upon completion of this study, information collected will be destroyed. Participants received the survey cover letter declaring that participation was voluntary and their feedback and identities would remain confidential. Consent forms

were given to those participating in interviews. Participants completion of the survey indicated their consent. Participants and campuses were assigned a pseudonym names to protect their identities and locations. Data collected were examined as objectively as possible to ensure participants' answers are not influenced.

Research Design Limitations

This study has several limitations that require acknowledgement. First, it is possible there are overlooked factors that potentially contribute to teachers' satisfaction with their profession. This study included only special education teachers who are currently still in the field of education. It does not include special education teachers who have left. Therefore, there could be factors that contribute to special education teacher job satisfaction that may be neglected. Second, another factor to consider is the background and experiences of each special education teacher. This can influence their response in the study. For example, one special education teacher could have received a great deal of support which allows for a positive experience causing greater positive emotions versus a special education teacher who had little to no support creating negative emotions. Third, the honesty of special education teachers regarding factors such as these are important but are not guaranteed. Lastly, the generalizability of this study is potentially limiting as the sample from only one school district.

Conclusion

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. This chapter was an overview of the research problem, study constructs, research purpose, questions, hypotheses, research design, population, sample instrumentation, data collection procedures, data analysis, privacy and ethical considerations, and research

design limitations. The next chapter will present the results of the analyzed data per research.

CHAPTER IV

RESULTS

The purpose of this mixed methods study was to examine the relationship among the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. This chapter provides the quantitative and qualitative results of the data analyzed for this study. Special educators' job satisfaction was measured using the *Working in Special Education: The Experience of Special Educators* while the *Teacher Emotion Inventory* measured emotions educators' experienced. Interviews conducted provided data on special educators' job satisfaction and emotional attributes. Survey results were analyzed using frequencies and percentages, while educators' feedback during interviews was analyzed using inductive thematic coding process. Data for each of the four research questions are presented in this chapter followed by a conclusion with summary of findings.

Participant Demographics

Survey

Special education teachers at 36 elementary schools, 11 middle schools, 10 intermediate, 6 high schools in a large urban school district, were sent an email requesting their participation in this study. Of the 426 special education teachers contacted, 113 special educators completed and submitted the surveys through Qualtrics. Most of the participants were elementary school special educators (39.8%, $n = 45$). The remaining special education teachers were middle school (12.4%, $n = 14$), intermediate

school (15.9%, $n = 18$), and high school (30.1%, $n = 34$). The majority of the participants were female (76.1%, $n = 86$) and remaining participants were male (23.0%, $n = 26$). To guarantee a diversified perspective was attained, special education teachers from various instructional settings and grade levels were included in this study. Of the 113 participants, special education teachers (23.0%, $n = 26$) providing instruction within self-contained were the most responsive. The majority of the participants (47.8%, $n = 54$) have less than 5 years experience in special education while few special educators (8.8%, $n = 10$) have more than 20 years experience in special education.

Table 4.1
Special Educators Survey Participant Demographic Data

	Frequency (n)	Percentage (n)
1. Race		
African-American	27	23.9
Asian	4	3.5
Caucasian	59	52.2
Hispanic	15	13.3
Other	5	4.4
2. Gender		
Male	26	23.0
Female	86	76.1
3. Years as a Special Educator		
0-4 Years	54	47.8
5-9 Years	22	19.5
10-14 Years	14	12.4
15-19 Years	10	8.8
20 Or More Years	10	8.8
4. Years as a Teacher		
0-4 Years	34	30.1
5-9 Years	22	19.5
10-14 Years	16	14.2
15-19 Years	19	16.8
20 Or More Years	18	15.9

	Frequency (<i>n</i>)	Percentage (<i>n</i>)
5. Age		
20-30 Years	15	13.3
30-40 Years	34	30.1
40-50 Years	42	37.2
50 Years or Older	19	16.8
6. Area of Instruction		
Inclusion	22	19.5
Resource	18	15.9
Self-Contained	46	40.7
Other	26	23.0
7. Education		
Bachelors	61	54.0
Masters	46	40.7
Doctorate	2	1.8
8. Grade Level		
Elementary	45	39.8
Middle	14	12.4
Intermediate	18	15.9
High School	34	30.1

Interviews

During fall 2018, 113 special education teachers, in a large urban school district, were invited via email to participate in individual interviews. Due to the diverse range of instructional experience within all grade levels, educational setting, and personal background special education teachers requested to participate in this study could provide a well-rounded view on special educators' emotional attributes experienced and job satisfaction from all perspectives. Although all 113 special educators qualified for participation only 12 special education teachers agreed to be interviewed. Participants who agreed to be interviewed were contacted through email providing the purpose of the study and assured confidentiality regarding identity and responses. Participants' instructional roles varied across common educational settings to include those who provide instruction within inclusive classrooms, resource style support, and self-contained classrooms. The goal was to have an even number of special education

teachers from each instructional setting (elementary, middle, intermediate, and high school) represent inclusion, resource, and self-contained.

Three elementary, two middle school, three intermediate school, and four high school special education teachers agreed to be interviewed. Of the 12 participants, only one was male. Each of these special education teachers selected allowed for the representation of special educators that provide instruction within inclusion, resource, and self-contained on each grade level. Similar to the surveys, special educators (50.0%, $n = 6$) within the self-contained setting were the most responsive. Although, one special education teacher from each level was chosen to represent the self-contained setting three additional special educators requested to participate in the interview. These three additional special education teachers provide instruction within a self-contained classroom. Additionally, most of the participants (75.0%, $n = 9$) had less than 5 years of experience in special education while only a couple of special education teachers (16.7%, $n = 2$) had 15 or more years of experience in special education. Each special educator was appointed a pseudonym to uphold confidentiality of the participants identity and responses.

Table 4.2
Special Educators Interview Participant Demographic Data

	Frequency (n)	Percentage (n)
1. Race		
African-American	4	33.3
Asian	0	0.0
Caucasian	7	58.3
Hispanic	1	8.3
Other	0	0.0
2. Gender		
Male	1	8.3
Female	11	91.7

	Frequency (n)	Percentage (n)
3. Area of Instruction		
Inclusion	1	8.3
Resource	1	8.3
Self-Contained	6	50.0
Inclusion and Resource	4	33.3
4. Years as a Special Educator		
0-4 Years	9	75.0
5-9 Years	1	8.3
10-14 Years	0	0.0
15-19 Years	2	16.7
20 Or More Years	0	0.0
5. Years as a Teacher		
0-4 Years	8	66.7
5-9 Years	1	8.3
10-14 Years	1	8.3
15-19 Years	0	0.0
20 Or More Years	2	16.7
6. Age		
20-30 Years	0	0.0
30-40 Years	5	41.7
40-50 Years	7	58.3
50 Years or Older	0	0.0
7. Education		
Bachelors	6	50.0
Masters	6	50.0
Doctorate	0	0.0
8. Grade Level		
Elementary	3	25.0
Middle	2	16.7
Intermediate	3	25.0
High School	4	33.3

Instrument Reliability

To determine reliability (internal consistency) Cronbach alpha was utilized for the *Working in Special Education: The Experience of Special Educators* and the *Teacher Emotion Inventory* surveys. Three subscales from the *Teacher Emotion Inventory* (TEI) and four subscales from the *Working in Special Education: The Experience of Special Educators* were chosen for this study. Table 4.3 and 4.4 provides the Cronbach alpha

coefficient for this study and the reliability coefficients for both surveys. Researchers agree that that a reasonable degree of coefficient alpha is .70 or higher (George & Mallery, 2016; Green & Yang, 2011).

Table 4.3
Reliability Coefficients for TEI

	Cronbach's α Henson (2018)	Cronbach's α Chen (2016)
1. Joy	.75	.90
2. Anger	.83	.87
3. Fear	.82	.86

Table 4.4
Reliability Coefficients for Working in Special Education

	Cronbach α Henson (2018)	Cronbach α Gersten, et al. (2001)
1. Relationships with Building Principal	.90	.92
2. Relationships with Fellow Teachers at School Site	.62	.80
3. How Well Prepared Teacher Feels for Current Assignment	.84	.91
4. Role Conflict	.81	.78

Research Question 1

Research question one, *What are special education teachers' perceptions of the emotional attributes joy, anger, and fear?*, was answered using frequencies and percentages of responses to items categorized as joy (items 5-11), fear (20-26), and anger (12-15) within the *Teacher Emotion Inventory* (see Appendix C). The survey was scored using a 6-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = About Half of The Time, 5 = Frequently, 6 = Almost Always). Table 4.1 indicates the frequencies and

percentages of the aspects that represent joy on a special education teacher's job. The frequencies and percentages are cumulative responses collected from the survey. The findings for each of the three subscales are provided below.

Joy

Special education teachers (82.3%) *Frequently/Almost Always* are motivated by pupils' concerns. Support and concern from coworkers and administration *Frequently/Almost Always* (63.7%) influence motivation within special educators. *Frequently/Almost Always* (75.2%) educators appreciate sharing with their coworkers. Overall, (96.5%) *Frequently/Almost Always* educators experience pride in student advancement. Educators (79.7%) *Frequently/Almost Always* are motivated by receiving support and compassion from parents. Overwhelmingly, special education teachers indicated on all 7-items that student progress, support from colleagues and administrators, support from parents, and delivering engaging instruction brings special educators joy. Results aligned with questions regarding joy and support provided by colleagues and administration.

Table 4.5

Special Educators' Experience of Joy (%)

Survey Item	Never	Rarely	Sometimes	About Half of the Time	Frequently	Almost Always
1. I am moved by my students' sincere care.	0.0 (n = 0)	0.9 (n = 1)	8.8 (n = 10)	5.3 (n = 6)	44.2 (n = 50)	38.1 (n = 43)
2. I am motivated by the support and care from school leaders and colleagues.	0.9 (n = 1)	9.7 (n = 11)	10.6 (n = 12)	12.4 (n = 14)	41.6 (n = 47)	22.1 (n = 25)
3. I enjoy sharing with my colleagues.	0.0 (n = 0)	1.8 (n = 2)	10.6 (n = 12)	9.7 (n = 11)	38.9 (n = 44)	36.3 (n = 41)
4. I feel proud when I see my students make progress.	0.0 (n = 0)	0.0 (n = 0)	0.9 (n = 1)	0.9 (n = 1)	7.1 (n = 8)	89.4 (n = 101)
5. I am moved for parents' understanding and support.	0.0 (n = 0)	1.8 (n = 2)	10.6 (n = 12)	6.2 (n = 7)	31.0 (n = 35)	48.7 (n = 55)
6. I am glad that my students enjoy my teaching.	0.9 (n = 1)	0.0 (n = 0)	0.9 (n = 1)	3.5 (n = 4)	21.2 (n = 24)	71.7 (n = 81)
7. I am so excited when my students enjoy my teaching.	0.0 (n = 0)	0.0 (n = 0)	0.9 (n = 1)	1.8 (n = 2)	13.3 (n = 15)	80.5 (n = 91)

Table 4.6

Collapsed Special Educators' Experience of Joy (%)

Survey Item	Never/Rarely	Sometimes/About Half of the Time	Frequently/Almost Always
1. I am moved by my students' sincere care.	0.9 (n = 1)	14.1 (n = 16)	82.3 (n = 93)
2. I am motivated by the support and care from school leaders and colleagues.	10.6 (n = 12)	23.0 (n = 26)	63.7 (n = 72)
3. I enjoy sharing with my colleagues.	1.8 (n = 2)	20.3 (n = 23)	75.2 (n = 85)
4. I feel proud when I see my students make progress.	0.0 (n = 0)	1.8 (n = 2)	96.5 (n = 109)
5. I am moved for parents' understanding and support.	1.8 (n = 2)	16.8 (n = 19)	79.7 (n = 90)
6. I am glad that my students enjoy my teaching.	0.9 (n = 1)	4.4 (n = 5)	92.9 (n = 105)
7. I am so excited when my students enjoy my teaching.	0.0 (n = 0)	2.7 (n = 3)	93.8 (n = 106)

Anger

Special education teachers (36.3%) *Never/Rarely* expressed annoyance when misjudged by parents. When society criticizes special educators without confirmation educators (49.6%) *Frequently/Almost Always* experience anger. Educators (39.8%) *Sometimes/About Half of the Time* experience anger when managed unreasonably due to items such as the number of job duties and finance. Further, educators (46.0%) *Frequently/Almost Always* experience anger when misjudged by society. Two of the survey items demonstrated special education teachers, at times, are bothered when “*misunderstood by parents*” and experience unreasonable management. The remaining

two items demonstrated irritation with society misunderstanding and condemning special education teachers without significant information. This was evident during the interviews when special educators were asked indirectly about potential misconceptions people have of special education teachers.

Table 4.7

Special Educators' Experience of Anger (%)

Survey Items	Never	Rarely	Sometimes	About Half of the Time	Frequently	Almost Always
1. I am annoyed when I am misunderstood by parents.	10.6 (n = 12)	25.7 (n = 29)	35.4 (n = 40)	7.1 (n = 8)	12.4 (n = 14)	6.2 (n = 7)
2. I am indignant when the society and/or public blame our teachers without any evidence.	2.7 (n = 3)	8.8 (n = 10)	19.5 (n = 22)	15.9 (n = 18)	25.7 (n = 29)	23.9 (n = 27)
3. I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).	10.6 (n = 12)	16.8 (n = 19)	30.1 (n = 34)	9.7 (n = 11)	18.6 (n = 21)	12.4 (n = 14)
4. I feel angry when the society and/or public misunderstood our teachers.	3.5 (n = 4)	9.7 (n = 11)	26.5 (n = 30)	12.4 (n = 14)	27.4 (n = 31)	18.6 (n = 21)

Table 4.8

Collapsed Special Educators' Experience of Anger (%)

Survey Items	Never/Rarely	Sometimes/About Half of the Time	Frequently/Almost Always
1. I am annoyed when I am misunderstood by parents.	36.3 (n = 41)	42.5 (n = 48)	18.6 (n = 21)
2. I am indignant when the society and/or public blame our teachers without any evidence.	11.5 (n = 13)	35.4 (n = 40)	49.6 (n = 56)
3. I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).	27.4 (n = 31)	39.8 (n = 45)	31.0 (n = 35)
4. I feel angry when the society and/or public misunderstood our teachers.	13.2 (n = 15)	38.9 (n = 44)	46.0 (n = 52)

Fear

Educators (74.3%) *Never/Rarely* experience apprehension of competition with coworkers. Overall, special education teachers (47.8%) *Frequently/Almost Always* feel anxiety regarding how to cultivate pupils' academic growth and commitment. Educators (46.9%) *Never/Rarely* encounter pressure due to parents' elevated standards. Special education teachers (39.8%) *Sometimes/About Half of the Time* felt pressure due to lack of time to complete tasks. Educators (38.1%) *Sometimes/About Half of the Time* found fault in lack of time spent with family. Special educators (43.4%) *Frequently/Almost Always* have anxiety from students' deficiency in taking responsibility for academics. Two of the survey items indicated special education teachers do not experience fear in relation to

competition with colleagues and due to parents' expectations. However, some fear exists with lack of balance between home and work and time allotted with family (2-items).

Three items displayed more significant worry with improving student progress, the amount of time available versus the extensive level of work, and students' level of personal accountability for their work. Students' progress and degree of motivation and the amount of work special educators are responsible for was evident when special education teachers were questioned about special educators' concerns and what would improve personal job satisfaction and the satisfaction of other special educators.

Table 4.9
Special Educators' Experience of Fear (%)

Survey Items	Never	Rarely	Sometimes	About Half of the Time	Frequently	Almost Always
1. I am worried about competition with my colleagues.	40.7 (n = 46)	33.6 (n = 38)	11.5 (n = 13)	5.3 (n = 6)	5.3 (n = 6)	1.8 (n = 2)
2. I am worried about how to improve my student engagement and achievement.	4.4 (n = 5)	8.8 (n = 10)	23.0 (n = 26)	14.2 (n = 16)	19.5 (n = 22)	28.3 (n = 32)
3. I feel pressured from high expectations of parents.	14.2 (n = 16)	32.7 (n = 37)	22.1 (n = 25)	14.2 (n = 16)	8.8 (n = 10)	4.4 (n = 5)
4. I feel pressured from the imbalance of my work and life.	10.6 (n = 12)	16.8 (n = 19)	21.2 (n = 24)	18.6 (n = 21)	17.7 (n = 20)	11.5 (n = 13)

Survey Items	Never	Rarely	Sometimes	About Half of the Time	Frequently	Almost Always
5. I feel pressured when I suffer from shortage of time with too much work.	4.4 (n = 5)	8.8 (n = 10)	12.4 (n = 14)	20.4 (n = 23)	31.0 (n = 35)	20.4 (n = 23)
6. I feel guilty of not spending enough time with my family.	10.6 (n = 12)	14.2 (n = 16)	25.7 (n = 29)	12.4 (n = 14)	15.9 (n = 18)	19.5 (n = 22)
7. I am worried that students don't take responsibility for their study.	8.8 (n = 10)	9.7 (n = 11)	17.7 (n = 20)	18.6 (n = 21)	23.9 (n = 27)	19.5 (n = 22)

Table 4.10
Collapsed Special Educators' Experience of Fear (%)

Survey Items	Never/Rarely	Sometimes/About Half of the Time	Frequently/Almost Always
1. I am worried about competition with my colleagues.	74.3 (n = 84)	16.8 (n = 19)	7.1 (n = 8)
2. I am worried about how to improve my student engagement and achievement.	13.2 (n = 15)	37.2 (n = 42)	47.8 (n = 54)
3. I feel pressured from high expectations of parents.	46.9 (n = 53)	36.3 (n = 41)	13.2 (n = 15)
4. I feel pressured from the imbalance of my work and life.	27.4 (n = 31)	39.8 (n = 45)	29.2 (n = 33)

Survey Items	Never/Rarely	Sometimes/About Half of the Time	Frequently/Almost Always
5. I feel pressured when I suffer from shortage of time with too much work.	13.2 (n = 15)	32.8 (n = 37)	51.4 (n = 58)
6. I feel guilty of not spending enough time with my family.	24.8 (n = 28)	38.1 (n = 43)	35.4 (n = 40)
7. I am worried that students don't take responsibility for their study.	18.5 (n = 21)	36.3 (n = 41)	43.4 (n = 49)

Research Question 2

Research question two, *What are special education teachers' perceptions of job satisfaction?*, was answered using frequencies and percentages of responses to the *Working in Special Education: The Experience of Special Educators* (see Appendix D). Four subscales (relationships with building principal, relationships with fellow teachers at school site, how well-prepared teacher feels for current assignment, and role conflict) were selected from the survey based on review of the literature. Each subscale utilized a 3-point Likert scale with three of the subscales having multiple varied descriptors of the intensity in which the participant experiences the event indicated.

