

# What About Supervision Matters? Supervision Satisfaction as a Predictor of Turnover Intentions

**Marnie Shapiro** , Meline Pogosjana, Amanda Valencia,  
Alyssa Rylander, & Ellie Kazemi,  
California State University, Northridge



# What is Supervision?

- **One-on-one guidance**
- The difference between supervision and training:
  - Training is usually conducted in a group setting
  - Supervision is much more hands-on and personalized
- Developed an evidence-based supervision curriculum that trains supervisors on how best to motivate direct staff (Reid, Parsons, & Green, 2011)



# Previous Research

- Firth, Mellor, Moore, & Loquet, 2004 (N= 173)
- Administered a questionnaire that measured:
  - Commitment to organization (i.e., turnover)
  - Job satisfaction
  - Stress
  - Supervision satisfaction
- Emotional support buffered against stress and turnover
- Conclusion: Managers must monitor supervisor and supervisee relationship



# Previous Research

- **Special Educators** (Billingsley, 2004; Miller et al., 1999):
  - Perceived supervisory/administrative support to be **adequate** = remain at the job
  - Perceived supervisory/administrative support to be **inadequate** = leave job
- **Emotional Support**
  - Demonstrating appreciation
  - Taking an interest in work
  - Perpetuating open communication



# Methods

## The Supervision Satisfaction Scale ( $\alpha = .80$ )

- Adapted from Eisenberg's (2002) study
- Five items with the highest reliability were used
- **5-point Likert scale measuring perceived supervisor support**
  - Example "My supervisor(s) really care(s) about my well-being."

1    2    3    4    5  
Strongly Disagree                      Strongly Agree

**In this study, The Supervision Satisfaction Scale  $\alpha = .90$**



# Results



# **Supervision Satisfaction Questionnaire**

**“My supervisor really cares about my well being”**

**“My supervisor cares about my general satisfaction at work”**

**“When I do the best possible job, my supervisor will notice”**

**“My supervisor shows a great deal of concern for me”**

**“My supervisor cares about my opinions”**

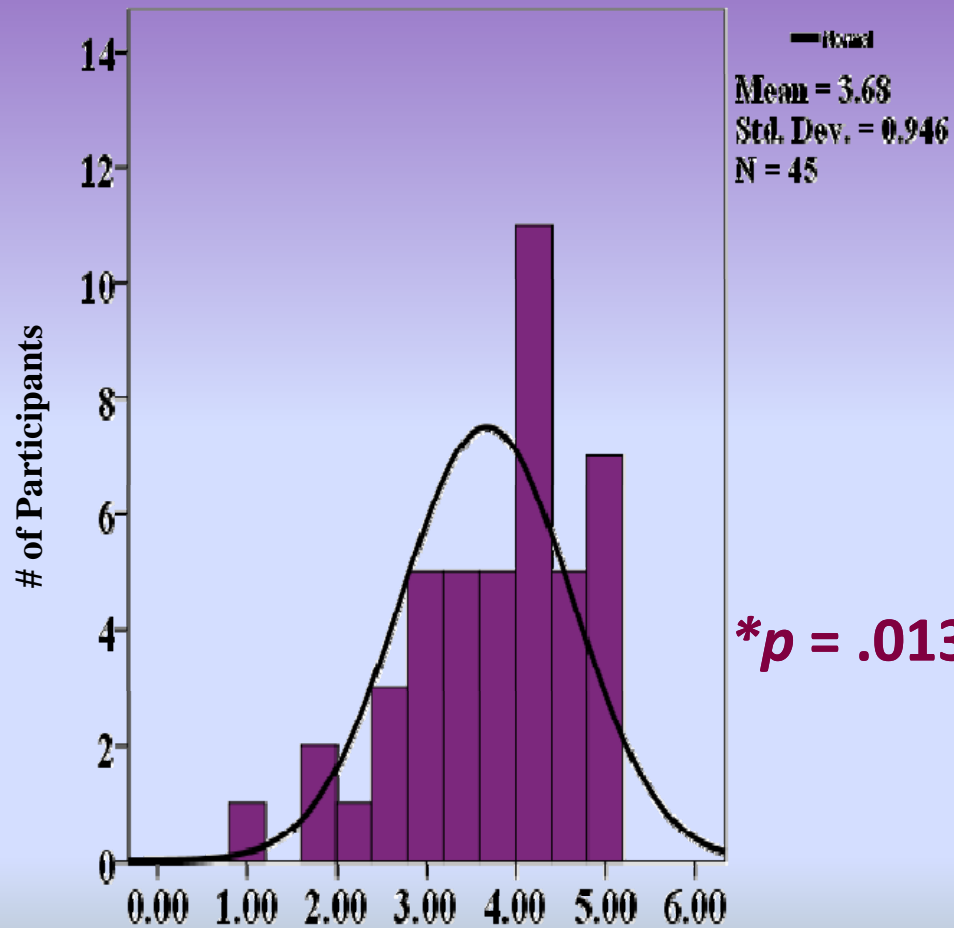
**Correlations between Supervision Comp and the Individual Questions of which the Comp is Comprised**

