

ELEMENTARY TEACHERS' PERSPECTIVES  
OF  
INCENTIVES DESIRED FROM SCHOOL DISTRICTS

By  
Sandra Lee Wagner

Dissertation submitted to the Faculty of  
the Virginia Polytechnic Institute and  
State University in partial fulfillment  
of the requirements for the degree of:

DOCTOR OF EDUCATION

in

Educational Administration

APPROVED:

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John Schreck

March 1986

Blacksburg, Virginia

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(ABSTRACT)

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The attrition rate of hypothetically able teachers has caused much concern. Job incentives, if valued by teachers, may aid in solving this problem. Teacher-identified incentives might lead to the development of more productive incentive programs than those offered by school districts.

The purpose of this research study was to identify incentives valued by elementary teachers. Characteristics of teachers and values placed on incentives were examined to discover whether relationships exist between them.

The literature revealed that many variables influence the retention of motivated teachers. It is fundamental to an organization's existence to find positive incentives and reduce or eliminate disincentives. Teachers receive their major rewards from classroom accomplishments. Many are intrinsically motivated.

A fixed-response survey was administered to elementary teachers in three schools in different school districts in

Virginia. Frequency analysis was used to determine which incentives were most valued. Incentive ranking and demographic characteristics were cross-tabulated to determine if there were any relationship between them. In addition, analysis of variance was used to determine if values placed on incentives vary with pay scales.

The study identified 17 incentives considered very important by a select sample of teachers. Teaching experience was found as a correlate in the selection of incentives. Teaching in a particular school district was found related to the value placed on 25% of the incentives.

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## CHAPTER 1

### Introduction

Recent critiques of American education by the National Commission on Excellence in Education (1983) and eight other national groups indicate serious concerns with the current status of the teaching profession. These reports link teacher quality with the declining state of learning in the nation (Cresap, McCormick and Paget, 1984). Three major problems for school districts have emerged: (1) teaching fails to attract the most able young people; (2) a disproportionate share of the teachers leave teaching to pursue careers elsewhere; and (3) most school districts fail to motivate teachers consistently to give their best effort.

Teachers today report that they are becoming more dissatisfied with their jobs. In 1981, 36% of the teachers surveyed by the National Education Association said they "probably" or "certainly" would not become teachers again. A similar survey conducted in 1966 indicated only 9% would "probably" or "certainly" not become teachers again (NEA, 1967,1982). The difference of 27% within a period of fifteen years in these two reports is of concern to many, both in and outside the field of education.

These results are further supported by a New York Times

survey (1982) in which a sample of teachers in New York State indicated that although they had positive attitudes towards their jobs (enjoyed their work, thought they were doing a good job, were proud of their occupation), about half said that they would choose another line of work if they had to start over.

Disinterest in the teaching profession as a career choice is further emphasized by records of the U. S. Department of Education (1985). The National Center for Education Statistics reported a decline in the number of college students planning to major in the field of education. Between 1973 and 1983, the number of education graduates dropped by 50%.

#### Concerns of Administrators

School districts are having difficulty replenishing their most vital resources--effort, commitment, and involvement of teachers (Rosenholtz, 1985). "Teacher burnout," a term coined to refer to stress, alienation, and apathy, is a growing problem (Cresap, McCormick and Paget, 1984). The quality of teachers' contributions is related to the fulfillment of school goals (March and Simon, 1958). School administrators are confronted with the task of motivating their teachers to make continuous contributions.

A new concern of school officials is that the character of the nation's teaching force is changing dramatically.

The current highly-educated and experienced staff is dwindling as older teachers retire and many younger teachers leave for other occupations. For most of the past decade there has been a widely recognized surplus of teachers, so many policymakers were lulled into complacency regarding recent changes in recruitment patterns. Evidence now suggests that new recruits to teaching are less academically qualified than those who are leaving (Darling-Hammond, 1984). Rosenholtz (1985), in reviewing the literature, concluded that schools are unable to retain their most academically talented teachers, the very people most likely to help students learn.