Relationships with Building Principal

Although special education teachers expressed overall agreement (85.0%) that there is enjoyment in working on an assigned campus, 77.0% indicated that their principal provides support and collaborates with problem solving. Educators (74.3%) *Agree* that principals provide support in ensuring students are assimilated as much as possible into general education. Special educators (69.0%) *Agree* the principal has given

adequate support for student behavior. Educators (49.6%) *Agree* the feeling of inclusion within school events.

Furthermore, educators (57.5%) *Very Much* think the principal provides beneficial information while (48.7%) educators *Very Much* feel principals have knowledge of special educators' job duties. Primarily, special educators (65.5%) were *Satisfied* with the assistance and support received. Special education teachers (51.3%) reported principals *Sometimes* acknowledged adequate instruction. Moreover, (60.2%) special educators *Sometimes* were provided support to explore fresh concepts. Special education teachers (49.6%) reported obtaining principal feedback *Several Xx/Year*. In synthesizing the findings, special educators reported receiving adequate support from the principal with regards to student behavior, problem solving, and decisions made. Principals' provided feedback and have a decent understanding of what special educators do. However, this research revealed, as supported by the findings presented above, principals do not consistently acknowledge when special educators provide exceptional instruction and do not consistently support educators' instruction of new concepts.

Table 4.11

Relationships with Building Principal (%)

Survey Item	Agree	Neutral	Disagree
1. I really like the school in which I am currently working.	85.0 (n = 96)	10.6 (n = 12)	2.7 (n = 3)
2. My principal backs me up when I need it.	77.0 87	15.9 (n = 18)	5.3 (n = 6)
3. My principal (or vice principal) works with me to solve problems.	77.0 (n = 87)	16.8 (n = 19)	4.4 (n = 5)
4. My principal (or vice principal) actively assists my efforts to integrate students.	74.3 (n = 84)	20.4 (n = 23)	3.5 (n = 4)
5. I can count on my principal to provide appropriate assistance when a student's behavior requires it.	69.0 (n = 78)	23.0 (n = 26)	6.2 (n = 7)
6. I feel included in what goes on in this school.	49.6 (n = 56)	31.0 (n = 35)	16.8 (n = 19)
	Very Much	Somewhat	Very Little
1. How helpful is the feedback you receive from your principal or vice principal?	57.5 (n = 65)	32.7 (n = 37)	8.0 (n = 9)
2. To what extent does your building principal understand what you do?	48.7 (n = 55)	40.7 (n = 46)	8.0 (n = 9)
	Satisfied	Neutral	Dissatisfied
1. Satisfaction with quality of support and encouragement you receive.	65.5 (n = 74)	22.1 (n = 25)	10.6 (n = 12)
	Daily/Often	Sometimes	Seldom/Never
1. How often principal recognizes the good teaching you do?	25.7 (n = 29)	51.3 (n = 58)	20.4 (n = 23)
2. How often do you receive encouragement to try out new ideas?	23.9 (n = 27)	60.2 (n = 68)	12.4 (n = 14)

Survey Item	Agree	Neutral	Disagree
	At Least Once/Month	Several Xx/Year	Once/Year or Less
How often do you receive feedback from your principal or vice principal?	33.6 (<i>n</i> = 38)	49.6 (<i>n</i> = 56)	14.2 (<i>n</i> = 16)

Relationship with Fellow Teachers at School Site

In general, special education teachers (65.5%) *Agree* that other educators on the campus are not knowledgeable of special educators' job. Educators (41.6%) *Agree* their colleagues will collaborate with special educators for assistance. Special educators (38.1%) took a *Neutral* stance on feedback provided by their colleagues and on (41.6%) special educators contentment with colleagues' beliefs regarding special education. Educators (44.2%) reported that their colleagues *Somewhat* understood their job duties. *Once/Month* special education teachers (36.3%) allow general education teachers to utilize their resources. Educators (54.0%) acknowledged that coworkers *Sometimes* acknowledge the caliber of special educators' labor. Findings suggest that general education teachers are not very knowledgeable of special education teachers' job duties but will collaborate with special education teachers. Special educators' responses lend to the idea that colleagues beliefs regarding special education needs adjustment and additional feedback from colleagues is needed.

Table 4.12

Relationship with Fellow Teachers at School Site (%)

Survey Item	Agree	Neutral	Disagree
1. Most of the other teachers in this school don't know what I do in my classroom	65.5 (n = 74)	23.0 (n = 26)	8.8 (n = 10)
2. Teachers at this school come to me for help or advice.	41.6 (n = 47)	37.2 (n = 42)	18.6 (n = 21)
3. My fellow teachers provide me with feedback about how well I am doing.	33.6 (n = 38)	38.1 (n = 43)	26.5 (n = 30)
	Satisfied	Neutral	Dissatisfied
1. Satisfaction with school staff's attitude toward special education.	34.5 (n = 39)	41.6 (n = 47)	21.2 (n = 24)
	Well	Somewhat	Very Little
1. To what extent do teachers who are not in special education understand what you do?	8.8 (n = 10)	44.2 (n = 50)	45.1 (n = 51)
	Weekly/Daily	Once/Month	Almost Never/Several Xs/Yr
1. How often do you share materials with teachers who are not in special education?	26.5 (n = 30)	36.3 (n = 41)	35.4 (n = 40)
	Daily/Often	Sometimes	Seldom/Never
1. Other teachers recognize the quality of my work.	16.8 (n = 19)	54.0 (n = 61)	27.4 (n = 31)

How Well Prepared a Teacher Feels for Current Assignment

Special education teachers (54.9%) were *Well Prepared* implementing instructional strategies and (55.8%) *Well Prepared* to engage with parents. Educators (46.0%) were *Well Prepared* to work with and brainstorm with other teachers while (48.7%) educators expressed being *Adequately Prepared* working and brainstorming with colleagues that include psychologists. Special educators (52.2%) were *Well Prepared* addressing the intensity educational needs of students, (54.9%) *Well Prepared* addressing the diverse educational needs of pupils, and (49.6%) *Well Prepared* to adapt the

curriculum. Educators (46.9%) expressed being *Well Prepared* to respond to students' behavior. Most of the educators (42.5%) indicated being *Well Prepared* to provide guidance and management of instructional aides.

Furthermore, educators (52.2%) were *Well Prepared* to manage their caseload and paperwork. Although, special educators (64.9%) *Agree* about being able to adequately address the learning difficulties of students (22.1%) of educators indicated *Neutral* on the ability to assess personal job performance. Survey items exhibited a consensus among special education teachers reporting adequate preparation to address student behavior and learning, collaborating with colleagues, managing the various demand of their job, and assisting others. However, special education teachers (41.6%) reported potentially not having substantial information on personal job performance. While many special education teachers displayed confidence in ability to accomplish the job when interviewed, special educators admitted to the need for meaningful and applicable trainings on topics such as how to manage severe student behavior.

Table 4.13

How Well Prepared Teacher Feels for Current Assignment (%)

Survey Item	Well Prepared	Adequately Prepared	Not at all Prepared
1. Instructional techniques.	54.9 (n = 62)	38.9 (n = 44)	3.5 (n = 4)
2. Working with parents.	55.8 (n = 63)	38.9 (n = 44)	1.8 (n = 2)
3. Collaborating and/or consulting with classroom teachers.	46.0 (n = 52)	42.5 (n = 48)	8.0 (n = 9)
4. Collaborating with others (e.g., psychologists, social workers, etc.)	37.2 (n = 42)	48.7 (n = 55)	11.5 (n = 13)
5. Responding to the severity of your students' learning needs.	52.2 (n = 59)	39.8 (n = 45)	5.3 (n = 6)
6. Responding to the diversity of your students' learning needs.	54.9 (n = 62)	37.2 (n = 42)	5.3 (n = 6)
7. Curriculum modification and/or development.	49.6 (n = 56)	38.1 (n = 43)	8.8 (n = 10)
8. Behavior management.	46.9 (n = 53)	44.2 (n = 50)	6.2 (n = 7)
9. Training and supervision of instructional aides.	42.5 (n = 48)	37.2 (n = 42)	16.8 (n = 19)
10. Case management activities and corresponding paperwork.	52.2 (n = 59)	38.9 (n = 44)	6.2 (n = 7)
	Agree	Neutral	Disagree
1. I have enough training/experience to deal with students' learning problems.	64.9 (n = 73)	27.4 (n = 31)	6.2 (n = 7)
2. It's hard to know how I'm doing in my teaching.	22.1 (n = 25)	41.6 (n = 47)	34.5 (n = 39)

Role Conflict

Special Education teachers (38.9%) reported *Seldom* having difficulty between engaging with colleagues and pupils. While (41.6%) educators *Sometimes* find discord amid central administration beliefs and campus administration beliefs. *Sometimes* educators (34.5%) find strife with corresponding the curriculum to needs of students. Educators (35.4%) *Sometimes* expressed the same disagreement with expectations set for

instruction and instruction that is beneficial to students. Educators (46.0%) *Sometimes* found conflict with focusing on the achievement versus the behavior and social concerns of students. Items 1 through 4 signify that most special educators find conflict between the demands of central and campus administration, the set curriculum of the district and students' needs, and properly attending to students' needs regardless to area of concern. Although, many educators (38.9%) reported not having much difficulty engaging with colleagues and pupils there were an abundant number of educators (35.4%) who reported some struggle with this job duty.

Table 4.14
Role Conflict (%)

Survey Item	Seldom	Sometimes	Often
1. Time spent working directly with students vs. with their classroom teachers.	38.9 (n = 44)	35.4 (n = 40)	22.1 (n = 25)
2. District Spec. Ed. division's expectations vs. building administrators' expectations.	38.1 (n = 43)	41.6 (n = 47)	16.8 (n = 19)
3. Matching instruction to mainstream vs. meetings students' needs.	30.1 (n = 34)	34.5 (n = 39)	30.1 (n = 34)
4. The way lessons are taught in the mainstream vs. what is effective with my students.	29.2 (n = 33)	35.4 (n = 40)	31.9 (n = 36)
5. Attending to students' academic needs vs. their social/behavioral needs.	18.6 (n = 21)	46.0 (n = 52)	31.0 (n = 35)

Research Question 3

Research question three, *Is there a statistically significant relationship between the emotional attributes (joy, anger, and fear) and the level of job satisfaction special educators' experience?*, was measured using Pearson's Product-Moment Correlations (r) to determine if there was a statistically significant relationship between special educators' emotional attributes and job satisfaction utilizing the *Working in Special Education: The Experience of Special Educators* and *Teacher Emotion Inventory* surveys. Table 4.11 displays the Pearson's product moment correlations (r) for special educators' emotional attributes (joy, fear, and anger) and job satisfaction (relationship with principal, relationships with colleagues, preparation for the job, and job design).

Findings suggested that there was a statistically significant correlation between joy and the three of the areas of job satisfaction: (a) Relationship with principal, $r = -.40$, $p < .001$, $r^2 = .163$; (b) Relationships with colleagues, $r = -.28$, $p = .003$, $r^2 = .078$; and (c) Preparation for the job, $r = -.27$, $p = .004$, $r^2 = .075$. Joy did not, however, have a correlation with Job design: $r = -.03$, $p = .712$. The negative r -value signifies that a negative correlation exists between special educators' joy and three areas of job satisfaction; as educators' joy increases, the level of dissatisfaction for the job decreases. Joy can explain the variation in educators' job satisfaction 16.3%, 7.8%, and 7.5% (relationship with principal, relationships with colleagues, and preparation) respectively.

Fear had a statistically significant correlation to relationship with the principal, preparation for the job, and job design: (a) Relationship with the principal, $r = .27$, $p = .003$, $r^2 = .077$; (b) Preparation for the job, $r = .37$, $p < .001$, $r^2 = .141$; and (c) Job design, $r = .28$, $p = .003$, $r^2 = .081$. There was no correlation found to exist between fear and relationships with colleagues: $r = .17$, $p = .074$. The positive r -value indicates that a

positive correlation exists between educators' fear and the three areas of job satisfaction; as educators' fear decreases, the level of dissatisfaction for the job decreases. However, if special educators' fear increases, the level of dissatisfaction for the job increases. Fear can explain the variation in educators' job satisfaction 7.7%, 14.1%, and 8.1% respectively.

Findings indicated that a correlation between anger and the three areas of job satisfaction (relationship with principal, relationships with colleagues, and job preparation) were statistically significant: (a) Relationship with principal, $r = .32$, $p < .001$, $r^2 = .103$; (b) Relationships with colleagues, $r = .18$, $p = .048$, $r^2 = .035$; and (c) Job preparation, $r = .20$, $p = .029$, $r^2 = .042$. Data showed no correlation between anger and job design: $r = .07$, $p = .443$. The positive r -value indicates that a positive correlation exists amid special education teachers' anger and the areas of job satisfaction indicated; as educators' anger decreases, the level of job dissatisfaction decreases. Nevertheless, if educators' anger increases, the level of job dissatisfaction increases. Anger can explain the variation in special education teachers' job satisfaction 10.3%, 3.5%, and 4.2% respectively.

Table 4.15

Relationship Between Emotional Attributes and Job Satisfaction

Emotional Attributes	Principal	Colleague	Preparation	Job Design
A. Joy				
N	111	111	111	109
r-value	-.404	-.281	-.273	-.036
p-value*	<.001*	.003*	.004*	.712
r ²	.163	.078	.074	.001
B. Fear				
N	111	111	111	109
r-value	.279	.170	.376	.285
p-value*	.003*	.074	<.001*	.003*
r ²	.077	.028	.141	.081
C. Anger				
N	111	111	111	109
r-value	.322	.188	.207	.074
p-value*	<.001*	.048*	.029*	.443
r ²	.103	.035	.042	.005

*Statistically Significant (p<.05)

Research Question 4

Research question four, *How do special education teachers perceive job satisfaction?*, was analyzed using inductive coding to address the responses of special educators during the interview process. The interview consisted of questions that targeted the various factors of emotional attributes and job satisfaction to determine concepts that contribute and overlap both areas. Emergent themes were identified to organize participants' responses into significant data that could be employed in this study. The qualitative analysis established four major themes which attribute to emotional experiences associated with job satisfaction: (a) professional learning, (b) job design, (c) administrative support, and (d) colleague support. Additional themes emerged during analysis including the lack of inclusive practices involving special educators, valuing special educators, and administrators and colleagues' insufficient knowledge of

special educators job duties. Twelve special education teachers (three elementary, two middle school, three intermediate school, and four high school) were interviewed to gain understanding of special education teachers emotional attributes and job satisfaction. Each special education teacher was chosen to ensure representation for the inclusion, resource, and self-contained instructional setting at each grade level. The majority of the participants (75.0%, $n = 9$) had less than 5 years of experience, two special educators (16.7%) had more than 15 years of experience, and most of the special education teachers (50.0%, $n = 6$) provide instruction in the self-contained setting. While interviews were conducted separately the varied background and instructional experiences of participants allowed for in-depth insight into the job satisfaction of special education teachers from numerous settings.

Professional Learning

Eleven of the 12 survey items indicated that special education teachers felt prepared for their job despite not fully being aware of personal job performance. Training was a reoccurring theme with ten of the 12 participants responses. However, interviews did not attest to inadequate preparation but revealed the need for trainings to have meaningful content. Each special education teacher was asked the questions “What do you think will improve your overall job satisfaction?” and “What do you think will improve the job satisfaction of other special educators?” Additionally, the question “Is there anything else you would like to share with me regarding various factors that potentially influence special educators’ job satisfaction?” was asked. Special education teachers’ responses were reviewed and multiple areas were identified that would enhance the trainings provided. Factors, discovered through participants responses, that would improve professional learning include: (a) delivering professional training that addresses topics for specific instructional needs, (b) ensuring each training is meaningful,

and (c) providing proactive professional learning that utilizes resources such as mentors. Table 4.12 includes pseudonyms assigned to the special educators, their instructional role, and qualifying statement.

Special education teachers often expressed the need for meaningful professional learning. Ms. Ava Bailey suggested including special educators' in the selection process of topics for professional learning:

We receive a lot of professional development. Sometimes I feel, like we get a lot of district wide self-development on communication. It'd be nice to get other types of resources within the district instead of me having to, you know, always call my ASSET teacher, which is like, you know, our supervisor. And so it'd be kind of nice, you know, if maybe more specific topics, or where we could choose, 'Hey, I'm, you know, I'm really interested in how can I deal with, you know, multiple behaviors in the classroom more effectively'.

Similar to Ms. Bailey, Ms. Kira Nelson expressed the desire for professional learning centering on particular areas such as topics that expound on the understanding of varied disabilities to further induce individual professional growth of all special educators. Ms. Nelson shared:

When you go into special ed I think you have some idea of that that you're going to be with students with disabilities of a certain type. I think more could be done to make sure they really understand the little intricacies of these disabilities.

Participants expressed the need to increase knowledge to improve instructional techniques and understanding of various disabilities. Ms. Bailey discussed the desire to have access to other resources that would assist with improving skills, participating in a variety of trainings, and having the opportunity to choose which trainings would best suite her professional needs. Thus, promoting improvement in overall instructional skills.

Aside from the emphasis on preparation and training that emerged, Ms. Nelson spoke to the discrepancy between the necessary perceived knowledge and skills and actual ones necessary to teach effectively. In speaking to the quality of the trainings and relevancy of professional learning that is provided, five participants commented on the mundane nature of learning support that is commonly provided. For instance, Ms. Megan Foster discussed attending training after training that did not focus on beneficial and useful topics. Moreover, the intentions of the training did not always match the trainees. Ms. Foster expressed:

We go to these classes at night, training in the afternoons, or whatever it is, meetings that we have to go to, and it's like, uh-huh, we heard this, we heard this, we heard this, we heard this. How many times we gotta keep coming to these things? And we sitting up there like, "What? What are we doing here?" They had us in a para professional meeting. They didn't have anything prepared. So were stuck in a paraprofessional training.

Similarly, Ms. Olivia Grayson expressed the desire for her district to have a more active approach to training where she is able to observe the strategies in use and have immediate feedback:

I have taken classes for behavior and special education, but it's one thing to listen to it you know? And see how it works perfectly in the video they show you versus really doing it in your own class. Yes, more hands on, feedback. Just telling me strategies is maybe not enough.

Ms. Alexa Graham shared her idea on training that was akin to Ms. Grayson: "I think that training is the key. Always having someone shadow the lead person just in case that person is promoted or decides to move on, that things don't fall apart."