	1	2	3	4	5	6	
1. My supervisor(s) really care(s) about my well-being	-	.780**	.576**	.685**	.622**	.860**	
2. My supervisor(s) care(s) about my general satisfaction at work		-	.621**	.701**	.622**	.873**	
3. When I do the best job possible, my supervisor(s) will notice			-	.689**	.621**	.829**	
4. My supervisor(s) show(s) very a great deal of concern for me				-	.619**	.873**	
5. My supervisor(s) care(s) about my opinions					-	.812**	
6. Supervision Satisfaction Comp						-	
							<b>Avg. of a participant's response across all the items</b>

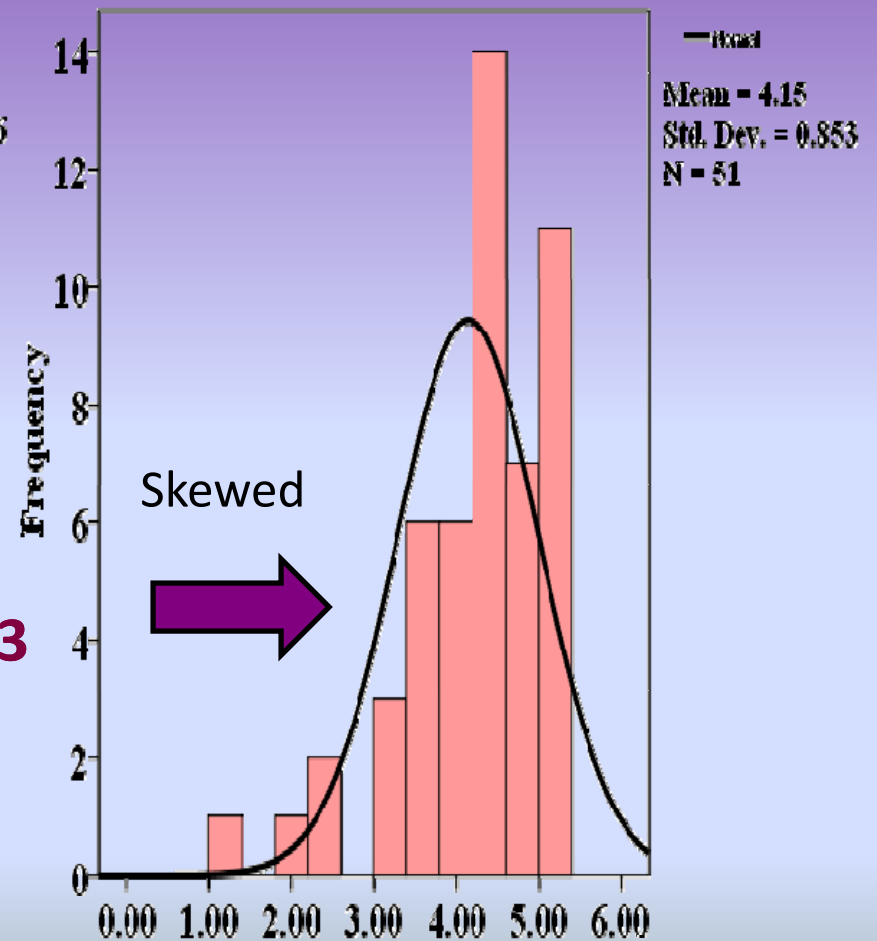
**\*\***. Correlation is significant at the 0.01 level (2-tailed).