#### Organizational Incentives

Members of an organization are motivated both to contribute productively and to remain within the environment only as long as the rewards of their work exceed the contributions they are asked to make (March and Simon, 1958; Locke, 1975). Organizations as reward distribution systems are considered to be exchange relationships: The individual is offered current and future economic rewards and psychological benefits in exchange for investment in the organization (Mowday, Porter, and Steers, 1982). If investment exceeds reward, presumably the individual will leave. March and Simon (1958) note that perceived ease of movement is also a factor in the inducements-contributions

balance, and that not all dissatisfied employees leave. Members may, in fact, reduce their contributions to a level more congruent with inducements offered while remaining basically dissatisfied with the organization (Etzioni, 1961).

There have been numerous studies on the issue of job satisfaction in both industrial and educational settings for over fifty years (Lester, 1984; Dunnette, Campbell and Hakel, 1967; Herzberg, Mausher and Snyderman, 1959; Hoppock, 1935). In Lester's (1984) study of 621 elementary, junior high, and high school teachers, the respondents were dissatisfied with pay, advancement, and recognition, but satisfied with supervision, colleagues, responsibility, work itself, and security, except for a few elementary and junior high school teachers within a specific district. Working conditions was one area that indicated teacher dissatisfaction at the district level, as well as at the school level within specific districts. Lester's conclusion states that the study of organizational incentives that promote personal and organizational goals may be of use in evaluating the effectiveness of the educational setting.

#### Statement of the Problem

The attrition rate of hypothetically able teachers has caused much concern. Organizational incentives, if valued by teachers, may be one way of decreasing the rate of

attrition. This study explores the incentives valued by a select sample of elementary teachers.

### Purpose of the Study

Many school districts have tried a limited number of incentive programs to make teaching more attractive. These programs have not been particularly effective. Teacher-identified incentives may lead to the development of more productive incentive programs. The purpose of this study is to identify incentives valued by a select sample of elementary teachers. More specifically, this study will seek to answer the following questions:

1. What incentives does a select sample of teachers working at three elementary schools in different school districts value?

2. Are values placed on incentives related to demographic characteristics of teachers?

3. Do the values placed on incentives vary with differences in pay schedules of school districts?

### Limitations of the Study

Because this is an exploratory study, it would be difficult to generalize the findings. The three selected school districts are located in the Commonwealth of Virginia. The districts were chosen because of differences in their salary schedules in order that variance of data for

the third research question might be gained. The research sample is restricted to full-time elementary teachers in three schools. The schools were chosen for their similarity in size, based on the number of teachers and enrollment. Because it was necessary to be present during the administration of the survey, the study was limited to a small sample.

### Significance of the Study

The shortage of quality teachers is now becoming a crisis in the teaching profession and could preclude improvement in the quality of instruction. Unless teaching becomes a more appealing career, problems of attracting and retaining talented teachers will undermine the success of reforms intended to upgrade educational programs (Darling-Hammond, 1984). This study attempts to explore some of the incentives valued by elementary teachers. The selected teachers sampled are employed in three school districts in the Commonwealth of Virginia. As school districts look at ways to retain and attract teachers, this study may aid local school systems in designing appropriate incentive plans.

### Definition of Terms

Elementary School. Schools listed under the heading "Elementary" in the 1984 edition of the Virginia Educational Directory. This includes all combinations of

grade levels, but does not include schools that house only grades six through eight or grades six through seven.

Elementary Teacher. The definition of teacher working in an elementary setting includes teachers of special subjects: art, music, physical education, and library; special education for visually impaired, hearing impaired, emotionally disturbed, mentally retarded, learning disabled, speech and language impaired, and gifted and talented; and those assigned to grade level.

Incentive. Any anticipated and valued goal, social relationship, working condition, or personal reward (either material or psychological) that provides a stimulus or reason for engaging in particular work activities.