Overall, special education teachers discussed a variety of factors that can enhance or minimize the effectiveness of trainings provided. Factors include providing meaningful trainings and trainings pertaining to an array of topics such as behavior and the characteristics of various disabilities. Additionally, active approach trainings would give educators the opportunity to observe and receive immediate feedback from school personnel on strategies learned. Educators felt that receiving adequate and varied forms of professional learning contributed to special educators' job satisfaction. However, professional learning was just one of the four themes that developed related to job satisfaction. Job design was another concerning theme.

Job Design

Survey responses (4 of 5 items) demonstrated special education teachers experienced some discord with job duties including the curriculum and providing the needed instruction, standards set by campus and central administration, and attending to the needs of students. Special education teachers interviewed agreed that there is friction within the design of the job. Each special educators was asked, "What are the most fulfilling and concerning areas of your job?," "What do you think will improve the job satisfaction of other special educators?," and "What is the one thing you wish people knew about special education teachers?" Job design was a consistent theme with all twelve of the educators' responses. Special Educators revealed several areas that contribute to the difficulty of the job design which included (a) excessive paperwork, (b) the complexity of managing para professionals and students simultaneously, (c) imbalance in managing instructional duties, (d) the lack of resources, (e) making instructional decisions that best address students' individual academic needs, (f) the absence of opportunities to provide valuable instruction to students, and (g) inconsistency in campus and administration expectations. Based on special educators' responses the

most concerning areas of job design are displayed in tables. Other concerning factors of job design indicated by participants are discussed to provide a full picture of special educators' job difficulties. Table 4.16 displays special educators' pseudonyms, instructional roles, and qualifying feedback on job design.

Table 4.16
Participants Interview Paperwork

Participant	Role	Responses
Kaleb Washington	Resource	I think that the paperwork is one of the things that makes special ed less attractive. They seem to have a over-burdensome amount of paperwork that we have to do. The paperwork is more than you can do. The paperwork in special ed I think is a bit overwhelming. Of the requirements to do all that stuff because with the...between your caseloads and all the different things you have to do, it does get overwhelming.
Megan Foster	Inclusion	It's the paperwork. I'm telling you, it's the paperwork. I ain't gonna lie to you. It's the paperwork. If they can find a way to change the paperwork. It's just too much.
Quin Stone	Self-Contained	I mean constant you need to teach, you need to do your paperwork, you gotta do testing, I mean you have to manage your people and your classroom. And God only knows what else you gotta do.

While all participants discussed the difficulty of the job, the excessive amount of paperwork was one of the most common themes. Mr. Washington, Ms. Foster, and Ms. Stone shared concerns with endless paperwork and the time completing that paperwork consumes. Nevertheless, the difficulties with job design are not strictly confined to attending to excessive paperwork. Participants reported issues with managing adults and

students. Ms. Ava Bailey provided insight on the managerial aspect of a special educators' job that includes guiding adults and students:

My principal said it's one of the toughest parts of the job, is having to work with the para professional. Or just manage adult, you know, manage other adults, and the kids, and you know, everything else that's going on. We've had some struggles with our para professionals. Maybe having paraprofessionals that have more experience. All of our paras this year are brand new teaching. Are brand new to working with kids.

Additionally, managerial duties can include providing instruction for multiple grade levels and/or subjects. Mr. Washington shared difficulties with providing instruction for several content areas in a single class:

I know other teachers in the district are still in the resource setting, are still doing multiple subjects in one class. I know my English teacher, my English resource colleague, she is teaching multiple subjects in one class, and I think it would be much more beneficial, especially in the resource setting to have single classes.

Mr. Washington revealed potential difficulty in teaching different grade level curriculum with the combination of having students at varying academic levels.

Ms. Grayson provided a similar concern as Mr. Washington, by revealing the stress she is experiencing over the prospect of possibly having to teach multiple grade levels at the same time:

So I'm only teaching seventh grade, but now when you look at our reading and math teacher, they're teaching seventh and eighth together. And my concern is if our reading teacher leaves, I'm really concerned that they're going to give me reading and writing.

Instruction designed to meet the multiple needs of students prompted a discussion on the availability of resources. Three special educators disclosed concerns with the lack of resources available to support instruction and spending personal funds to attain needed resources. Table 4.17 displays participant pseudonyms, instructional roles, and qualifying responses relating to job resources.

Table 4.17
Participants Interview Resources

Participant	Role	Responses
Alexa Graham	Self-Contained	We do not have a curriculum. We have to pull from only our worldly experiences, but whatever curriculum that's available.
Olivia Grayson	Inclusion/Resource	I just feel the teachers, they don't give us the feedback we need. They don't give us the tools we need to do our job.
Chrissy Bell	Self-Contained	There are certain things that we are supposed to teach them in the IEP which includes things that cost money. So, I just feel like, it's coming out of my pocket. Most everything.

Ms. Graham, Ms. Grayson, and Ms. Bell voiced their concerns with inadequate resources needed to address the individual needs of students with exceptionalities. Ms. Graham discussed the desire for the development of a curriculum that expands from foundational skills and higher as this would be beneficial to her and her students. Ms. Grayson yearned for more input from her colleagues and varying materials that would assist with her implementing strategies her job requires. Ms. Bell provided insight on loss in personal finances due to costly instructional materials that are not provided by her campus and district. Moreover, the deficit in available resources was not the only concerns special education teachers experienced within the job.

Ms. Stone and Ms. Margo Perkins discussed concerns with policies that prohibit students with exceptionalities receiving quality education. According to Ms. Stone,

When we talk about LRE (Least Restrictive Environment) just how we place kids based on testing. I definitely see it having difficulties specific our recommendations, our questions. That's a conflict because without the ability to place students in the appropriate setting you're not allowing their growth.

Ms. Perkins had similar thoughts to Ms. Stone on how testing and other items such as the designated curriculum hinder addressing students' individual academic needs. "I would like less expectations on TEKS and testing and more ability to teach actual skills that are going to be useful." Moreover, there are issues with campus and central administration expectations not aligning. Ms. Bailey shared: "It can be a little overwhelming if there's certain expectations that come from the district versus your administrator." Special educators were in consensus that multiple factors complicate the design of the job. Educators directly and indirectly focus on the idea that not only does the design of the job make day to day duties difficult but potentially can have an impact on the learning of students with exceptionalities. Per Ms. Stone (table 4.16), there is a disproportionate number of duties that need attending to.

Administrator Support

Special education teachers' survey responses reflected that principals are supportive of special educators on their campus. To further explore this theme special education teachers were asked the questions "In reference to colleagues and administrators (on campus and central office) who facilitates more positive feelings in you?," "What do you recommend to colleagues and administrators to decrease negative emotions associated with teaching experiences?," and "What do you think will improve your overall job satisfaction?" Special education teachers indicated that the following as

contributing items to administrative support: (a) encouraging collaboration with colleagues, (b) promoting collaboration with campus administration, (c) supplying resources, and (d) providing the necessary resources. Five of the 12 interview participants discussed instances of receiving support from their principal while also experiencing the opposite. Table 4.18 displays participant pseudonyms, instructional roles, and qualifying statements in reference to administrative support.

Table 4.18
Participants Interview Administrative Support

Participant	Role	Responses
Kira Nelson	Inclusion/Resource	I do feel like my campus administrators are very supportive. My administrator, they do let me share. I do get to go to whatever grade level meetings I want to go to.
Quin Stone	Self-Contained	They're very supportive. They're supporting of like anywhere from ARD decisions to you know just giving us supplies for the classroom.
Amira Ross	Inclusion/Resource	She is very very positive, very open minded, very willing to do anything and everything for kids. She makes the job very easy. She's rare I think. But she's an advocate for kids.
Ava Bailey	Self-Contained	I've got really good administration at my school.
Olivia Grayson	Inclusion/Resource	I know she's there for me. I can approach her with student concerns.

Ms. Nelson, Ms. Stone, and Ms. Grayson's responses provided several forms of administrative support which included support of special educators attending team meetings across grade level, ensuring availability of resources, and problem solving. Moreover, Ms. Ross, Ms. Bailey, and Ms. Grayson discussed having administration that is willing to sufficiently support their special education teachers to guarantee students make academic and behavioral gains. However, Ms. Ross indicated that having an administrator as supportive as hers, concerning special education, is potentially out of the ordinary. Simultaneously, six special educators reported lack of administrative support.

Special education teachers further shared concerns with lack of administrative support: (a) insufficient care for special educators and students with exceptionalities and (b) inadequate engagement with special education teachers and students with exceptionalities. Factors that were most concerning for special education teachers with inadequate administrative support are listed within the table. However, one of the five participants shared her recommendations for rectifying insufficient administrator support (not listed within the table). Table 4.19 displays participant pseudonyms, instructional roles, and qualifying statements regarding inadequate support.

Table 4.19

Participants Interview Administrative Inadequate Support

Participants	Role	Responses
Kira Nelson	Inclusion/Resource	Because a lot of times you get administrators that never been in special ed, don't particularly care about special ed.
Kaleb Washington	Resource	Sometimes I think that more principal support. More support from administration. My administrators, they more pass by, so they don't spend much time, in the classroom or anything, with me. I would like the administrators to be a little bit more proactive.
Quin Stone	Self-Contained	I'm just gonna say I feel like my campus in particular? Is a really friendly campus. But I think overall, across education, the problem is that there's a lack of support.
Chrissy Bell	Self-Contained	She's never come in, unless she was to tell me that something was wrong.
Etta Cox	Inclusion/Resource	I feel like the administrators, they really don't. They don't really come around and actually engage with the students or just, you know, they don't do walk throughs. As I feel they should. They don't know what's goin' on in the classrooms. They really don't.

Participants	Role	Responses
Amira Ross	Inclusion/Resource	Be supportive of kids who struggle in learning. Be willing to give them whatever they need to help them. To really see what's going on and not just see on the surface what looks like maybe behavior, you know their frustration in learning. So just trying to understand those kids.

Special education teachers divulged deficits in administrative support that included demonstrating lack of involvement and empathy and insufficient knowledge of special education teachers and students with exceptionalities. Ms. Washington, Ms. Cox, and Ms. Bell discussed the longing for administrators to have a more proactive approach within special education by becoming engaged and visible within special education classrooms in positive and negative situations. Ms. Ross expressed the need for administrators to increase their understanding of students with exceptionalities' struggles resulting from their disability which can hinder their learning. Students with exceptionalities learning difficulties sometimes produces issues with behavior resulting from frustration. Ms. Nelson suspects the lack of administrative support could be a result of administrators' insufficient knowledge and exposure to special education. Ms. Stone admits while her overall campus (colleagues and administrators) is supportive she understands that inadequate administrative support is a hinderance for special education teachers within her district and other districts. Ultimately, special education teachers expressed the need for strengthening a more caring relationship between administrators and special education.

Colleague Support

Special education teachers (65.5%), according to survey data, agreed that colleagues are knowledgeable of what occurs in special educators' classroom.

Additionally, special educators (45.1%) shared that general education teachers are not aware of what special education teachers do in general. However, special education teachers (41.6%) agreed that colleagues are open to collaboration; and (54.0%) special educators shared colleagues often extend acknowledgement of special education teachers work excellence. To attain additional information on the theme of colleague support, participants were asked “In reference to colleagues and administrators (on campus and central office) who facilitates more positive feelings in you?,” “What do you recommend to colleagues and administrators to decrease negative emotions associated with teaching experiences?,” and “What do you think will improve the job satisfaction of other special educators?” All twelve interview participants disclosed colleague support as a critical factor for their level of job satisfaction. Colleague support came in the form of collaboration and relationships. When special education teachers discussed colleague collaboration the following was revealed: (a) receiving background information on students’ strengths and needs, (b) discussions to problem solve, and (c) developing instructional plans together to ensure what is taught is cohesive and presented to meet students’ current working level. Table 4.20 displays special education teachers’ pseudonyms, instructional roles, and qualifying responses with colleague support pertaining to collaboration.

Table 4.20

Participants Interview Colleague Support Collaboration

Participants	Role	Responses
Kira Nelson	Inclusion/Resource	It's really important information because it gives me a baseline and you know it keeps me on track. Knowing that this is where I have received this student. This is the good, the bad, the ugly, about this student. But it gives me something to work with. So I really value the information I get from my assessment team.
Kaleb Washington	Resource	Definitely my colleagues. I really appreciate the learning community.
Alexa Graham	Self-Contained	When we're faced with challenges and obstacles, we all put our heads together, brainstorm, and we come up with a solution.
Margo Perkins	Self-Contained	My friend and I like come up with ways to differentiate it so that her resource kids and my kids all are running the same thing or doing the same activity just at their levels.
Olivia Grayson	Inclusion/Resource	When it comes to my IEPs and stuff my department head is very supportive. She's always very helpful.

Ms. Nelson, Mr. Washington, Ms. Graham, Ms. Perkins, and Ms. Grayson emphasized that colleague collaboration has provided instructional support to meet the educational needs of all students regardless to setting. Ms. Nelson utilizes information obtained from colleagues to attain a comprehensive understanding of her students' strengths and weaknesses. While Mr. Washington, Ms. Graham, and Ms. Perkins embraces colleague collaboration to problem solve and execute strategies needed for instruction.

However, colleague support extends to relationships allowing for emotional support and positive environment. Special education teachers discussed the following items regarding colleague support: (a) what contributes to school culture, (b) colleagues demonstrating understanding of concerns special educators have, and (c) providing emotional support to induce motivation. Table 4.21 displays special education teachers'

pseudonyms, instructional roles, and qualifying statements relating to colleague support through relationships.

Table 4.21

Participants Interview Colleague Support Relationships

Participant	Role	Responses
Quin Stone	Self-Contained	It's all having this balance, of you know, the school culture, the classroom culture and have building good relationships and that's through across adults and students so.
Etta Cox	Inclusion/Resource	I would say colleagues cause they actually know these kids and they know what we go through as teachers on a daily basis.
Morgan Perkins	Self-Contained	Yeah they're (administration) supportive. My coworkers are more supportive.
Alexa Graham	Self-Contained	I work with a really good team and I am part of a district that is doing a phenomenal job with special education. So we all tend to just kind of bounce off each other and we don't allow each other to get down and depressed. We always look for solutions. So we're pretty much... We're happy.

Ms. Stone shared that having a positive supportive school culture assists with the rigor of the job for all teachers. Ms. Cox discussed her colleagues being able to provide the needed support because they understand the daily rigor of the job and the students Ms. Cox services. Ms. Perkins expressed she receives more support from colleagues than her administrators while Ms. Graham shared her colleagues provide emotional support during difficulty and positive situations. Thus, relationships with colleagues allowed for emotional support, the opportunity to release stress through discussion, and the reminder that other special educators have the same experiences.

Research Question 5

Research question five, *What are the work experiences that elicit joy, anger, and fear?*, was analyzed using inductive coding to attend to the responses of special education teachers during the interview process. Interview questions focused on the emotional attributes and job satisfaction of special education teachers to provide insight on the connection between the various factors that enrich understanding of special educators' job satisfaction. The sub themes (joy, anger, and fear) were determined to categorize special education teachers' responses to emphasize valuable data that could be utilized within this study.

Joy

All survey items exposed special education teachers' experience of joy through student achievement, support from colleagues and administration, parent support, and implementing instruction that engages students. Each special educator was requested to "Tell me about the emotions and thoughts you have about your job." Additionally, each special educator was asked the questions "What emotion do you experience the most at work?," "Tell me about a time when you experienced joy at school," and "How often would you say you experienced joy at school?" (see Appendix E). All 12 participants reported experiencing joy, happiness, and/or satisfaction regularly. Responses revealed various reasons for special educators' joy. Table 4.22 displays special education teachers' pseudonyms, instructional roles, and qualifying feedback in reference to joy related to student progress.

Table 4.22

Participants Interview Joy Student Achievement

Participant	Role	Responses
Camile Johnson	Self-Contained	Joy at school, oh okay. Mainly with the reading. The kids do a lot of reading in the class. And I know the first year I had a student and I tested him and he had failed and it was when we we're doing Brigance. The following year I tested him and he made a hundred. And then a couple of years ago, I had a little girl who was not...she wasn't reading. She wasn't reading at all. So...when she left, she was at least, with the picture, she was at least recognizing some words and doing some reading.
Kaleb Washington	Resource	Get them the help they need, and then them coming back and expressing their thanks and...you know, that kind...their... they expressed their...they were able to express what they went through and talk about is some, and you know, acknowledge my part in helping them not be in trouble, or not following through on something. So just being able to see that kind of stuff, or seeing how I'm helping to take kids...change lives when they come back to me after, after being gone for a year.
Alexa Graham	Self-Contained	Well even today with students just being successful with meeting the expectations in their goals.
Quin Stone	Self-Contained	Oh, joy at school. Just when they, when that kind of light bulb goes off, they're able to follow demands.
Megan Foster	Inclusion	Really and truly for me, it's graduation and to see a student succeed. And just to be there. I get very emotional.
Amira Ross	Inclusion/Resource	Most fulfilling are working with kids and seeing when they're being successful. And how much it boosts their confidence.

Participant	Role	Responses
Ava Bailey	Self-Contained	<p>But to us, you know, you all of a sudden you've been working with a kid that's been trying to feed themselves for, you know 18 weeks, and finally they can do it on their own, and you know, just seeing those. They're really big steps for those kids, and you know, it's just really really, it's a good feeling to see that like all our hard work is, you know, it's working. It's really, really cool to hear whenever a parent says "Oh, my kid did that outside, you know, outside the school setting for the first time," or "My kid came home and told me 'I love you,' and he had never done that before." And so, you know, I think it's, it's really cool to hear parents, you know, share those experiences. It's nice, even when they say "Wow, it's, like my child's come so far," and just, you know, really hearing about how when the parents see that progress in that kids that we see.</p>

Each special education teacher interviewed shared that student progress was the main cause of their joy. Ms. Johnson, Mr. Washington, Ms. Graham, Ms. Stone, and Ms. Ross expressed experiencing joy in implementing a strategy that brings clarity to a concept for their student and watching their student's reaction to finally attaining a goal. Mr. Washington and Ms. Foster spoke of heightened joy in witnessing students graduate and/or express gratitude for Mr. Washington and Ms. Foster's assistance in their achievement. Ms. Bailey expressed joy observing her student increase their independence. Additionally, Ms. Bailey experienced joy from parents observation of a new skill acquired by their child.

Special educators' responses revealed that joy was not only produced by student achievement but through colleague support as well. Table 4.23 displays special education teachers' pseudonyms, instructional roles, and qualifying statements regarding joy produced by colleague support.