# Overall Satisfaction with Supervision

Likely to Leave



Likely to Stay



**\*p = .013**

Very Dissatisfied

Very Satisfied

Very Dissatisfied

Very Satisfied



What **other** aspects of supervision could be changed to **increase** supervision satisfaction?



## Correlations between Supervision Comp and Various Other Questions NOT Relating to Supervision

Supervision  
Comp

The number of SUPERVISORS you DIRECTLY work under

~~-.020~~

The number of clients you work with per month

~~-.174~~

Perceptions regarding the average level of severity of autism on your cases

~~-.070~~

Correlations NOT significant **X**

Correlations between Supervision Comp and Various Other Questions Relating to Supervision	Supervision Comp
My supervisor(s) provide(s) enough continuing training	.554**
My supervisor makes competent decisions	.628**
How SATISFIED are you with your supervisor's ethical standards	.707**
How SATISFIED are you with your PROFESSIONAL relationship with your supervisor	.767**
The way my supervisor handles their coworkers	.806**
How SATISFIED are you with your PERSONAL relationship with your supervisor	.838**
**. Correlations are significant at the 0.01 level (2-tailed).	

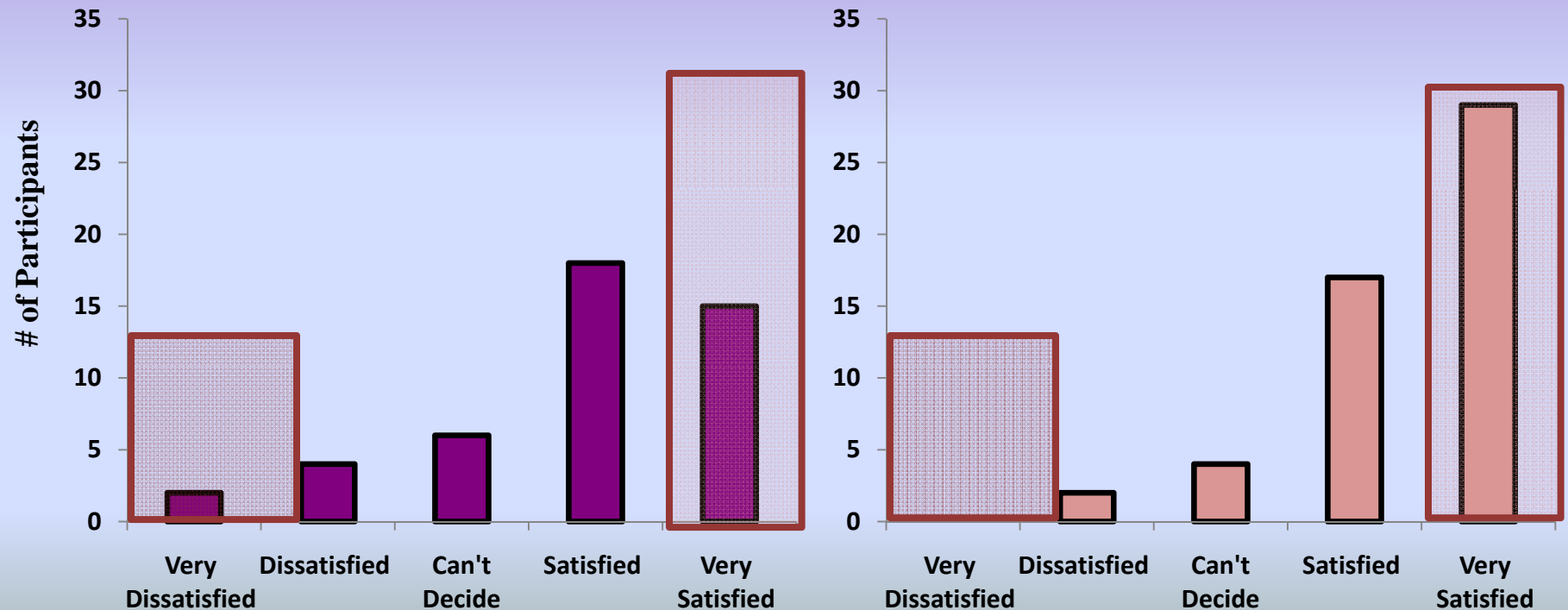
# “How SATISFIED are you with your supervisor’s ethical standards”