Reward. A satisfying return or result.

Job Satisfaction. A general feeling of contentment, not a behavioral response. It may be defined as a pleasurable or emotional state resulting from the appraisal of one's job or job experience (Locke, 1976).

### Summary of Chapters

Chapter 1 contains the introduction to the research project. It identifies a problem that is currently affecting the status of the teaching profession. The purpose of the study is stated. Research questions concerning values that teachers place on incentives are raised. Terms to be used in the research are defined.

Limitations of the study are noted and the significance of the study is discussed. Finally, there is a summary of each chapter in the dissertation.

Chapter 2 contains a review of pertinent literature. The major focus of the chapter is to examine literature and research related to organizational incentives. The secondary focus includes research and literature on what teachers would like from the teaching profession and reasons for leaving. The findings of this chapter were utilized in the construction of the questionnaire for the study.

Chapter 3 explains the methodology of the study. It describes the population, the sample used, and the strategy for collecting and analyzing the data.

Chapter 4 reports the findings of the study. The results of the statistical procedures used on the data are also presented.

Chapter 5 discusses the results of the study with ensuing conclusions and recommendations.

## CHAPTER 2

### Review of the Literature

The purpose of this study is to identify incentives valued by elementary teachers. The descriptive study proposes to explore incentives that would affect organizational conditions of work, pay, and professional development opportunities.

This chapter reviews the literature and research, and is divided into three major sections followed by a summary. The first section of the literature review relates to sources and prior uses of organizational incentives. The second and third sections review the literature with respect to what teachers would like from the teaching profession and what their reasons are for leaving. The findings of this chapter were utilized in the construction of the questionnaire for the study.

#### Organizational Incentives

Barnard (1938) argued early in the century that incentives are "fundamental in formal organizations and in conscious efforts to organize." March and Simon (1958) noted that members of organizations are motivated to remain within an environment and to contribute productively only as

long as inducements offered are as great or greater than the contributions they are asked to make. Clark and Wilson (1961) and Katz and Kahn (1978) further developed the analysis of organizations as incentive distribution systems.

Barnard emphasized that an organization's problem is to find positive incentives and to reduce or eliminate disincentives in order to make work more attractive. Barnard postulated that different people are motivated by different incentives or combinations of incentives at different times. Barnard differentiated between two classes of incentives.

The first class is specific inducements; that is, incentives proffered directly to the individual. Barnard identified the following as incentives falling into this category: (a) material inducements; (b) personal and non-material opportunities; (c) desirable physical conditions; and (d) pride in workmanship or sense of adequacy.

The second class of general incentives identified by Barnard are those which cannot be directly offered to the individual. These incentives include: (a) associational attractiveness; (b) opportunities for enlarged participation; and (c) conditions of community.

Clark and Wilson (1961) expanded Barnard's incentive systems. Their basic hypothesis is that the incentive system of an organization can be treated as the principal

variable affecting organizational behavior. Clark and Wilson included the following premises in their analysis:

1. Incentives are by definition scarce.
2. An organization's incentive output must not exceed its available resources.
3. It is the function of the executive to maintain the organization. (The executive) does this by attempting to obtain a net surplus of incentives and by distributing incentives to elicit contributions of activity.
4. Organizations must change as contributors change.

Clark and Wilson categorized incentives into three distinct types: (a) material incentives; (b) incentives that arise from association; and (c) purposive incentives, intangible incentives that derive from the purposes of association. The first category is a subcategory of Barnard's specific incentives and the second seems to include his general incentives. The most important of these incentives are the "purposive" incentives which may be either intrinsic or extrinsic in character and all members of the organization are potential beneficiaries when the organization reaches its goals.

Three organizational requirements for members were identified by Katz and Kahn (1978) as: (a) doing dependable work; (b) staying in the system; and (c) occasionally performing innovative acts to support their contracts with the organization. Three types of incentives are presented by

the organization to enable members to meet the requirements. They are identified as: rule enforcement, external rewards, and internalized motivation.