Table 4.23
Participants Interview Joy Colleague Support

Participant	Role	Responses
Kira Nelson	Inclusion/Resource	I can honestly say that I am completely....I'm just happy. I'm just, I'm just in a good place because I have a really good support staff in my, you know, my assessment team. Because if I need to vent about something...
Alexa Graham	Self-Contained	Well, like I said, I'm happy. I'm fulfilled. I'm comfortable with not only talking to my peers, my team, administration, even potential administrators.
Quin Stone	Self-Contained	Okay, so it's kind of like, the kids improving then just that support that you have with your colleagues as far as like having that time to celebrate with each other.

Ms. Nelson and Ms. Graham discussed experiencing joy due to colleague collaboration. Additionally, Ms. Graham shared she experiences joy as she is able to verbalize frustration with colleagues when negative situations arise. Lastly, Ms. Stone expressed joy when she and her colleagues are able to celebrate accomplishments. Special educators shared that joy within their job can be experienced through various scenarios. All participants agreed that the happiness experienced assists with increasing their satisfaction.

Anger

Some Special education teachers (39.8%) expressed anger due to unreasonable management with the countless job duties. While, other special educators' indicated annoyance with society's misjudgment of special educators. To further investigate anger, special education teachers were requested to "Tell me about a time when you experienced anger at school" and asked "How often would you say that you experienced anger at school?" Their responses revealed that anger was not necessarily what they experienced but rather frustration and exhaustion. Although frustration and exhaustion were not a daily occurrence like joy, special educators' often experienced frustration and exhaustion. Three special education teachers discussed this frustration or exhaustion which resulted from wanting additional time to work with students on individual needs and student behavior. Special education teachers who expressed frustration or exhaustion from efforts towards meeting students' needs were included in table 4.24 as this was a significant concern. However, there were other contributing factors related to anger special educators' experienced. Table 4.24 displays participant pseudonyms, instructional roles, and qualifying statements regarding anger.

Table 4.24

Participants Interview Anger

Participants	Role	Responses
Olivia Grayson	Inclusion/Resource	Then I'm looking at another student who I work with and, well, frustration can, sometimes can work...I just don't...like in some classrooms I don't get to work individually with my kids enough.
Camile Johnson	Self-Contained	It's not really an emotion. I felt, I mean, and it's sort of there, there's an exhaustion. That there is, there is that draining element. Because you're giving, I'm giving- you know, I'm giving myself all day and then, at the end of the day, I just feel sort of depleted. Now but I do have these moments because I have, I have a pretty intense behavior student.
Ava Bailey	Self-Contained	You, know, I am satisfied with the kiddos I have, but I think the days that I might feel more overwhelmed are the days too where maybe there was a kid that had more behaviors that day than another, or, you know, maybe we were shorthanded two para professionals.

While anger, frustration, and exhaustion were produced from multiple sources special education teachers appeared to be most concerned with the frustration and exhaustion that developed from the need to maintain adequate instruction and the exertion of energy put into one or multiple students whose behavior or other personal needs require more intensive support while simultaneously working to ensure enough time is allotted for instruction of other students. For instance, Ms. Johnson and Ms. Bailey discussed becoming exhausted from the amount of time needed to instruct a student on how to gain control over and manage their own behavior and still provide adequate instruction to other students. Ms. Bailey shared that attending to a student with behavior and managing the other students can become difficult when paraprofessionals

were unavailable to provide assistance. While Ms. Grayson has had difficulty with student behavior she had more concern with not having more time to work with various students more intensively due to the arrangement within her inclusion classes. Ms. Johnson, Ms. Bailey, and Ms. Grayson revealed frustration with allotted time for instruction due to varying circumstances; however, Ms. Bailey, Ms. Stone, and Ms. Bell offered additional insight on other factors that manifest anger, frustration, and/or exhaustion.

The discord between campus and central administration expectations can be a source of exhaustion which potentially compounds the demands of the job. Ms. Bailey shared:

Uh, sometimes it can be a little overwhelming, if there's certain expectations that come from the district, versus your administrator...I guess it can be overwhelming sometimes trying to juggle all, all those responsibilities, or, you know, sometimes it can be hard to say 'No, I need, you know, this needs to wait'. Special education teachers pinpointed specific areas of their job that created frustration and exhaustion while Ms. Stone found the overall countless items she and other educators (general and special education teachers) attend to daily are the source of high levels of stress. Ms. Stone stated:

See, so I'd be you know, I...um...emotion. Well, it is stressful. Um, I don't know. I think it can be very overwhelming. I mean I think, I don't think it's just special ed, I mean I think that teachers have a lot of emotional stress from all the demand.

Ms. Bell revealed that sometimes job frustration and exhaustion can influence personal life creating the experience of sadness. Her demeanor and words uncovered sadness within family relationships: "Family is not really happy with me. I'm tired all the time.

Um, it's noticed. And there's a strain in relationships." Although frustration and exhaustion is most noticeable with special education teachers attending to significant behavior and need for additional time to guarantee adequate instruction is maintained it is clear that other factors such as imbalance in expectations and job demands and negative pressure on family relationships due to the job have the ability to create high levels of frustration and exhaustion.

Fear

Survey findings suggest that special education teachers experience fear with regard to student achievement, insufficient time to complete tasks, and inadequate time available to spend with family. Additional data was gathered by requesting special educators to "Tell me about a time when you experienced fear at school" and asking "How often would you say that you experienced fear at school?" (see Appendix E). Interview responses disclosed three special education teachers experienced fear due to student behavior. These concerns were significant to special educators; therefore, these responses were placed in a table (4.25). Other concerns that were revealed during the interview process included attending an ARD meeting for the first time and ensuring paperwork is completed correctly. Table 4.25 displays participant pseudonyms, instructional roles, and qualifying responses regarding fear due to student behavior.

Table 4.25

Participants Interview Fear

Participants	Role	Responses
Camile Johnson	Self-Contained	Because I am approaching the age where, you know, is this something that I can still do? Because you know, every once in a while, you get those kids that...you know, are a little aggressive.
Kira Nelson	Inclusion/Resource	It's been about five years and that's when I worked at a high school, well then you know, a student threatened me, but you know I worked through that.
Etta Cox	Inclusion/Resource	Uh, actually today. Um, the student I was tellin' you about during my last period today, when he, he kind of blurted out a couple things to another student. But I was standing right next to him, and I actually thought he was bout to hit me.

While fear garnered little response during interviews fear most often manifested with discussion of student behavior. Ms. Nelson and Ms. Cox shared that they are fearful of being physically harmed by a student when behavioral concerns arise. However, Ms. Johnson's fear stems from having to consider change in career due to age interfering with her ability to deal with intensive student behavior. Although, fear was generally associated with student behavior two additional special education teachers offered being an amateur to conducting Admission Review Dismissal (ARD) meetings and attending to Individualized Education Plans could potentially produce fear. Ms. Bailey shared that she was fearful as a first year teacher when conducting an Admission Review Dismissal (ARD) meeting: "Fear...Uh, definitely probably my first ARD, just because I had never, you know, it was my first ARD. I had never done one before, and, just kind of the fear of the unknown." Additionally, sometimes the paperwork can be intimidating like ARD meetings thus causing fear. Ms. Grayson reported experiencing fear of making mistakes on paperwork: "I mean, it is a few times in different ways, because another thing is my

fear or messing up my IEP's, you know.” In general, interview responses demonstrated lack of fear; however, when fear was exposed fear materialized most often from student behavior. Nevertheless, special education teachers can potentially have exposure to fear when there is a lack of knowledge or experience with certain job duties such as conducting ARD meetings and completing paperwork.

Emotional Attributes

Special education teachers were asked questions to acquire additional insight into how emotions intertwine with their degree of job satisfaction. Each educator was asked the following questions: “Tell me about the emotions and thoughts you have about your job,” and “Do you think your emotions are related to your level of job satisfaction?”. Moreover, special educators were asked “Have you participated in professional development on how to regulate your emotions?,” “Do you think your emotions influence your belief in self to do your job? Or do you think it is a combination of emotions and experiences that increase or decrease your belief in your ability to do your job?” These questions ignited a conversation with participants that lead to discussions on a variety of topics that included: (a) joy and satisfaction, (b) experiencing frustration and exhaustion, (c) emotional regulation training, (d) self-efficacy, and (e) the need to feel valued and included. All special educators confirmed experiencing joy and satisfaction with their career. Table 4.26 displays participant pseudonyms, instructional roles, and qualifying statements in reference to joy and satisfaction.

Table 4.26

Participants Interview Joy and Satisfaction

Participants	Role	Responses
Margo Perkins	Self-Contained	I love my job. It's the only thing that I've ever wanted to do is teach kids with special needs. I love the progress that we see. And socially, emotionally, and then the feedback I get from the parents on how happy they are.
Etta Cox	Inclusion/Resource	Um, I mean, I love it. Don't get me wrong. But you have your good days and your bad days.
Alexa Graham	Self-Contained	Well uh I'm very pleased. I feel that I am fulfilled because I'm doing what I was called to do in that place. I don't have any negative emotions. I don't dread coming to work. It's exciting every day. I look forward to it. I enjoy the challenges and just seeing the student progress.
Amira Ross	Inclusion/Resource	I enjoy my job. I mean, I'm at the age where I could retire but I have no desire to retire at this point. I enjoy going to work every day. Uh, enjoy what I do.

While many special educators such as Ms. Perkins, Ms. Cox, Ms. Graham, and Ms. Ross expressed joy in doing their job there is a considerable level of frustration and exhaustion. Frustration and exhaustion have the potential to produce additional negative emotions. Therefore, an inquiry was conducted concerning training on emotional regulation. Ms. Johnson was the only special education teacher who reported attending a training that focused on emotional regulation. When each special education teacher was asked if they had attended training on emotional regulation ten of the twelve special educators replied they had not.

However, Ms. Ross and Ms. Perkins reported receiving training on emotional regulation. After questioning it was determined that the trainings were designed to regulate student emotions. Both educators used the strategies to assist with regulating

their own emotions. Ms. Ross stated: “We do a conscious discipline at my school. Um, for a number of years. So, yes, you know, in conscious discipline training, not only are you teaching kids how to regulate their emotions but you as a teacher.” Ms. Perkins reported: “Because when you get...I mean when you’re, uh training for ABA and you have a kid that spits in your face, you learn to basically pretend it didn’t happen. I mean, you can’t, you know you can’t react.” A more intensive examination of emotional attributes was conducted by acquiring feedback from special educators on their perspective of their emotions versus experiences entwined with their belief in self to accomplish their job. Table 4.27 displays participant pseudonyms, instructional roles, and qualifying statements regarding belief in self.

Table 4.27

Participants Interview Belief in Self

Participants	Role	Responses
Olivia Grayson	Inclusion/Resource	I think it's both. I mean wouldn't emotions and my daily experiences somewhat go together in that?
Margo Perkins	Self-Contained	I would say it's a combination of emotion and experiences. Since my first year was the worst, hardest year ever...My first day in the middle year was a four and a half hour melt down with one student. And then I had another student who was super low and a spitter and scratcher. I learned really quickly how to hold those emotions intact but I also learned how to give high praise when things are great. So it's probably mostly experience and training and emotions and just what I've dealt with.
Ava Bailey	Self-Contained	Or, uh you know, even if we, you know, so and so was crying for 30 minutes, or someone was knocking everything over, it, we still got everything done that we need to do, and oh, by the way, they approached a peer, you know. Spontaneously. So it's kind of that, um, I would definitely say it's experiences, or combined with the emotions.
Amira Ross	Inclusion/Resource	I think it's a combination. Um, but because of all my experiences in working with kids, you know it's, it's a continual process of learning and growing.
Camile Johnson	Self-Contained	I think it's both. I don't think it's strictly emotion.
Quin Stone	Self-Contained	Oh no, I definitely it's a combination.
Chrissy Bell	Self-Contained	Sure, I mean I do think your emotions influence your belief but you experiences influences your emotions, so...My emotions are starting...Uh, well I guess it's my emotional makeup. I, I just the kind of person I am...I'm hard on myself. I have a pretty strong work ethic. And the experiences that I have sometimes come in conflict with that. So yeah, so I would say it's combination.

Seven of the 12 special education teachers, including Ms. Grayson, Ms. Perkins, Ms. Bailey, Ms. Ross, Ms. Johnson, Ms. Stone, and Ms. Bell felt that their belief in their ability to do their job was connected to their emotions and experiences. While Ms. Grayson, Ms. Johnson, and Ms. Stone simply stated they believe self-efficacy is influenced by the combination of emotions and experiences the remaining four special education teachers gave a little more insight on why they think emotions and experiences are connected. Ms. Perkins and Ms. Bailey discussed continuously managing their emotions and experiences with regards to varying student concerns such as significant behavior and learning difficulties while attending to other duties. Ms. Ross perceived her emotions and experiences as combined factors that are entwined with her self-efficacy causing ongoing personal development. Ms. Bell openly deciphered emotions and experiences as two separate components that influence each other and her self-efficacy. Furthermore, she perceived her temperament as possible cause for the role emotions and experiences play in her self-efficacy.

However, other special education teachers concluded that their self-efficacy was influenced by experiences because they understand their emotions as temporary. For instance, Mr. Washington viewed emotions he experienced as fleeting: “Emotions come and go, so it’s not something that’s going to last. I mean, I...like I say, with my experiences as...in counseling and other things, you...I, I accept emotions for what they are.” Mr. Washington’s declaration of being able to compartmentalize his emotions gives him the perception of emotions having no influence over his self-efficacy. Ms. Cox appeared to be able to isolate her view of emotions from her job as well: “I think it’s more experience. I don’t think emotion, to me, I don’t let my emotions get in the way of me completing my job.” Thus her reason for believing emotions have no bearings over her self-efficacy.

Lastly, special education teachers shared that when their colleagues understand the value in who they are as educators, what special educators contribute, and practice inclusion of special education teachers and students this intensifies the satisfaction and positive feelings of special educators. Table 4.28 displays participant pseudonyms, instructional roles, and qualifying statements.

Table 4.28

Participants Interview Value and Inclusion

Participants	Role	Responses
Ava Bailey	Self-Contained	That we're not babysitters. Um yeah, that, you know, we're, we're teaching them, uh a lot. You know kiddos, especially with those with multiple disabilities, that there can be so much going on.
Etta Cox	Inclusion/Resource	And there are a lot of people say they just kinda just want them off to the side and just help you kids. This is my classroom. You know? So if everybody just understood why we're in here and we're actually here to help you. We're not her to evaluate you. We're actually here to help the kids and, you know. It's extra support, you know.
Chrissy Bell	Self-Contained	I don't know if it was I mean it was nice that it felt included. I guess, in this job you do feel the sense. You do kinda feel with the kids. As a teacher, you kind of feel what the kids feel. On a different level, you do feel like you're different.
Alexa Graham	Self-Contained	Uh, that we're masters of our trade. It's a hard challenging job.
Camile Johnson	Self-Contained	We have to feel some sort of value. And I mean, we don't need a pat on the back every day, but every now and then, it's nice to hear how you're really doing good.

Ms. Bailey, Ms. Cox, and Ms. Graham discussed the struggle with the misconceptions their colleagues have of their jobs while Ms. Bell and Ms. Johnson discussed the need for

others to understand that their role as special education teachers have value. Mr. Washington further elaborated on this by sharing: “Um, sometimes, I know for resource teachers in particular, sometimes you get this isolated feeling because it’s, it’s probably one of the most unique jobs on campus as a teacher, I think.”

Summary of Findings

Quantitative analysis affirmed various aspects that contribute to the emotional attributes and job satisfaction of special education teachers. Additionally, quantitative data displayed significant relationships between emotional attributes and job satisfaction. Overall, student achievement, support from all stakeholders (administrators, general education teachers, and parents), and delivering engaging instruction generated joy within special educators. While misconceptions from society, parents, and colleagues rendered anger, fear developed from anxiety associated with the potential of not meeting students with exceptionalities educational needs and student behavior. Data showed principals provided adequate support but demonstrated insufficient support of new instructional strategies and providing feedback to special educators when exceptional teaching is demonstrated.

Findings reported that colleagues demonstrate support and are willing to collaborate but have inadequate knowledge on special educators’ daily job duties. While special educators feel well prepared for the job there is concern with insufficient meaningful professional learning. The exuberant amount of paperwork, inconsistent expectations, time constraints, and management compound the difficulty with executing daily job duties. Special education teachers’ joy and anger had significant correlations to their relationship with the principal, relationships with colleagues, and preparation for the job while fear had a significant correlation to special educators’ relationship with the principal, preparation for the job, and job design. The higher the joy experienced by

special educators' job dissatisfaction declined. The augmentation of anger induced job dissatisfaction whereas the reduction of fear diminished job dissatisfaction.

Qualitative analysis depicted the need for well-planned meaningful training and hands on training to advance implementation of instructional skills and understanding of individual student needs and disabilities. Special education teachers job design proved to be multilayered and overwhelming enforcing the need for restructuring to create flexibility within the job, allow job duties to become manageable, and induce balance between work and home life. Special educators expressed adequate and inadequate administrator support. Moreover, special educators want administrators to become more proactively engaged with special educators and increase care for special education teachers and students with exceptionalities. Colleague support provided opportunities for problem solving and emotional and mental support of special educators.

Joy was activated through student progress and support from stakeholders (administrators, general education teachers, and parents) ultimately creating higher levels of job satisfaction. Anger was a product of student behavior, job demands, lack of support for students' needs, and exertion on personal relationships. However, special education teachers preferred the words frustration and exhaustion over anger. Fear manifested from ensuring accurate paperwork and student behavior. Furthermore, analysis illustrated deficient training on regulating emotions. Emotions and experiences are entwined in the complexity of special educators' self-efficacy. Data displayed an urgency for the inclusion of special educators and students with exceptionalities. Finally, there is an overall need to broaden stakeholders (administrators, general education teachers, and parents) ability to understand the value of special education teachers and what special educators' jobs entail. Special education teachers expressed the desire for stakeholders (administrators, general education teachers, and parents) to understand that

special educators are teachers who serve a purpose and that special educators' jobs are extremely demanding. Moreover, special education teachers would benefit from others acknowledging their hard work they contribute to their campus and would like to be included not isolated.

Conclusion

This chapter unveiled the results of the quantitative and qualitative data analysis of this study. Overall, special education teachers experienced joy through student achievement, parent acknowledgement of gains their children have made and compassion, and collaborative and emotional support provided by administrators and colleagues. This was demonstrated through the *Teacher Emotion Inventory*. Additional results from this survey demonstrated that special education teachers experienced anger when misjudged by society and managed unreasonably. Fear occurred when special educators became anxious due to being unsure if students' educational needs were properly met and with time constraints involving work completion and family.