**\*\*r = .707 w/supervision satisfaction comp**

**\*\*p = .004**

### Likely to Leave (N= 45)

### Likely to Stay (N= 53)



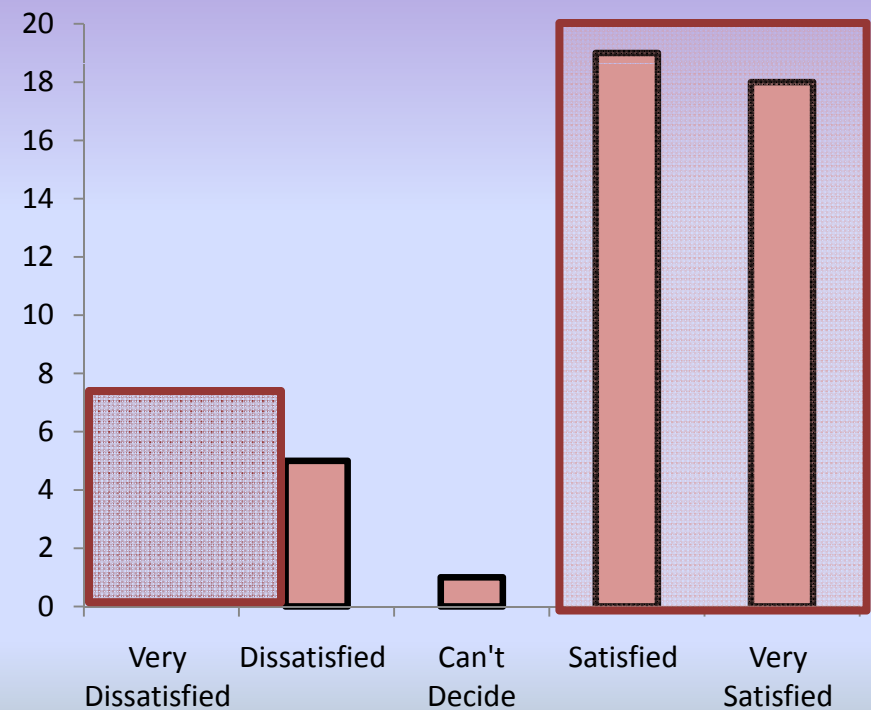
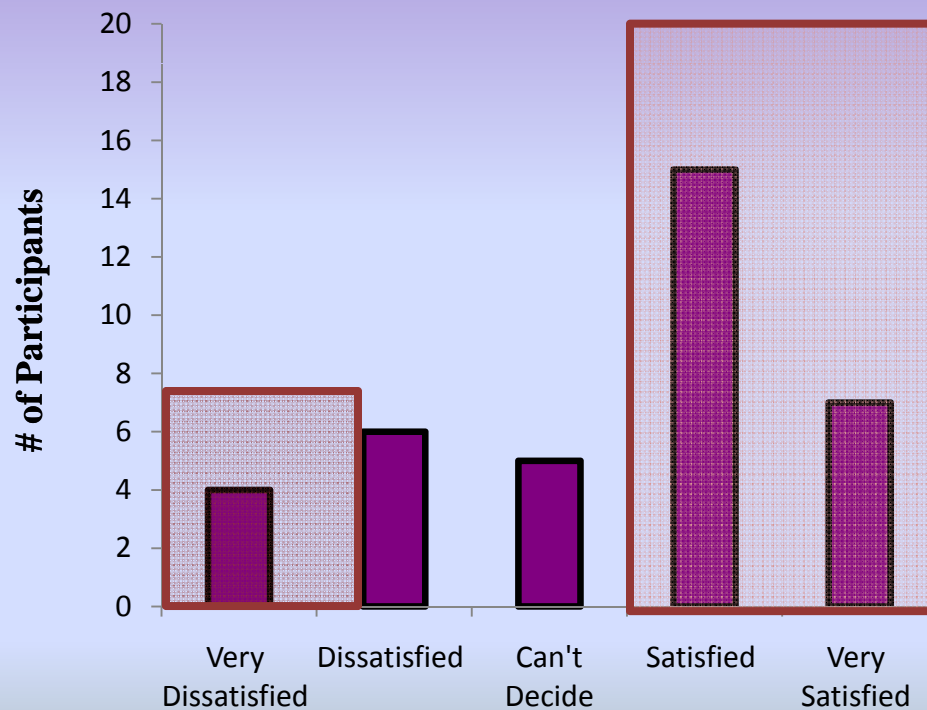
# How SATISFIED are you with the way your supervisor handles their coworkers