In the first type members must comply or be faced with legal sanctions. These incentives are known and considered predictable by all members of the organization.

The second classification, external rewards, are divided into four types which are linked to desired behavior. Katz and Kahn reported:

1. System rewards--earned through membership and increased through seniority. They include such things as cost of living allowances, sick leave, and pensions. If members like the organization, they might be more willing to cooperate with others and contribute to its positive image.

2. Individual rewards--come in the form of pay increases, promotions, and piece rates.

3. Approval from the leader--if the leader is respected and perceived as powerful.

4. Peer group--congeniality among colleagues working together for the common purposes of the organization.

The third organizational incentive, internalized motivation, is the most powerful and the most difficult to achieve. Some members find intrinsic rewards from their work, others confirm values by internalizing the

organization's goals, and others find identity through group cohesiveness.

Cresap, McCormick and Paget (1984), in a publication prepared for a group of professional administrators' organizations, discussed teacher incentives. They reported that these incentives may be grouped under three major classifications: (a) monetary incentives, (b) performance incentives other than pay, and (c) improving job and work environment. The specific types for attracting, motivating and retaining highly qualified teachers were defined as:

1. Compensation plans--various modifications in salary schedules, benefits, and perquisites to reward teachers and to address specific needs in attracting and retaining particular types of teachers.

2. Career options--various modifications in the traditional structure of the teaching career.

3. Enhanced professional responsibilities--ways of increasing teachers' compensation and making the job more interesting by extending and varying teachers' responsibilities.

4. Non-monetary recognition--awards and other ways of motivating teachers through attention to their accomplishments.

5. Improved working conditions--ways of making teaching more professional and enjoyable by improving the physical and social conditions under which teachers work (p. 16).

Hatry and Greiner (1984) reviewed some of the teacher incentive plans being used in the United States. The researchers examined two incentive classifications: monetary or merit pay plans (part of a teacher's pay is linked to performance) and non-monetary "performance-by-objectives" plans (in which performance targets are set for individual teachers at the beginning of the year and achievement against those targets is subsequently monitored). Hatry and Greiner's major findings are:

1. Successfully introducing teacher incentive plans, whether monetary or nonmonetary, is a complex and difficult undertaking. The plan must be handled well or it can be of little use or can even be counterproductive.

2. Information available from past research, school district experiences, and the evaluation literature provides little convincing evidence on whether teacher merit pay or performance-by-objectives plans have substantially affected student achievement, teacher retention rates, or the ability to attract new quality teachers. This, however, does not mean that these plans have not had significant impact in these areas, only that no convincing evidence has yet been developed.

Sykes (1983) looked at the value of individual versus collective teacher incentives. In discussing the merits of these incentives, he stressed the important role individual schools have on learning and reform. Sykes stated:

This and other literature also suggests that effective teaching is highly dependent on the context in which it occurs. In fact, organizational and other properties of schools probably are as potent an influence on teacher effectiveness as are teachers' personal characteristics or the training they receive (p. 12).

Sykes argued for incentives such as released time for joint planning, summer employment to work on school improvement efforts, and small grants for teacher-developed projects which might augment individual income while encouraging collective responses to professional matters at the school level. Sykes also urged policymakers to remove disincentives which discourage capable people from entering and staying. Such features have become the subject of bargaining--"guarantees about working conditions, e.g., limits on maximum class size, freedom from onerous duties, or removal of disruptive students."

A study by Fruth, Bredeson and Kasten (1982) addressed the degree to which school organizational incentives (in secondary school teaching) result in retaining committed teachers. They concluded that there are few incentives that are within the control of the organization that can be differentially allocated and that can be used to affect performance directly. Fruth, et al. reported that intrinsic motivation is the most powerful link to performance and they

recommended that schools need to create an environment where the intrinsically motivated can pursue excellence by using individual rewards and leader support.