Qualitative data revealed similar results and exposed joy as a key element in promoting endurance of the job. However, special educators specified that anger was not always an accurate emotion but rather frustration, exhaustion, and sometimes sadness. Fear often developed mainly due to student behavior and concerns of not meeting students' needs. The various factors of job satisfaction (professional learning, job design, administrative support, and colleague support) were of high concern for special educators as well based on the *Working in Special Education: The Experience of Special Educators* survey. Seven special education teachers indicated the need for meaningful training.

Seven special educators expressed being overwhelmed with balancing the workload and suggested a form of restructuring to assist with this matter. Moreover, administrative and colleague support are essential for collaboration, mental, and

emotional support. Results indicated a lack of support at times due to lack of care and understanding what special education teachers do. Emotional attributes proved to have a direct link to the varied factors of job satisfaction. Special education teachers (four) expressed satisfaction and joy with their job while acknowledging their job induces frustration and exhaustion as well. Furthermore, seven special educators shared self-efficacy results from emotions and experiences. Lastly, five special education teachers discussed the desire to be included and to feel valued. In chapter V, this study's findings will be compared and contrasted with previous studies documented in the research literature. Furthermore, the significance of this study's results will be discussed with deliberation on the link between special education teachers' emotional attributes and job satisfaction. Additional, paths for research will be pinpointed.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers' job satisfaction. Researchers agree that teacher attrition is a critical issue within education (Boe et al., 2008; Darling-Hammond, 2014; Gujarati, 2012; Liu & Ramsey, 2008; Struyven & Vanthournout, 2014). Moreover, special education teacher attrition is rapidly increasing (National Coalition on Personnel Shortages in Special Education and Related Services, 2014; U.S. Bureau of Labor Statistics, 2017) at a greater rate than general education teacher attrition forcing students with exceptionalities to endure unsatisfactory educational experiences due to the shortage of experienced special educators (Heider & Jalongo, 2006). Liu and Ramsey (2008) reported that examining job satisfaction is a worthwhile area of need in research. Kalleberg (1977) suggested a more intensive examination of the individual and society to explore job satisfaction. Such analysis remains relevant today. Doing so requires understanding the educators' persona (Wasburn-Moses, 2009) while taking into account an individuals' thoughts, emotions, morals, and self are entwined with the job (Kelchtermans, 2005). Ultimately, much research has highlighted the idea that emotional attributes are quintessential to mental executions (Harlé et al., 2013) even though emotions are often overlooked as a critical domain of the study of education (Zembylas, 2005). Therefore, this study included not

only the examination of factors that contribute to job satisfaction but the emotional attributes as well.

To quantify special education teachers' perspectives on emotional attributes and job satisfaction, 113 special education teachers in elementary, middle, intermediate, and high school within a large urban school district in south east Texas completed the *Working in Special Education: The Experience of Special Educators* and the *Teacher Emotion Inventory* surveys. Furthermore, 12 special education teachers within elementary, middle, intermediate, and high school participated in open-ended question interviews. Qualitative data enhanced understanding the emotional attributes and job satisfaction of special educators. Within this chapter, the results of this study are contextualized in a broad mass of research literature. Implications for special education teachers, general education teachers, and administrators as well as recommendations regarding future research are included.

Summary

Research Question 1

Research question one, *What are special education teachers' perceptions of the emotional attributes joy, anger, and fear?*, was measured using frequencies and percentages of responses to items categorized as joy (items 5-11), fear (20-26), and anger (12-15) within the *Teacher Emotion Inventory* (TEI). The survey was scored using a 6-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = About Half of The Time, 5 = Frequently, 6 = Almost Always). Additionally, participants responses from open-ended interviews was utilized. Overall, special education teachers revealed they experience joy associated with the purpose of their job, student achievement, support from colleagues, student advancement, and providing engaging instruction. Reportedly anger manifests when special educators experience misjudgment by society, colleagues

misconceptions about the position and job duties of special educators, student behavior, emotional and mental demands of the job, and when expectations between campus and central administration are not consistent. However, interviews revealed that frustration, exhaustion, and sadness are often misrepresented as anger. These findings support research (Amaral et al., 2013) that showed anger was seldom revealed as a primary emotion.

Special education teachers exhibited fear when students with exceptionalities continued to struggle with concepts taught. Furthermore, expressing concern with potential strategies possibly overlooked that would support students' comprehension of concepts regardless to academic level. The challenging behaviors of students produced fear. Special educators shared the need for additional support from administrators when attending to difficult behavior, professional learning on strategies that would be helpful, and fear of other students or the teacher themselves being harmed due to behavior exhibited. Lastly, fear was evident with the complexity of the job due imbalance in varied assigned duties and ensuring paperwork is completed correctly. Special educators often referred to fear as anxiety if mentioned. According to Parrott (Changing Minds, 2016) anxiety is within the third classification of emotions linked to fear.

Joy

In mirroring the findings of Amaral et al. (2013), this study supports special educators' joy being a product of their love for the job and the daily interactions and progress of their students. Special educators responses was consistent with Poetter's (2006) concept that the joy experienced does not always develop from favorable outcomes. Special education teachers discussed frustration when their students continued to struggle with certain concepts; however, the sheer determination to assist their students achieving in life through academic and behavioral achievement brought joy . For

instance, in interviews special education teachers expressed concernment with students' academic struggles but were never discouraged. Instead, special education teachers found joy in finding strategies that potentially worked to address students' needs and witnessing student achievement once efforts proved successful. Educators also found joy in many of the areas mentioned by Martin (2011) which included an increase in knowledge, having support system with colleagues, and having the ability to assist their students and colleagues. Sometimes the joy was produced through colleagues providing assistance to special education teachers.

Anger

Findings were consistent with the Amaral et al. (2013) study in that anger was seldom revealed as a primary emotion. As reflected in the interviews, most of the special education teachers preferred the terms frustration and exhaustion. Sadness was an emotion that was preferred by one of the special educators over anger. These emotions like researchers (Amaral et al., 2013) suggested came with difficulty to endure certain situations. As a specific example, special education teachers repeatedly and specifically mentioned attending to student behavior as a source of much frustration and exhaustion. Additionally, Solomon and Stone (2002) reported that an individual's attitude could result in anger. This was reflected in special educators' dissatisfaction with society's and colleagues misunderstanding of who special educators are and what special educators do. Special education teachers' responses during the interviews, revealed lack of care by others (administrators, colleagues, and society) regarding what they contribute to their campus and the lack of understanding that students with exceptionalities are capable of having successful promising futures.

Fear

Solomon and Stone (2002) describe fear as an emotion that can trigger an individual to move away from an unpleasant situation. Similar to examples of experiences associated with anger, special educators often experienced fear in connection with student behavior which forced them to figure out ways to deescalate or move away from situation. However, literature (Amaral et al., 2013; Conley & Glasman, 2008) pertaining to fear did not give enough attention the idea that special educators experienced their most fear in relation to students not making progress. This was evident through the survey and interviews as one of the main issues special educators had was with ensuring students with exceptionalities are successful regardless to other difficulties experienced on the job. Moreover, special educators agreed fear could be ignited with the working conditions as described by Conley and Glasman (2008) to include the excessive number of job duties. Job duties include but are not exclusive to attending to excessive paperwork, management of adults and students, time constraints, collaborating with colleagues, and modifying instruction. Overall, when fear was described by participants, it reflected the description of more specific emotions Amaral et al. (2003) disclosed such as apprehension and tension. Survey findings divulged that apprehension and tension materialized with the lack of time allotted for work duties and family whereas interviews revealed these emotions with ensuring paperwork is completed correctly and personal strain with family due to job demands.

Research Question 2

Research question two, *What are special education teachers' perceptions of job satisfaction?*, was measured using frequencies and percentages of responses to the *Working in Special Education: The Experience of Special Educators*. Four subscales (relationships with building principal, relationships with fellow teachers at school site,

how well-prepared teacher feels for current assignment, and role conflict) were selected from the survey based on review of the literature. Each subscale utilizes a 3-point Likert scale with three of the subscales having multiple varied descriptors of the intensity. Open-ended interviews were conducted.

A primary determinate of job satisfaction was associated with the level and type of support special education teachers perceive to experience. Survey data exposed special education teachers' perception of principal support to be overwhelmingly positive. However, adequate principal support was not as intense and at times lacking within interviews with feedback, instructional support, and care. While surveys and interviews disclosed great support from colleagues and joy manifested from colleague support there was adjustment needed in attitudes towards special educators' job and team building. Furthermore, special education teachers reported being well prepared for their job but expressed, during interviews, the desire for meaningful trainings. Lastly, special education teachers shared discord between the expectations and excessive requirements of their career daily. Further analysis of these determinants was investigated within this study and are discussed in detail with regards to their relation to special education teachers' job satisfaction.

Professional Learning

Researchers (Darling et al., 2014; Puig & Recchia, 2004) reported that providing training to educators would assist educators with being more reflective of their beliefs and work duties. Additionally, the authors emphasized the need for various forms of training that would prepare educators for the continuous adjustments needed daily. Although, special education teachers felt well prepared for the job they expressed during interviews the longing for trainings to focus on more specific topics that could include strategies to address student behavior, the impact various disabilities have on learning,

and instructional strategies that focus on student individual needs. Moreover, special education teachers' evaluation feedback is needed to grow professionally. Research is similar to special education teachers' responses as special educators felt adequately trained; however, there was a need for additional meaningful training to grow professionally. Although special educators' demonstrated confidence in their ability to do their job, there was the desire for more feedback to increase being a well-rounded employee.

Job Design

Researchers agreed there is great discord with the design of special education teachers' job creating imbalance in the ability to properly attend to duties assigned (Gallagher & Malone, 2010; Hughes et al., 2015; Kaff, 2004). Data gathered confirmed reports citing excessive paperwork, managing adults and students, insufficient resources, time constraints, providing adequate instruction, attending to student behavior, and providing instruction within multiple grades and subjects. Special educators disclosed high levels of stress and job duties that colleagues and new special educators are often unaware of leading to conflict between career requirements versus reality (Gersten et al., 2001). This level of stress can be a result in an inadequate job design (Gersten et al., 2001). Literature discussed the astounding deficiency in communication amid campus administration, district administration, and special education teachers with regards to collaborating with special educators (Hughes et al., 2015). This lack of communication has the potential to create deficits in educational planning and implementation that special education teachers are required to attend to due to the design of their job. While special educators' did not always directly use the word communication many expressed the insufficient communication in expectations, receiving decent feedback, planning for individual students' needs, and having access to resources.

Administrative Support

Previous research underscores that support from administration is vital to the job satisfaction of special education teachers (Conley & You, 2017; Kaff, 2004; Berry, 2012; Gehrke & McCoy, 2007). While many special education teachers reported adequate administrative support through the survey, insufficient support was exposed through the interviews. Special educators shared there is a need for more administrative support with care towards special education similar to the emotional and environmental support discussed in literature (Hughes et al., 2015). Furthermore, akin to Kaff's (2014) findings special educators requested more support in relation to the learning and behavioral needs of students with exceptionalities. Medina et al. (2007) reported increasing support through inclusion of special education teachers in decision making and campus events. Special education teachers reported directly and indirectly of exclusion in the form of administration's lack of knowledge on what is actually occurring within special educators' classroom, being fully aware of students with exceptionalities needs, and campus decision making.

Colleague Support

Special education teachers declared great fulfillment in the support received by colleagues. The special educators who reported a high level of emotional and mental support from colleagues indicated increased level of positive emotions and thoughts associated with the day to day rigor of the job responsibilities and satisfaction. As reported through literature career fulfillment can greatly increase through the support of colleagues (Berry, 2012; Gehrke & McCoy, 2007). Moreover, this fulfillment through colleagues developed a significant amount of joy as expressed by special education teachers. Special educators admitted to colleague support being one of the main factors

that assisted with the releasing of stress. Researchers such as Berry, (2012) and Gehrke and McCoy (2007) emphasize quality levels and types of support are essential in the prevention of exhaustion. Additionally, special education teachers reported colleague support came in the form of collaboration on how to properly address students with exceptionalities needs through problem solving and strategy execution. While literature does discuss the need for additional colleague support (Berry, 2012; Gehrke & McCoy, 2007; Meding et al., 2007), special educators revealed that the level of support from colleagues in some cases is greater than sometimes reported. Survey and interview data revealed a need for improvement with colleague support by increasing special education teachers' colleagues' knowledge on special educators' job duties and modifying attitudes towards special education. However, findings differ from the literature as researchers may not be aware of the intensity and level of support special education teachers actually receive from colleagues based on interviews conducted.

Research Question 3

Research question three, *Is there a statistically significant relationship between the emotional attributes (joy, anger, and fear) and the level of job satisfaction special educators' experience?*, was measured using Pearson's Product-Moment Correlations (r) with data gathered using the *Working in Special Education: The Experience of Special Educators* and *Teacher Emotion Inventory* surveys. Findings indicated a statistical significance, p -value of significance ($p < .05$), between joy and special educators' relationship with the principal, relationships with colleagues, and preparation for the job. Consequently, demonstrating that joy is not mass-produced but manifests from the development of relationships amid people (Poetter, 2006). Furthermore, special educators expressed the materialization of joy from student achievement, colleague support, and parents' observations of their child's progress. Accordingly, joy is

sometimes the result of the work required to accomplish the many duties of a special educator and increasing knowledge to better serve students with exceptionalities.

The emotional attribute of joy sometimes developed from hard work towards finding strategies that potentially will assist students with learning which lends to the idea that joy does not always come from favorable outcomes (Poetter, 2006). Nevertheless, like Martin (2011) the emotional attribute of joy required multiple factors to create and maintain. Ultimately, the more joy special education teachers experienced the dissatisfaction with the job decreased. Results demonstrated that anger, like joy, displayed statistical significance to relationship with principal, relationships with colleagues, and preparation for the job. Many educators expressed anger as frustration, exhaustion, and in one instance as sadness due to a variety of factors mirroring the results of researchers' data (Amaral et al., 2013) where anger was seldom the primary emotion experienced. When anger was expressed (46.0%) of educators associated this emotion with being misjudged by society.

Many of the special educators discussed conversing with colleagues to ensure emotions and experiences were not isolated incidents. While lack of support and job duties can be displeasing, pleasure could be potentially derived from the opportunity to share with colleagues' unpleasant emotions and events. Per Solomon and Stone (2002) anger can be pleasing and agonizing separately or collectively. Results showed that when anger increases so does job dissatisfaction. Amaral et al. (2013) hinted that inability to endure certain situations could force an educator to have less endurance for job duties resulting from exhaustion. The frustration reported by special education teachers often lead to conversation of special educators' exhaustion due to job demands.

The data revealed fear had a statistical significance to relationship with the principal, preparation for the job, and job design. A couple of special educators

discussed anxiety rather than fear as a reaction from student behavior. However, most special education teachers reported that their fear was primarily from students not making progress and not enough time for task completion and being with family. When fear manifested in special educators it appeared as Conley and Glasman (2008) suggested from the lack of control over harsh working conditions. When fear in special educators decreased so did special education teachers job dissatisfaction.

Research Question 4

Research question four, *How do special education teachers perceive job satisfaction?*, was analyzed using inductive coding to address the responses of special educators during the interview process. Twelve open-ended question interviews were conducted. Responses were organized into four major themes: professional learning, job design, administrator support, and colleague support. With regards to professional learning, a majority of those interviewed disclosed a sense of high confidence in personal abilities to accomplish the job with current knowledge, but desired more meaningful training that would increase knowledge and skill level. As suggested by the participants, this may require mentors or occasional support to demonstrate techniques; thus, emphasizing the idea that increasing knowledge on a wide range of topics allows educators to become reflective on personal beliefs and efforts towards daily duties (Darling et al., 2014; Puig & Recchia, 2004). Special education teachers discussed the need for proactive training that focused on specific useful topics which is consistent with researchers (Medina et al., 2007) idea that there needs to be continuity and consistency to ensure training meets individual special educators' needs which could occur by including special education teachers in the developing and restructuring of trainings provided.

Interviews revealed discord within the job design due to campus and central administration expectations pertaining to delivering instruction that is beneficial to

students versus the curriculum, excessive paperwork, managing others, time constraints, and lack of resources. Specifically, special educators shared that the job is hard to attend to because of the demands of the job. While the discord exists with the job design, the main issue appears to be a lack of communication on how to resolve these issues in reference to special education teachers' job demands. The insufficient communication coincides with researchers that assert effective communication needs to increase between stakeholders (special education teachers, general education teachers, and administration) to better address the complexities of the job (Berry, 2012; Hughes et al., 2015). By increasing communication between all stakeholders (special education teachers, general education teachers, and administration) there are areas of the job design that could be restructured to alleviate some of the concerns surrounding special education teachers' job duties. The majority of special education teachers reported receiving support from campus administration but admitted to the need for increased support regarding their level of attentiveness to special education, supporting alternative or new methods for the benefit of students with exceptionalities, and being more aware of what special education teachers are experiencing within their classroom. Special education teachers indicated adequate and inadequate support from their administrators. The main concern was the lack of care and engagement at times special education teachers desire from their administrators. Furthermore, participants shared this care and engagement needs to be extended to students with exceptionalities. This finding is consistent with the idea that administrators could assist with increasing levels of sincere compassion (Berry, 2012) and allowing for restructuring to accommodate the needs of special education teachers and students with exceptionalities (Kaff, 2004). Special education teachers expressed high levels of joy due to collaboration and emotional support provided by colleagues. Moreover, having the opportunity to vent in times of frustration and celebrate

accomplishments with colleagues provides special education teachers the opportunity to experience of comfort and feeling of upliftment; thus promoting special educators' understanding that they are not alone regarding the difficulties and allows for enjoyment of accomplishments associated with the job. Additionally, colleague support created opportunities to collaborate which is beneficial to special educators' instructional skills. Colleague support through difficult and successful experiences reinforces Berry's (2012) concept that higher colleague support increases career fulfillment, dedication, and ownership of meeting the needs of students with exceptionalities. Moreover, special education teachers' responses supported the concept that intensive support creates a higher level of environmental and emotional comfort (Hughes et al., 2015).