**\*\*r = .806 w/supervision satisfaction comp**

**\*\*p = .010**

Likely to **Leave** (N= 36)

Likely to **Stay** (n= 42)

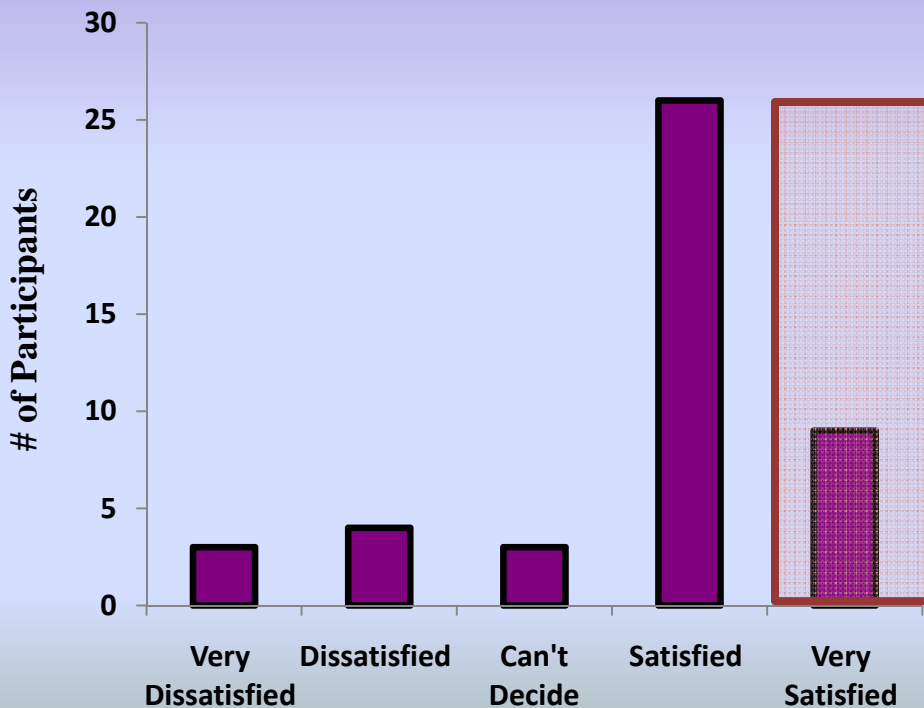


# “How SATISFIED are you with your professional relationship with your supervisor”

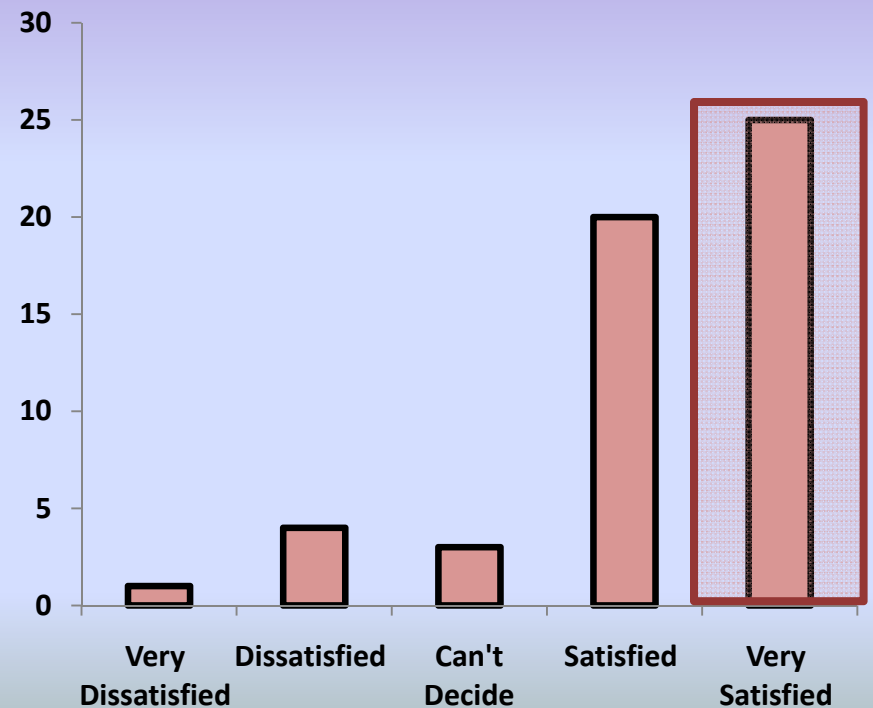
**\*\*r = .767 w/supervision satisfaction comp**