Research Question 5

Research question five, *How does work elicit joy, anger, and fear?*, was analyzed using inductive coding to address the responses of special educators during the interview process. Special education teachers answered twelve open-ended questions during the interview. Responses were organized into four subthemes: joy, anger, fear, and emotional attributes. Joy can increase special educators' job satisfaction while anger and fear can decrease job satisfaction; thus, supporting the Affective Events Theory which indicated that the job setting, job experiences, and individuals' temperament influence emotional responses (Cropanzano & Dasborough, 2015). When special education teachers discussed the joy experienced with their job they expressed a high level of satisfaction and joy with providing students with exceptionalities with instruction that will lead to them becoming independent and successful in the future. The other main source of joy came from collaborating with colleagues and receiving emotional support from colleagues. Based on special education teachers' responses, these reasons for joy manifested motivation and drive to keep special education teachers to continue to want to

do well in their job. Joy created a need in special education teachers to learn more so they are able to make better decisions for students with exceptionalities. Joy from the need to provide students with exceptionalities high quality education and support from colleagues exposed joy as an emotional attribute that has the ability to increase job satisfaction. This supports the concept that positive emotions inflate cognition, actions, and physical health in positive and negative situations (Fredrickson, 2001).

Special education teachers not only reported the production of joy developing from student progress and colleague support but with parents noticing promising changes within their children. Parents often shared with special education teachers' skills their children exhibited at home they had not previously been able to do resulting from the instruction provided by special education teachers. This type of recognition assisted with promoting joy within special educators as another form of student progress observed by parents reinforced efforts made towards student progress was successful. Additionally, special education teachers shared sometimes this confirmation would come directly from students with exceptionalities who have graduated but returned to their special education teacher to express their gratitude of personal success experienced due to the instruction provided by their special education teacher. Gratitude from students with exceptionalities reinforced feeling of joy. These revelations mirrored researchers' data which indicated that happiness and enjoyment reinforced students drive to achieve and educators' continued engagement in their career (Amaral et al., 2013).

Anger developed from special educators' difficulty with balancing instruction and student behavior, being misunderstood by society, inconsistency in the expectations between campus and central administration, strain on personal relationships, lack of support, and the various demands of the job. However, anger was often described as frustration and exhaustion. Due to the varied factors influencing anger, this emotional

attribute has the ability to be contained to an individual or overflow to another individual or group but is dependent on the intensity of the event (Solomon & Stone, 2002).

As discussed, various factors of special education teachers' job have the ability to produce anger, which could diminish special education teachers' job satisfaction. It was established that exhaustion and frustration are specific emotional attributes that could be produced from anger and fear (Changing Minds, 2016). What is compelling is both emotions are ambiguous as they are viewed as positive and negative emotions (Solomon & Stone, 2002; Amaral et al., 2013); however, neither emotion deterred special education teachers from working to ensure their students' academic, behavioral, and social needs were met regardless to the situation as evident by interviews. Fear derived from the possibility of students not making gains, student behavior, and inadequate time to complete tasks and spend with family often resulting in anxiety. Although fear can cause inactivity and hostility it can also cause an individual to move away from an unpleasant situation (Solomon & Stone, 2002). While special educators experienced fear regarding student progress and behavior, it drove special educators to work harder.

According to interview responses in efforts to dissipate an unpleasant situation rather than move away from it. For instance, one special education teacher discussed regularly collaborating with colleagues, as a group, that included the diagnostician, school psychologist, and another special education teacher to gain insight on her students' strengths and weaknesses for instructional guidance. Another special education teacher shared the need for more hands-on training to proactively address behavior rather than ignore the concern. Moreover, special educators still found difficulty with balancing time allotted for work and family causing strain in the work and home setting. Findings showed that the emotional attributes of joy, anger, and fear can occur simultaneously and can be inferred differently by individuals due to personal experiences making feelings

distinct or ambiguous as researchers discovered (Heavey et al., 2012). Due to the varied emotional attributes special educators' jobs induce, an inquiry was made regarding special education teachers attending emotional regulation training and if emotions and/or experiences influence their belief in self to attend to the job. Most of the educators shared that they have not attended a training that provides strategies on how to regulate emotions. Additionally, some special education teachers believed that emotions influenced their self-efficacy while others think their emotions may influence self-efficacy but is later replaced by experiences. Others expressed emotions do not influence self-efficacy but rather experiences is the main influencing factor of self-efficacy. This supports the idea that an individual's interpretation of positive and negative emotions can be inconclusive due to personal views, views held by a group of people, and the situation or event that is taking place (Solomon & Stone, 2002).

During interviews, special educators often were not effectively able to discuss all emotions experienced and in-depth with regards to the job and their belief in self to accomplish the job. For example, when asked "What emotion do you experience the most at work?" special education teachers struggled with pinpointing isolated emotions. Participants would become quiet, repeat the question to themselves, and think about what is experienced daily in attempts to describe what emotions are experienced regularly. Furthermore, when asked "Tell me about a time when you experienced anger at school?," special education teachers would again become quiet in thought or question if another word could be used as anger did not accurately describe the emotion felt. The questions, "Do you think your emotions influence your belief in self to do your job? Or do you think it is a combination of emotions and experiences that increase or decrease your belief in your ability to do your job?" garnered indecision in the role emotions and experiences have on self-efficacy and to what degree. Interviews revealed emotions or experience

could have a dominant influence on self-efficacy and at times emotions and experience could potentially have an equal influence on self-efficacy. Many of the special education teachers found this question to be difficult and found that they themselves have never taken to the time to think of their self-efficacy in this particular way. This was revealed as special education teachers began to verbally work out their thoughts before answering if their emotions and experiences are entwined with self-efficacy. The findings of this study affirmed that special education teachers are not always fully aware of the varied emotions experienced, are not always sure how to interpret their emotions, and lack understanding of how those emotions influence their self-efficacy, beliefs, and actions regularly. Furthermore, discussion of those emotions is significantly insufficient and at times nonexistent.

Moreover, special education teachers' insufficient understanding of their emotions and their emotions connection to their self-efficacy could have influence over students with exceptionalities openness to receiving the education special education teachers deliver daily. According to the attachment theory, developed by John Bowlby and Mary Ainsworth (1991), the connection amid mother and child creates positive outcomes but if that connection is tampered with or severed this could produce negative outcomes (Divoll, 2010). This same theory can be applied within education as a similar relationship exists between teacher and student (Divoll, 2010; Watson & Ecken, 2003). If the relationship between teacher and student is flawed this can produce negative outcomes (Slater Ainsworth & Bowlby, 1991; Divoll, 2010; Watson & Ecken, 2003) causing potential unfavorable circumstances within the classroom that could prevent or damage teachers' awareness of individual students' educational demands, teacher student relationships consisting of commitment and care, and providing guidelines that support positive student behavior (Divoll, 2010; Watson & Ecken, 2003). Emotions have the

ability to influence thoughts, actions, and self-efficacy thus potentially having an influence over special education teachers' ability to accomplish their job and forming positive relationships with not only colleagues and administrators but with the most important people special educators serve which are students with exceptionalities.

If damage occurs to the relationship between special education teachers and students with exceptionalities, based on researchers (Divoll, 2010; Watson & Ecken, 2003) it is plausible that students with exceptionalities may receive insufficient instruction and may not be open to the instruction received. Special education teachers increasing their awareness of personal emotions allows for building healthy relationships with all stakeholders (colleagues, administrators, students with exceptionalities, and parents). Per Hargreaves (2005), the concept of emotional geographies consists of the idea that varied views of emotions gives insight to people's background and intimacy or lack of intimacy in their connection with other people. Additionally, the varied emotions shape, adapt, and determine the intensity of emotions encountered individually and with others (Hargreaves, 2005). Hence, the significance of special education teachers becoming knowledgeable of the emotions experienced and how varied emotions influence actions and thoughts ultimately having the potential to increase or decrease the satisfaction experienced while attending to the job.

Through experience and colleague support special education teachers are knowingly and unknowingly able to adapt and regulate their emotions. Such mindfulness of emotion is consistent with the Livet (2016) who described educators who cultivated and transcended their self-efficacy. This process connects to the discussion of professional learning by the participants in this study. Special education teachers who are trained on emotions experienced and how to regulate their emotions could potentially

increase self-efficacy, improve their thought process, and improve overall approach to the job.

Implications

As a result of this study's examination of special education teachers' emotional attributes of joy, anger, and fear in relationship to job satisfaction implications emerged regarding the overall improvement of special education teachers' job satisfaction. This study revealed how special education teachers' emotions interplay with levels of job satisfaction and prevalent concerns which have typically been addressed in existing literature. Thus, the findings offer clarity on the various factors of job satisfaction (professional learning, job design, administrator support, and colleague support) and how emotions can elevate or decline the positive and negative influence these factors can have on a special education teachers' job satisfaction, both comprehensively and in regard to explicit aspects.

Implications of Emotional Attributes

Contemplating emotions and feelings in relation to the job can be complicated (Nias, 1996), and plays a crucial role in improving the art of teaching (Kelchtermans, 2005). Furthermore, increasing positive emotions is not only transformative for a person but can be transformative within a learning community (Fredrickson, 2001). Special education teachers' responses affirmed that the more positive emotions they experienced such as joy, the more likely they are able to endure the diversified demands of special educators' career. Joy comes in many forms stemming from student achievements, to colleague support, and knowing that special education teachers' instruction contributed to the overall benefit of society by guaranteeing students with exceptionalities receive high quality education. Though this study focused on the emotion of anger, consistent with existing research, participants most consistently identified with frustration and exhaustion

rather than anger which often came from the imbalance of job duties, inconsistent expectations, having insufficient support for student learning and behavior, and feelings of isolation due to exclusion.

This study revealed that consistent negative emotions have the ability to inhibit expansion of cognition, actions, and physical health (Fredrickson, 2001). However, through meaningful training, colleague and administration support, and most importantly assisting children with exceptionalities attain goals that some stakeholders may view as unattainable, special educators' emotional attribute of joy was able to assist with inhibiting negative emotions and increase encouragement to continue with the job. Additionally, joy reportedly produced a level of cognitive clarity. Special educators' shared that though the job can be frustrating and exhausting, the opportunity of receiving colleague support and the ability of one to have a positive outlook were perceived to most directly influence the special education teachers' ability to regulate their emotions and assist other educators thereby supporting existing research (Brackett et al., 2010). Researchers Lee et al. (2016) determined that modifying emotional internally and reactions including concealing or falsifying emotions could promote negative emotions and educators who learn to modify how they emotionally respond to an event are less likely to have negative emotions. There was one special education teacher who supported this finding through exposing a level of sadness that she was not always able to regulate causing consistent negative emotions even with the high level of joy found in instructing her students. This special educator's thought process could be attributed to her axioms and emotions.

When people contemplate on numerous events in different contexts they potentially develop axioms influencing their self-efficacy in different departments of cognitive operations such as emotional regulation (Alessandri et al., 2015). The other

special educators appeared to have a stronger sense of self-efficacy due to their ability to regulate emotions and perceptions of their experiences. Therefore, training on emotions and emotional regulation needs to be examined to assist with the support of regulating emotions to produce more positive emotions even amid the experience of negative emotions. Ultimately, the findings support the concept that educators' intellect is abstract as it not only involves the daily typical expectations but it includes collective reciprocal action and examination of emotions (Zemblyas, 2005). Therefore, this research emphasizes the idea that when studying special education teachers' job satisfaction it is important to include the examination of special educators' intellect, emotions, and emotional regulation as all three play an intricate role in daily thoughts and actions. Moreover, special education teachers' intellect, emotions, and emotional regulation are ambiguous due to special educators' thoughts and perceptions of their background, the foundation of their beliefs, and emotions experienced which are intertwined with daily activities.

Implications of the Job Satisfaction

Job satisfaction is a multi-branch system that can be linked to emotions, mental and physical health, actions that support the operation of an organization, relationships, and the evaluation of the institution as a whole and employees (Spector, 1997). Kalleberg (1977) expanded on this idea by explaining that intrinsic and extrinsic agents influence job satisfaction. The four factors of job satisfaction (professional learning, job design, administrator support, and colleague support) examined in this study presented strengths and weaknesses within special education teachers' job that could be adjusted to promote production and higher dedication to the job. Special educators explained the need for meaningful professional learning that provided strategies which can be utilized for real life scenarios. There was evidence of inadequate trainings for beginner and

seasoned special education teachers which corresponded to perceptions of inhibited professional growth.

Special education teachers discussed difficulties with balancing multiple job duties that often influenced the growth of students with exceptionalities. This included the need for consistent expectation between campus and central administration, having the opportunity to implement innovative instructional strategies for academic and behavior, and having more collaboration with colleagues. It was revealed that many of the identified challenges and negative influences on job satisfaction could be partly remedied through sufficient and sustained quality professional learning experiences. As discussed in the results, educators shared that they receive a high quantity of training, yet what is needed is high quality professional learning that aligns with educators' needs. Educators desire access to valuable training that could increase intellect on topics such as cultural differences and diversifying instructional strategies (Darling et al., 2014). Further, special education teachers expressed not always understanding how to appropriately implement strategies learned in trainings prompting the need for more hands on guidance through mentors and feedback from administrators. This supports Darling et al. (2014) idea that educators seek access to mentors and substantive feedback aligned with job performance evaluations.

While special educators expressed frustration with inadequate professional learning and excessive job duties, this feeling was often alleviated with the positive emotions attained from increasing knowledge, assisting students with making progress, and when job duties were accomplished properly. Administrative and colleague support was a consistent need among special educators. All special education teachers reported positive, nurturing support amplified emotional and work comfort. However, special education teachers often shared the feeling of isolation and misunderstanding by

administrators and colleagues in what special educators' daily job duties entail. Moreover, special education teachers not only discussed the importance of the inclusion of special educators but the inclusion of students with exceptionalities needs in decisions made to decrease discord in what occurs daily on campus. According to Kaff (2004) inadequate support is a critical issue for special educators largely because support from all staff members and parents help educators accomplish their job. While consistent administrative and colleague support developed feelings of joy, the lack of support has the ability to directly increase negative emotions. Therefore, it is imperative that administrators not only consider extrinsic support but include intrinsic support that could alleviate the difficulties of special educators (Medina et al., 2007). Additionally, general education teachers should consider taking more proactive measures in other ways to continue to support special educators intrinsically primarily with regard to shared decision making.

Recommendations for Future Research

Concerns with the job satisfaction of special education teachers has been well documented in research literature (Berry, 2012; Darling & Dukes, 2014; Gehrke & McCoy, 2007; Gersten et al., 2001; Hughes et al., 2015; Kaff, 2004; Gehrke & Murri, 2006). However, noticeable gaps within literature are evident especially regarding the influence emotions and axioms have on the various factors contributing to special education teachers job satisfaction. This study's results aligned with previous studies. Further, this study contributes additional data to the existing literature by revealing conclusions not previously considered concerning special education teachers' emotional attributes relation to job satisfaction. Findings affirmed several recommendations for future research pertaining to special education teachers' emotional attributes and job satisfaction. Although there are some studies documenting the influence emotions have

on special education teachers job satisfaction, literature is scarce with this specific population. Therefore, future studies should further explore the influence individual emotional attributes have on the axioms and actions of special education teachers. This research should be extended to focusing on how emotions influence the axioms and beliefs of all stakeholders (general education teachers and administrators) and how they respond and react to the needs of special education teachers and students with exceptionalities. Additional examination on professional learning that supports the increase of not only the intellect but the identification and regulation of emotions and beliefs needs to be explored. Increasing objective understanding of emotions and axioms could assist with supporting additional research on how administrators, general education teachers, special education teachers, and parents can collaborate on the restructuring of the factors that contribute to job satisfaction (professional learning, job design, administrative support, and colleague support). Furthermore, understanding emotions and axioms within education lends to more research needed on administrative and colleague support. Moreover, analysis on administration and colleague support should entail closer examination of the individual and how individual's emotions and axioms imposes on a community and society as a whole; thus, transcending all individuals within education to enhance high quality production and a more positive emotional state.

Conclusion

This study examined the powerful relationship between special education teachers' emotional attributes and job satisfaction. One hundred-thirteen special education teachers across all grade levels and instructional settings from a large urban school district in southeast Texas were administered the *Teacher Emotion Inventory* and *Working in Special Education: The Experience of Special Educators* survey. The *Teacher Emotion Inventory* measured special education teachers' emotions experienced

while on the job while the *Working in Special Education: The Experience of Special Educators* measured various factors that contribute to special education teachers' job satisfaction. Results were analyzed utilizing frequencies and percentages, Pearson's Product-Moment Correlation, and correlated with transcribed responses of twelve special education teachers who participated in one-on-one open-ended interviews. Survey and interview responses acknowledged special education teachers experienced high levels of joy associated with student achievement and support from administrators and colleagues.

Joy was prevalent with the general purpose of the job which was the desire to assist students with exceptionalities become contributing members of society. However, joy did not distract special education teachers from acknowledging that their job often produces frustration and exhaustion resulting lack of adequate professional development, job design, and the lack of administrative and colleague support that appeared subliminally.

Overall, special education teachers were able to regulate their emotions through the joy experienced that helped with working through the difficulties presented within all facets of the job and sustaining good self-efficacy. Although this was not consistent with one special education teacher, it uncovered the need for more attention of emotional regulation. Furthermore, special education teachers often lacked the vocabulary to accurately express their emotions when questioned about the general emotions experienced and emotional attributes (joy, anger, and fear) pertaining to their job.

Consistent with prior research, restructuring and further investigation on how to improve professional learning, job design, and administrative and colleague support is essential. There continues to be a dire need for meaningful professional learning to increase the intellect and skill of special education teachers to grow as professionals and adequately meet the needs of students with exceptionalities. Stakeholders

(administration, general education teachers, special education teachers, and parents) should consider collaborating on how to make special educators' job duties more manageable and realistic. These same stakeholders should reevaluate the support provided to include actual examination of themselves as individuals (emotions and axioms) and how unsaid actions, thoughts, and emotions influence support. Even with knowing how these various factors influence job satisfaction people still may not always accept the importance of exploring emotions in reference to special education teachers' job satisfaction. Hence, supporting Zembylas (2005) concerns with emotions often being excluded during research on other areas of intellect that influence education.

This research displays the power emotions have to uplift or destroy the reasons behind the development of special education teachers' axioms, belief in self, thoughts, interaction with others (adults and students), approach to work activities, and overall mental and emotional health. All of these factors heavily influence special education teachers' approach, physically and internally, to their job. Emotions and the experience of them are ambiguous and intricate and not always simple to grasp. Therefore, it would force individuals to carefully and genuinely examine why and how people deal with each other and the job. This could be frightening as this would take a level of vulnerability and acknowledgment of personal strengths and flaws in how special education teachers and students with exceptionalities are treated. This examination would also force acknowledgment of how personal emotions influence other areas of individuals' lives within and outside of education.

The more understanding individuals are of their emotions regarding their job the more people may become aware of how their emotions influence other areas of their life. However, the vulnerability and possible fear of examining emotions could have a positive influence. Educators becoming more aware of their emotions could manifest better

communication and interaction within and outside of special education. Thus, potentially creating the framework of understanding why the varied components of job satisfaction (professional learning, job design, administrator support, and colleague support) are personally taking a toll on special education teachers and students with exceptionalities and why decisions that amplify these problems are being made. To ignore the emotions of special education teachers means to dismiss a great portion of the individual from the equation of what creates high level job satisfaction. Per existing researchers (Aziri, 2011; Kalleberg, 1977; Zembylas, 2005), examining an educator from an intrinsic perspective allows for insight on overlooked concerns that are often masked and discarded by extrinsic factors. This study sought to explore and offer a better understanding of the importance of addressing special education teachers' emotional attributes in relation to job satisfaction. Ignoring certain aspects of special education teacher job satisfaction such as emotions could potentially trivialize the importance of examining the individual within the context of their work and levels of resulting job satisfaction.

REFERENCES

- Ainsworth, M. D. S. & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46(4), 333-341. doi: 10.1037/0003066X.46.4.333
- Akin, U., Aydin, I., Demirkasimoğlu, N., & Erodoğan, C. (2014). Emotional labor and burnout among Turkish primary school teachers. *The Australian Educational Researcher*, 41(2), 159-169. doi: 10.1007/s13384-013-0138-4
- Alessandri, G. Caprara, G. V., & Guido, V. (2015). Assessment of regulatory emotional self-efficacy beliefs: A review of the status of the art and some suggestions to move the field forward. *Journal of Psychoeducational Assessment*, 33(1), 24-32. doi: 10.1177/0734282914550382
- Alliance For Excellent Education. (2014). -*Teacher Attrition Costs United States Up To \$2.2 Billion Annually, Says New Alliance Report*. - Retrieved from <http://all4ed.org/press/teacher-attrition-costs/united-states-up-to-2-2-billion-annuallysays-new-alliance-report/>
- Alsagheer, A., & Bataineh, O. (2012). An investigation of social support and burnout among special education teachers in the united arab emirates. *International Journal of Special Education*, 27(2), 5-13.
- Alvarez, H., & Grayson, J. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363. doi: 10.1016/j.tate.2007.06.005
- Alves, K. D., Kennedy, M. J., & Rodgers, W. J. (2015). Innovations in the delivery of content knowledge in special education teacher preparation. *Intervention in School and Clinic*, 51(2), 73-81. doi: 10.1177/1053451215579268
- Amaral, A., Bahia, S., Estrela, M. T., and Freire, I. (2013). The emotional dimension of

- teaching in a group of Portuguese teachers. *Teachers and Teaching: Theory and Practice*, 19(3), 275-292. doi: 10.1080/13540602.2012.754160
- Anttila, H., Pietarinen, J., Pyhältö, K., and Soini, T. (2016). How does it feel to become a teacher? Emotions in teacher education. *Social Psychology of Education*, 19(3), 451-472. doi: 10.1007/s11218-016-9335-0
- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research and Practice*, 3(4), 77-86.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Advances in Behavior Research and Therapy*, 1(4), 139-161.
- Bandura, A. (1978). Reflections on self-efficacy. *Advances in Behavior Research and Theory*, 1(4), 237-269. doi: 10.1016/0146-6402(78)90012-7
- Batu, S., Bilgin, A., Oksal, A., & Sadioğlu, O. (2013). Problems, expectations, and suggestions of elementary teachers regarding inclusion. *Kuram ve Uygulamada Eğitim Bilimleri*, 13(3), 1760-1765.
- Baumert, J., Beyer, B., Klusmann, U., Kunter, M., Richardson, P. W., Trautwein, U., & Watt, H. M. G. (2012). Motivations for choosing teaching as a career: An international comparison using the fit-choice scale. *Teaching and Teacher Education*, 28(6), 791-805. doi: 10.1016/j.tate.2012.03.003
- Beal, D. J., & Weiss, H. (2005). Reflections on affective events theory. The effect of affect in organizational settings. In N. M. Ashkanasy, W. J. Zerbe, & Charmine E. J. Härtel (Eds.), *The effect of affect in organizational settings* (pp. 1-21). doi: 10.1016/S1746-9791(05)01101-6
- Benson, G., Houchins, D., Jolivet, K., & Viel-Ruma, K. (2010). Efficacy beliefs of special educators: The relationships among collective efficacy, teacher self-efficacy, and job satisfaction. *Teacher Education and Special Education*, 33(3),

- 225-233. doi: 10.1177/0888406409360129
- Berry, A. (2012). The relationship of perceived support to satisfaction and commitment for special education teachers in rural areas. *Rural Special Education Quarterly*, 31(1), 3-14.
- Bettini, E. A., Cheyney, K., Leko, C., & Wang, J. (2015). Job design: An administrator's guide to supporting and retaining special educators. *Intervention in School and Clinic*, 50(4), 221-225. doi: 10.1177/1053451214532346
- Billingsley, B. S. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *Journal of Special Education*, 38(1), 39-55. doi: 10.1177/00224669040380010401
- Billingsley, B., Carlson, E., & Klein, S. (2004). The working conditions and induction support of early career special educators. *Exceptional Children*, 70(3), 333-347. doi: 10.1177/001440290407000305
- Billingsley, B. S., & Singh, K. (1996). Intent to stay in teaching: Teachers of students with emotional disorders versus other special educators. *Remedial and Special Education*, 17(1), 37-47. doi: 10.1177/074193259601700105
- Boe, E., & Cook, L. H. (2006). The chronic and increasing shortage of fully certified teachers in special and general education. *Exceptional Children*, 72(4), 443-460. doi: 10.1177/001440290607200404
- Boe, E., Cook, L., & Sunderland R. (2008). Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75(1), 7-31.
- Boler, M. (1999). *Feeling power: Emotions and education*. New York: Taylor and Francis.
- Borg, M. (2001). Teacher's beliefs. *ELT Journal*, 55(2), 186-188.

- Brackett, M. A., Mojsa-Kaja, J., Palomera, R., Reyes, M. R., and Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British-school teachers. *Psychology in the Schools*, 47(4), 406-417. doi: 10.1002/pits.20478
- Bremer, C. D., & Ruhland, S. K. (2003). Perceptions of traditionally and alternatively certified career and technical education teachers. *Journal of Vocational Education Research*, 28(3), 285-302.
- Brouwers, A., Evers, W., & Tomic, W. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International*, 25(2), 131-148. doi: 10.1177/0143034304043670
- Brown, E. L., & Kerr, M. M. (2016). Preventing school failure for teachers, revisited: Special educators explore their emotional labor. *Preventing School Failure*, 60(2), 143-151. doi: 10.1080/1045988X.2015.1043715
- Brown, K. M., & Wynn, S. R. (2007). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership*, 17(6), 664-698.
- Brownell, M. T., Colón, E. P., McCallum, C. L., & Ross, D. D. (2005). Critical features of special education teacher preparation: A comparison with general teacher education. *Journal of Special Education*, 38(4), 242-252. doi: 10.1177/00224669050380040601
- Brownell, M. T., Danielson, L. C., Kiely, M. T., & Sindelar, P. (2010). Special education teacher quality and preparation: Exposing foundations, constructing a new model. *Exceptional Children*, 76(3), 357-377. doi: 10.1177/001440291007600307
- Buchanan, J. (2012). Telling tales out of school: Exploring why former teachers are not returning to the classroom. *Australian Journal of Education*, 56(2), 205-217. doi: 10.1177/000494411205600207

- Caputo, A., Langher, V., & Ricci, M. E. (2017). The potential role of perceived support for reduction of special education teachers' burnout. *International Journal of Educational Psychology*, 6(2), 120-147. doi: 10.17583/ijep.2017.2126
- Carter, E. W., Lane, K. L., Pierson, M. R., & Stang, K. K. (2010). Teacher expectations of students' classroom behavior: Do expectations vary as a function of school risk? *Remedial and Special Education*, 31(3), 163-174. doi: 10.1177/0741932508327464
- Center on Personnel Studies in Special Education. (2014). *Supply & Demand*. Retrieved from <http://copsse.education.ufl.edu/copsse/research-focus-areas/supply-demand.php>
- Certo, J. L., & Fox, J. E. (2002). Retaining quality teachers. *The High School Journal*, 86(1), 57-75.
- Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218. doi: 10.1007/s10648-009-9106-y
- Changing Minds. (2016). Basic Emotions. Retrieved from <http://www.changingminds.org/explanation/emotions/basic%20emotions.htm>
- Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education*, 55, 68-77. doi: 10.1016/j.tate.2016.01.001
- Claeys, L., Flores, B.B., Perez, B., & Sass, D. (2012). Identifying personal and contextual factors that contribute to attrition rates for Texas public school teachers. *Education Policy Analysis Archives*, 20(15), 1-25.
- Conley, S., & Glasman, N. S. (2008). Fear, the school organization, and teacher evaluation. *Education Policy*, 22(1), 63-85. doi: 10.1177/0895904807311297

- Conley, S., & You, S. (2017). Key influences on special education teachers' intentions to leave: The effects of administrative support and teacher team efficacy in a mediational model. *Educational Management Administration & Leadership*, 45(3), 521-540. doi: 10.1177/1741143215608859
- Cropanzano, R., & Dasborough, M. T. (2015). Dynamic models of well-being: Implications of effective events theory for expanding current views on personality and climate. *European Journal of Work and Organizational Psychology*, 24(6), 844-847. doi: 10.1080/1359432X.2015.1072245
- Cropanzano, R. & Weiss, H. M. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 18, 1-74.
- Cryss Brunner, C., & Tyler, T. A. (2014). The case or increasing workplace decision making proposing a model for special educator attrition research. *Teacher Education and Special Education*, 37(4), 283-308. doi: 10.1177/0888406414527118
- Damasio, A. (2011). Neural basis of emotions. *Scholarpedia*, 6(3), 1804. doi: 10.4249/scholarpedia.1804
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35-47. doi: 10.1177/0022487109348024
- Darling-Hammond, L. (2013). Diversity, equity, and education in a globalized world. *Kappa Delta Pi Record*, 49(3), 113-115.
- Darling-Hammond, L. (2014). What can pisa tell us about U.S. education policy? *New England Journal of Public Policy*, 26(1), 1-14.
- Darling, S., Dukes, C., & Doan, K. (2014). Selection pressures on special education teacher preparation: Issues shaping our future. *Teacher Education and Special*

- Education*, 37(1), 9-20. doi: 10.1177/0888406413513273
- Darling, S. M., & Dukes, C. (2014). Metaphors, organisms, and evolving approaches: Examining special education teacher preparation. *Teacher Education and Special Education*, 37(1), 5-8. doi: 10.1177/0888406413516157
- Darling, S. M., Vernon-Dotson, L. J., Dukes, C., & Floyd, L. O. (2014). Course delivery: Keystones of effective special education teacher preparation. *Teacher Education and Special Education*, 37(1), 34-50. doi: 10.1177/0888406413507728
- Divoll, K. (2010). *Creating classroom relationships that allow students to feel known*. University of Massachusetts, Amherst, MA.
- Dündar, S. (2014). Reasons for choosing the teaching profession and beliefs about teaching a study with elementary school teacher candidates. *College Student Journal*, 48(3), 445-460.
- Eichinger, J. (2000). Job stress and satisfaction among special education teachers: Effects of gender and social role orientation. *International Journal of Disability, Development and Education*, 47(4), 397-412. doi: 10.1080/713671153
- Eisenberg, N., & Spinrad, T. L. (2004). Emotion-related regulation: Sharpening the definition. *Child Development*, 75(2), 334-339. doi: 10.1111/j.4678624.2004.00674.x
- Fish, W., & Stephens, T. L. (2010). Special education: A career of choice. *Remedial and Special Education*, 31(5), 400-407. doi: 10.1177/0741932509355961
- Fowler, S., McCormick, J., Morgan, D., Shepherd, K. G., & Wilson, C. L. (2016). The search for role clarity: Challenges and implications for special education teacher preparation. *Teacher Education and Special Education*, 39(2), 83-97. doi: 10.1177/0888406416637904
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The

- broaden-and-build theory. *American Psychologist*, 56(3), 218-226. doi: 10.1037/0003-066x.56.3.218
- Fredrickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91(4), 330-335.
- Frenzel, A. C., & Taxer, J. L. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78-88. doi: 10.1016/j.tate.2015.03.003
- Gallagher, P. A., and Malone, D. M. (2010). Special education teachers' attitudes and perceptions of teamwork. *Remedial and Special Education*, 31(5), 330-342. doi: 10.1177/0741932509338362
- Gavish, B. (2017). Special education trainee teachers' perceptions of their professional world: Motives, roles, and expectations from teacher training. *Teachers and Teaching*, 23(2), 153-170. doi: 10.1080/13540602.2016.1204285
- Gehrke, R. S., & Murri, N. (2006). Beginning special educators' intent to stay in special education: Why they like it here. *Teacher Education and Special Education*, 29(3), 179-190.
- Gehrke, R. S., & McCoy, K. (2007). Considering the context: Differences between the environments of beginning special educators who stay and those who leave. *Rural Special Education Quarterly*, 26(3), 32-40.
- George, D., & Mallery, P. (2016). *IBM SPSS statistics 23 step by step: A simple guide and reference*. Retrieved from <http://www.routledge.com/products/9780134320250>
- Gersten, R., Harniss, M., Keating, T., Morvant, M., & Yovanoff, P. (2001). Working in special education: Factors that enhance special educators' intent to stay. *Exceptional Children*, 67(4), 549-567.

- Gersten, R., & Morvant, M. (1995). Attrition/retention of urban special education teachers: Multi-faceted research and strategic action planning. Final performance report, Volume 1. [Chapter three and chapter four]. Eugene Research Institute, Washington, D. C.
- Goel, V., & Vartanian, O. (2011). Negative emotions can attenuate the influence of beliefs on logical reasoning. *Cognition & Emotion*, 25(1), 121-131. doi: 10.1080/02699931003593942
- Gonzales, M. (2014). Hear what employees are not saying: A review of literature. *Journal of Education and Training Studies*, 2(4), 119-125. doi: 10.11114/jets.v2i4.520
- Green, S. B., & Yang, Y. (2016). Coefficient alpha: A reliability coefficient for the 21st century? *Journal of Psychoeducational Assessment*, 29(4), 377-392. doi: 10.1177/0734282911406668
- Gujarati, J. (2012). A comprehensive induction system: A key to the retention of highly qualified teachers. *The Educational Forum*, 76(2), 218-223. doi: 10.1080/00131725.652293
- Hall, N., Rahimi, S., & Wang, H. (2015). Self-efficacy and casual attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120-130. doi: 10.1016/j.tate.2014.12.005
- Hamama, L., Ronen, T., Rosenbaum, M., & Shachar, K. (2013). Links between stress, positive and negative affect, and life satisfaction among teachers in special education schools. *Journal of Happiness Studies*, 14(3), 731-751. doi: 10.1007/s10902-012-9352-4
- Hargreaves, A. (2005). Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teaching and*

- Teacher Education*, 21(8), 967-983. doi: 10.1016/j.tate.2005.06.007
- Harlé, K. M., Paulus, M. P., & Shenoy, P. (2013). The influence of emotions on cognitive control: Feelings and beliefs- where do they meet? *Frontiers in Human Neuroscience*, 7, 1-16. doi: 10.3389/fnhum.2013.00508
- Hausstätter, R. S. (2007). Students reasons for studying special needs education: Challenges facing inclusive education. *Teacher Development*, 11(1), 45-57. doi: 10.1080/13664530701194629
- Heavy, C. L., Hurlburt, R. T., & Lefforge, N. L. (2012). Toward a phenomenology of feelings. *Emotion*, 12(4), 763-777. doi: 10.1037/a0026905
- Heider, K., & Jalongo, M. R. (2006). Editorial teacher attrition: An issue of national concern. *Early Childhood Education Journal*, 33(6), 379-380. doi: 10.1007/s10643-0060122-y
- Hillel Lavian, R. (2015). Masters of weaving: The complex role of special education teachers. *Teachers and Teaching*, 21(1), 103-126. doi: 10.1080/13540602.2014.928123
- Homes And Rental. (2013). *School Finder*. Retrieved from http://www.har.com/school_district/pasadena-isd_101917#studentstaffstatistics
- Hughes, A. L., Matt, J. J., & O'Reilly, F. (2015). Principal support is imperative to The retention of teachers in hard-to-staff schools. *Journal of Education and Training Studies*, 3(1), 129-134. doi: 10.11114/jets.v3il.622
- Ingersoll, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin*, 86(631), 16-31. doi: 10.1177/019263650208663103
- Ito, Y., Ozer, Y. M., & Reevy, M. (2010a). Anger. *Encyclopedia of emotion*, (Vol. 1). Santa Barbara, California: Greenwood.