**\*P = .038**

### Likely to Leave (N= 45)



### Likely to Stay (N= 53)

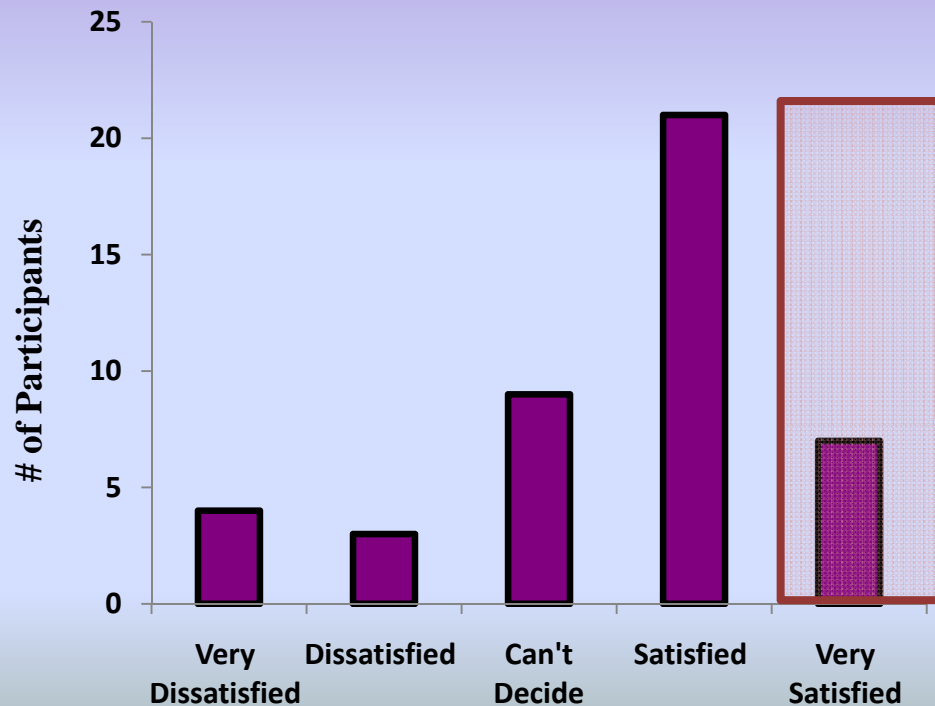


# “How SATISFIED are you with your **personal** relationship with your supervisor”

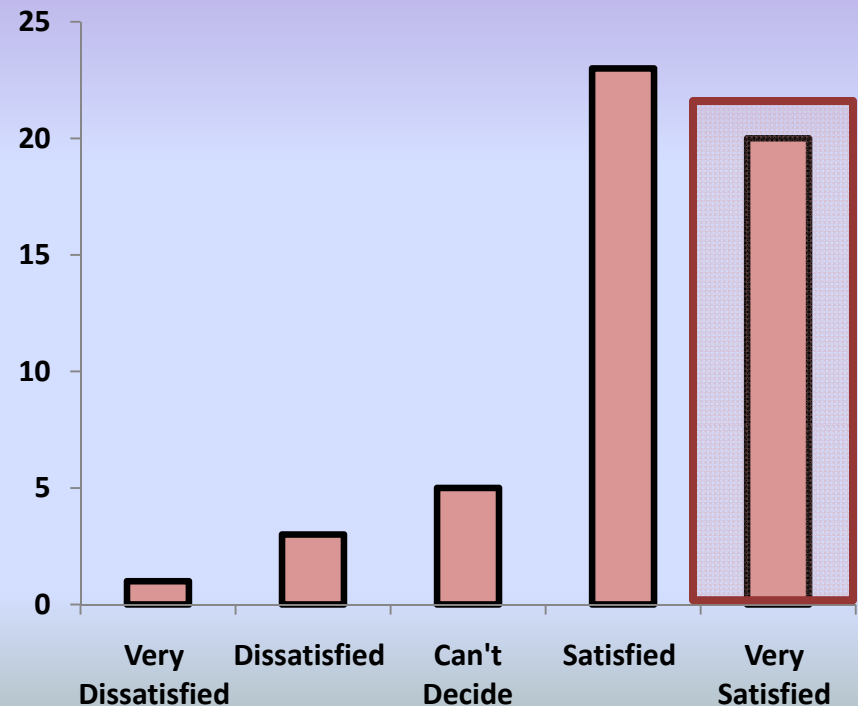
**\*\*r = .838 w/supervision satisfaction comp**

**\*\*p = .008**

### Likely to **Leave** (N= 45)



### Likely to **Stay** (n= 53)





# Summary

**Turnover  
Intentions**

**Satisfaction with  
the way supervisor  
handles **coworkers****

**Disatisfaction with  
**Professional**  
Relationship**

**Satisfaction  
with **Personal**  
Relationship**



# References

- Billingsley, B. S. (2004). Special Education Teacher Retention and Attrition: A Critical Analysis of the Research Literature. *The Journal of Special Education, 38*(1), 39-55.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I.L., & Rhoades, L.(2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology,87*(3), 565-573.
- Miller, M. D., Brownell, M., & Smith, S. W. (1999). Factors that predict teachers staying in, leaving, or transferring from the special education classroom. *Exceptional Children, 65, 201–218.*
- Reid, D. H., Parsons, M.B., & Green, C. W. (2011). *The Supervisor training curriculum: Evidence-based ways to promote work quality and enjoyment among support staff*. Washington, D.C. : American Association on Intellectual and Developmental Disabilities.