- Ito, Y., Ozer, Y. M., & Reevy, M. (2010b). Fear. *Encyclopedia of emotion*, (Vol. 1). Santa Barbara, California: Greenwood.
- Ito, Y., Ozer, Y.M., & Reevy, M. (2010c). Joy. *Encyclopedia of emotion*, (Vol. 2). Santa Barbara, CA: Greenwood.
- Johannessen, L. R., & McCann, T. M. (2004). Why do new teachers cry? The Clearing House: *A Journal of Educational Strategies, Issues and Ideas*, 77(4), 138-145. doi: 10.3200/TCHS.77.4.138-145
- Jones, N., Low, M., and Youngs, P. (2011). How beginning special and general education elementary teachers negotiate role expectations and access professional resources. *Teachers College Record*, 113(7), 1506-1540.
- Jones, N., & Young, P. (2012). Attitudes and affect: Daily emotions and their association with the commitment and burnout of beginning teachers. *Teachers College Record*, 114(2), 1-36.
- Kaff, M. (2004). Multitasking is multitaxing: Why special educators are leaving the field. *Preventing School Failure*, 48(2), 10-17.
- Kalleberg, A. L. (1977). Work and values and job rewards: A theory of job satisfaction. *American Sociological Association*, 42(1), 124-143.
- Katsiyanni, A., Losinski, M., Wang, Q., & Zhang, D. (2014). An examination of preservice teachers' intentions to pursue careers in special education. *Journal of Teacher Education*, 65(2), 156-171. doi: 10.1177/0022487113510743
- Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education*, 21(8), 995-1006. doi: 10.1016/j.tate.2005.06.009
- Kessler, E. H. (Ed.). (2013). *Encyclopedia of management theory*. Washington, DC.
- Khazon, S., Lyons, J. B., & Schneider, T. R. (2013). Emotional intelligence and

- resilience. *Personality and Individual Differences*, 55, 909-914. doi: 10.1016/j.paid.2013.07.460
- Knight, C. C., Mudrey-Camino, R., & Sutton, R. (2009). Teachers' emotion regulation and classroom management. *Theory Into Practice*, 48(2), 130-137. doi: 10.1080/00405840902776418
- Kumar, R. S., & Teklu, F. (2013). Teachers' expectations on academic achievement and social skills and behavior of students with emotional and behavioural disorders. *Eastern Africa Social Science Research Review*, 29(2), 79-95. doi: 10.1353/eas.2013.0007
- Lanehart, S. L., & Schutz, P. A. (2002). Introductions: Emotions in education. *Education Psychologist*, 37(2), 67-68.
- Lee, J. C.-K., & Yin, H.-B. (2011). Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. *Journal of Educational Change*, 12(1), 25-46. doi: 10.1007/s10833-010-9149-3
- Lee, M., Pekrun, R., Schutz, P. A., Taxer, J. L., Vogl, E., and Xie, X. (2016). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78-88. doi: 10.1016/j.tate.2015.03.003
- Lee, M., Pekrun, R., Schutz, P. A., Taxer, J. L., Vogl, E., & Xie, X. (2016). Teachers' emotions and emotion management: Integrating emotion regulation theory with emotional labor research. *Social Psychology of Education*, 19(4), 843-863.
- Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the united states for 2000-2001. *Teaching and Teacher Education*, 24(5), 1173-1184. doi: 10.1016/j.tate.2006.11.010
- Livet, P. (2016). Emotions, beliefs, and revisions. *Emotion Review*, 8(3), 240-249. doi:

10.1177/1754073915619019

- Martin, B. (2011). On being a happy academic. *The Australian Universities' Review*, 53(1), 50-56.
- Major, A. (2012). Job design for special education teachers. *Current Issues in Education*, 15(2), 1-8.
- McCormic, J., Morgan, D., Fowler, S., Shepherd, K. G., & Wilson, C. (2016). The search for role clarity: Challenges and implications. *Teacher Education and Special Education*, 39(2), 83-97. doi: 10.1177/0888406416637904
- McCoy, K. (2007). Considering the context: Differences between the environments of beginning special educators who stay and those who leave. *Rural Special Education Quarterly*, 26(3), 32-40.
- McLeskey, J., & Billingsley, B. S. (2008). How does the quality and stability of the teaching force influence the research-to-practice gap? A perspective on the teacher shortage in special education. *Remedial and Special Education*, 29(5), 293-305. doi: 10.1177/074193250731210
- McLeskey, J., Tyler, N. C., & Saunders Flippin, S. (2004). The supply of and demand for special education teachers: A review of research regarding the chronic shortage of special education teachers. *Journal of Special Education*, 38(1), 5-21. doi: 10.1177/00224669040380010201
- Medina, R., Peltier, G., & Thornton, B. (2007). Reducing the special education teacher shortage. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 233-238. doi: 10.3200/TCHS.80.5.233-238
- Mulligan, K., & Scherer, K. R. (2012). Toward a working definition of emotion. *Emotion Review*, 4(4), 345-357. doi: 10.1177/1754073912445818
- National Coalition on Personnel Shortages in Special Education and Related Services.

- (2017). *Shortage of special education expertise among teachers and higher education faculty*. Retrieved from <https://www.specialedshortages.org/wp-content/uploads/2014/03/HECSE-Shortage-Special-Ed-Expertise-Among-Teachers-Faculty.pdf>
- National Coalition on Personnel Shortages in Special Education and Related Services. (2014). *Resources*. Retrieved from <http://specialedshortages.org/resources/>
- Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education*, 26(3), 293-306. doi: 10.1080/0305764960260301
- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24(1), 117-126. doi: 10.1016/j.tate.2006.11.008
- Olson, A. J., Roberts, C. A., & Ruppert, A. (2017). Perceptions about expert teaching for students with severe disabilities among teachers identified as experts. *Research and Practice for Persons with Severe Disabilities*, 42(2), 121-135. doi: 10.1177/1540796917697311
- Parrott, W. (2001). *Emotions in social psychology: Key readings (key readings in social psychology)*. New York: Psychology Press.
- Pekrun, R. & Schutz, P. A. (2007). *Emotion in education*. San Diego, California: Elsevier Science.
- Poetter, T. S. (2006). Recognizing joy in teaching. *Curriculum and Teaching Dialogue*, 8(1/2), 269-287.
- Puig, V. I., & Recchia, S. L. (2011). Challenges and inspirations: Student teachers' experiences in early childhood special education classrooms. *Teacher Education and Special Education*, 34(2), 133-151. doi: 10.1177/088846410387444
- Savasci-Acikalin, F. (2009). Teacher beliefs and practice in science education. *Asia*

- Pacific Forum on Science Learning and Teaching*, 10(1), 1-14.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36(2), 79-104. doi: 10.1080/13598660801971658
- Skaalvik, E., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26, 1059-1069. doi:10.1016/j.tate.2009.11.001
- Slater Ainsworth, M.D., & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46, 333-341.
- Solomon, R. C., & Stone, L. D. (2002). On “positive” and “negative” emotions. *Journal for the Theory of Social Behavior*, 32(4), 417-435. doi: 10.1111/1468-5914.00196
- Spector, P. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage Publications.
- Steinberg, C. (2008). Assessment as an “emotional practice.” *English Teaching: Practice and Critique*, 7(3), 42-64.
- Struyven, K., & Vanthournout, G. (2014). Teachers’ exit decision: An investigation into The reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. *Teaching and Teacher Education*, 43, 37-45. doi: 10.1016/j.tate.2014.06.002
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers’ emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358. doi: 10.1023/A:1026131715856
- Texas Education Agency. (2015). *Teacher Retention 2009-2013*. Retrieved from <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769818319&ibID=2769818422>

- Texas Education Agency. (2015). *Becoming A Certified Texas Educator Through An Alternative Education Program*. Retrieved from http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Becoming_a_Certified_Texas_Educator_Through_an_Alternative_Certification_Program/
- Texas Education Agency. (2016). *Texas Academic Performance Reports*. Retrieved From <http://tea.texas.gov/perfreport/tapr/index.html>
- Turner, C., & Vaughn, P. (2016). Decoding via coding: Analyzing qualitative text data through thematic coding and survey methodologies. *Journal of Library Administration*, 56(1), 41-51. doi: 10.1080/01930826.2015.1105035
- U.S. Bureau of Labor Statistics. (2017). Special education teachers. Retrieved From <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>
- U.S. Department of Education. (2017). *Every student succeeds act (essa)*. Retrieved from <https://www.ed.gov/ESSA>
- U.S. Department of Education. (2005). *Introduction: No child left behind*. Retrieved from <http://www2.ed.gov/nclb/overview/intro/index.html>
- Woodcock, S., & Vialle, W. (2011). Are we exacerbating students' learning disabilities? An investigation of preservice teachers' attributions of the educational outcomes of students with learning disabilities. *Annals of Dyslexia*, 61(2), 223-241. doi: 10.1007/s11881-011-0058-9
- Wasburn-Moses, L. (2009). An exploration of pre-service teachers' expectation for their future roles. *Teacher Education and Special Education*, 32(1), 5-16. doi: 10.1177/0888406408330865
- Watson, M., & Ecken, L. (2003). *Learning to trust: Transforming difficult elementary*

- classroom through developmental discipline*. San Francisco: Jossey-Bass.
- Weiqi, C. (2007). The structure of secondary school teacher job satisfaction and its relationship with attrition and work enthusiasm. *Chinese Education and Society*, 40(5), 17-31. doi: 10.2753/CED1061-1932400503
- Yin, H. (2016). Knife-like mouth and tofu-like heart: Emotion regulation by Chinese teachers in classroom teaching. *Social Psychology of Education*, 19(1), 1-22. doi: 10.1007/s11218-015-9319-5
- Zembylas, M. (2005). Beyond teacher cognition and teacher beliefs: The value of the ethnography of emotions in teaching. *International Journal of Qualitative Studies in Education*, 18(4), 465-487. doi: 10.1080/09518390500137642

APPENDIX A
SURVEY COVER LETTER

Fall Semester 2017

Dear Special Education Teacher:

Greetings! I am examining the relationship between special education teachers' emotional attributes (joy, anger, and fear) and special education teacher job satisfaction. In addition to this, the study will examine special educators' perceptions of factors. Your answers will assist me with understanding the relationship emotional attributes and job satisfaction which could enhance the work experience of special educators and result in special educators' retention.

Please answer all the questions on the survey. Completing the attached surveys is voluntary. However, answering each question will allow for the survey data to be useful. The surveys will take 30 minutes to complete and all responses will be kept confidential. This survey is voluntary which means you may discontinue your participation at any time. There is no personal benefit from participating, but information will be valuable to your school.

Your cooperation is greatly appreciated. By proceeding with the survey implies that you are consenting to take part in the study. If you have any questions, please do not hesitate to call me or email me.

I appreciate you taking the time to complete the survey!

Sincerely,

Kelli Henson

APPENDIX B
CONSENT FORM

Welcome to the “Emotional Attributes Relevancy to Special Educators’ Job Satisfaction,” a study that focuses on finding the factors that contribute to the attrition and retention of special educators. Please read the consent form carefully before taking part in this study. If you understand the statements and freely consent to participate in this study, please sign/date the form.

Consent Form

Title: Emotional Attributes Relevancy to Special Educators’ Job Satisfaction

Faculty Sponsor: Elizabeth Beavers, Ph.D.

Student Investigator(s): Kelli Henson

PURPOSE OF THE STUDY

The purpose of this research is to examine the relationship between the emotional attributes of joy, anger, and fear and special education teachers’ job satisfaction.

PROCEDURES

Participants will be asked participate in an interview. The interview guide used for the qualitative portion of the study is entitled interview. Interviews will take 20 minutes and will be conducted individually and audiotaped. Participants will be allowed to participate at home and during or after work hours. Questions are open ended which allows for special education teachers to provide more elaborate responses on factors they think contribute to the attrition and retention of special educators. Interviews will be transcribed. See Appendix E for interview guide.

EXPECTED DURATION

Completion of the *Teacher Emotion Inventory* and *Working in Special Education: The Experience of Special Educators* surveys will take a total of 30 minutes. The interview will take a total of 20 minutes to complete. Data will be gathered over a five week time period.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project. Participants will remain anonymous.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigators better understand the emotional, mental, and professional needs of special education teachers. This could ensure the increase of special education teacher retention and high quality education for students with exceptionalities.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the student researcher for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Kelli Henson. The Faculty Sponsor Elizabeth Beavers, Ph.D., may be contacted at phone number or by email.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name:

Signature of Subject:

Date:

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title:

Signature of Person Obtaining Consent:

Date:

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

APPENDIX C
TEACHER EMOTION INVENTORY
SURVEY

Directions: The purpose of this survey is to increase knowledge on special education teachers' perceptions of the emotions experienced while working. Please respond without reserve as your responses will assist with providing great insight.

Respondent Information:

1. What specific area of special education do you teach?
 - ☐ Inclusion
 - ☐ Resource
 - ☐ Self-Contained
 - ☐ Other_____
2. What is your gender?
 - ☐ Male
 - ☐ Female
3. What level of degree have you completed?
 - ☐ Bachelors
 - ☐ Masters
 - ☐ Doctorate
4. How many years of experience do you as a teacher?
 - ☐ 0-4 years
 - ☐ 5-9 years
 - ☐ 10-14 years
 - ☐ 15-19 years
 - ☐ 20 years or more
5. How many years have you been a special education teacher?
 - ☐ 0-4 years
 - ☐ 5-9 years
 - ☐ 10-14 years
 - ☐ 15-19 years
 - ☐ 20 years or more
6. Do you have experience as a general education teacher? Yes/No If yes, how many years of experience do you have as a general education teacher?

- 0-4 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 years or more

Teacher Emotion	Teacher Emotion		Teacher Emotion		Teacher Emotion	
	Never	Rarely	Sometimes	About half of the time	Frequently	Almost always
1. I love my teaching job because I could see how our next generation grows up which is different from other jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I love my teaching job because it is a profession which could obtain respect and recognition from society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I love my teaching job because it is stable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I love my teaching job because the wage is reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am moved by my students' sincere care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. I am motivated by the support and care from school leaders and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoy sharing with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel proud when I see my students make progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am moved for parents' understanding and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am glad that my students enjoy my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am so excited when my students interact with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am annoyed when I am misunderstood by parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am indignant when the society and/or public blame our teachers without any evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel angry when the society and/or public misunderstand our teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel really sad when my students fire up at me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I feel disappointed when my school leaders ignore my efforts and contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel frustrated when my promotion is stuck by stiff policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel disappointed when I do not get what I should get.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am worried about competition with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am worried about how to improve my student engagement and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I feel pressured from high expectations of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel pressured from the imbalance of my work and life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I feel pressured when I suffer from shortage of time with too much work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I feel guilty of not spending enough time with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I am worried that students don't take responsibility for their study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

WORKING IN SPECIAL EDUCATION: THE EXPERIENCE OF SPECIAL EDUCATORS SURVEY

Working in Special Education: The Experience of Special Educators

Relationships with Building Principal

Agree Neutral Disagree

I really like the school in which I am currently working.
My principal backs me up when I need it.
My principal (or vice principal) works with me to solve problems.
My principal (or vice principal) actively assists my efforts to integrate students.
I can count on my principal to provide appropriate assistance when a student's behavior requires it.
I feel included in what goes on in this school.

Very Much Somewhat Very Little

How helpful is the feedback you receive from your principal or vice principal?
To what extent does your building principal understand what you do?

Satisfied Neutral Dissatisfied

Satisfaction with quality of support and encouragement you receive.

Frequency

Daily/Often Sometimes Seldom/Never

How often principal recognizes the good teaching you do.
How often do you receive encouragement to try out new ideas?

**At Least
Once/Month Several
Xs/Year Once/Year or
Less**

How often do you receive feedback
from your principal or vice principal?

Central Office Relationships

Agree	Neutral	Disagree	<p>The special education division supports me in my interactions with parents. A contact person from special education works with me to solve problems. The special education division backs me up when I need it.</p>
Very Much	Somewhat	Very Little	
			<p>How helpful is the feedback you receive from your special education contact? To what extent do you feel your special education contact person understands what you do in your job? To what extend do you feel the district special education department understands what you do in your job?</p>

Frequency

Almost Never/Several Xs/Yr	Once/Month	Weekly/Daily	<p>Frequency of stress due to lack of support from special education administration.</p> <p>How often do you receive feedback from your special education contact?</p>
At Least Once a/Mo.	Several Xs/Year	Once/Year or Less	

Relationships with Fellow Teachers at School Site			
Agree	Neutral	Disagree	Most of the other teachers in this school don't know what I do in my classroom. Teachers at this school come to me for help for advice. My fellow teachers provide me with feedback about how well I am doing.
Satisfied	Neutral	Dissatisfied	Satisfaction with school staff's attitude toward special education.
Well	Somewhat	Very Little	To what extent do teachers who are not in special education understand what you do?
Frequency			
Weekly/Daily	Once/Month	Almost Never/Several Xs/Yr	How often do you share materials with teachers who are not in special education?
Daily/Often	Sometimes	Seldom/Never	Other teachers recognize the quality of my work.

How Well Prepared Teacher Feels for Current Assignment			
Well Prepared	Adequately Prepared	Not at all Prepared	Instructional techniques. Working with parents. Collaborating and/or consulting with classroom teachers. Collaborating with others. Responding to the severity of your students' learning needs. Responding to the diversity of your students' learning needs.

			Curriculum modification and/or development. Behavior management. Training and supervision of instructional aides. Case management activities and corresponding paperwork.
Agree	Neutral	Disagree	I have enough training/experience to deal with students' learning problems. It's hard to know how I'm doing in my teaching.

Stress Related to Job Design

Agree	Neutral	Disagree	My workload is manageable.
Almost Never/ Several Xs/Yr	Once/Year	Weekly/ Monthly	How often do you feel under a great deal of stress? Frequency with which you experience the following as sources of stress: The severity of students' needs. Too great a range in the needs and abilities of students. Student behavior and discipline problems. Bureaucratic requirements-rules, regulations, paperwork. Too much to do and too little time to do it.

Factors Contributing to Manageability of Workload

			Indicate the effect on your workload of the following items:
Does Not Affect	Somewhat Affects	Greatly Affects	Total number of students you work with each week.

Size of the group of students you work with each week.
 The number of things you are expected to do as part of your job.
 Severity of students' needs.
 Diversity of students' needs and abilities.

Role Conflict
Frequency with which you experience conflict in the following areas:

Seldom Sometimes Often

Time spent working directly with students vs. with their classroom teachers.
 District Spec. Ed. Division's expectations vs. building administrators' expectations.
 Matching instruction to mainstream vs. meeting students' needs.
 The way lessons are taught in the mainstream vs. what is effective with my students.
 Attending to students' academic needs vs. their social/behavioral needs.

APPENDIX E

INTERVIEW

To increase understanding of job satisfaction and emotional attributes I would like to ask you the following questions.

1. How long have you been a special education teacher?
2. What specific area of special education do you provide instructional type and grade level?
3. What are the most fulfilling and concerning areas of your job?
Follow-up: What makes the items you mentioned fulfilling and/or concerning?

Follow-up: Considering the items mentioned, if you only had the option of choosing one, what item is the most important to assist you with having more satisfaction in performing your job?
4. What experiences regarding your job causes you to experience joy?

Follow-up: What causes you to experience anger?
Follow-up: What causes you to experience fear?
5. What do you think, in reference to colleagues and administrators on and off campus, facilitate more positive emotions in you regarding their job?
Follow-up: What do you recommend to decrease negative emotions associated with teaching experiences?
6. Do you think your emotions play a significant role in your actions and thoughts regarding the daily duties of your job?

Follow-up: Do you think your emotions are related to your level of job satisfaction?
Follow-up: How so?
7. Have you participated in professional development on how to regulate your emotions?

Follow-up: If yes, what was the emphasis of the professional learning?
8. Do you perceive emotions are influential on your self-efficacy or your belief in attending to your job? Or do you think it is a combination of emotions experienced due to your various job duties?

9. Considering the various items you identified that potentially make your job difficult, overall, which emotional attribute (joy, anger, fear) do you experience the most at work and why?
10. What do you think will improve your overall job satisfaction as well as other special educators?
11. Is there anything else you would like to share with me regarding various factors that potentially influence special educators' job satisfaction?
12. What is the one thing you wish people knew about special education teachers?