In discussing incentives, Fruth, et al. noted that:

1. Many school district incentives are not necessarily uniformly distributed.

2. Many of the major incentives found in the study were not equally valued. Rewards are integrally tied to individual value systems. Organizational incentives can have positive, neutral, or negative impact on teachers.

3. Working with students and sharing the experience of student learning were seen as key rewards.

4. Discipline problems, student apathy, and student insensitivity were seen as negative factors in achieving positive psychological rewards.

5. Absence of student learning and success took on a neutral quality in obtaining positive psychic rewards.

6. Salary and fringe benefits appeared as a neutral quality. The report suggests that some teachers are "clearly willing" to accept less money as a trade-off with incentives such as geographic location, professional freedom, and course assignments.

7. Time-autonomy within the workday was found to have negative implications. Time-autonomy in terms of the work year was described as a reward.

8. The lack of support by administrators for teachers

and the job they do was seen as a key dysfunction and a major source of teacher frustration and job dissatisfaction. However, administrative support was rarely mentioned as a major satisfaction or reward. It was considered a maintenance condition.

The intent of the first section has been to review the literature with respect to organizational incentives. As can be seen from the review, there are many sources and uses of incentives. Incentives and disincentives of an organization are fundamental and deserve study. Perhaps further research will bring more enlightenment to the subject of incentives valued by teachers.

#### Literature Related to What Teachers Want from the Teaching Profession

As indicated in the previous section, research reports that there are many sources and uses of incentives. "Purposive" incentives and "internalized motivations" are cited as the most powerful.

Dan Lortie (1975), in his comprehensive study of the teaching profession, suggested that internalized motivations are of primary importance to teachers. Based on content analysis of 94 intensive interviews with teachers, historical review, national and local surveys, and findings from observational studies by other researchers, Lortie looked at the rewards that teachers receive from their work

and classified them into three types: extrinsic rewards, ancillary rewards, and psychic or intrinsic rewards.

Extrinsic rewards are experienced by all participants of the organization. They include salary, level of prestige, fringe benefits, and power over others. They are seen as being independent of the teacher and predictable. Opportunities to increase these rewards are limited. Some teachers may move to more affluent school districts to increase these rewards.

Ancillary rewards are those rewards that accompany the occupation, but depending on the individual teacher, they may or may not be perceived as rewards. Lortie gives the example of work schedules--this may be a reward to married women while it may not be to men. These are rewards that are taken for granted and not specified in the contract. They affect entry into the profession more than the effort of those already in the occupation. Ancillary rewards increase the attractiveness of the occupation over other kinds of employment; they may restrain a person from leaving but are unlikely to affect the effort the individual exerts on the job.

Psychic or intrinsic rewards are entirely subjective valuations made in the course of work engagement. Psychic rewards are constrained by the structure of the occupation and its task. They include such things as satisfaction

derived from seeing children learn and opportunities for creative expression.

Lortie emphasizes that the organization of career rewards in teaching stress a "present-oriented" rather than a "future-oriented" point of view. Due to the cultural aspects of the occupation, teachers tend to favor psychic rewards in their work; consequently, they tend to concentrate their energies at points where efforts may make a difference.

The psychic rewards of teachers fluctuate. Lortie found a tendency for teachers to connect their major rewards with events happening in the classroom. In his study, Lortie found that satisfaction accompanied desirable results with students; "teaching is satisfying and encouraging when positive things happen in the classroom" (p. 104).

In a study on vocational adaptation and teacher job satisfaction, Heath (1981) reported that teachers are presently sustained by three basic rewards. They are: (a) helping students discover talent and skills; (b) receiving the respect of parents; (c) having the freedom and independence to innovate to continue to grow as a professional.

According to Heath, these rewards are becoming increasingly elusive. He concluded that intrinsic rewards relate to a teacher's sense of personhood, professional identity, and hopes make teaching more of a calling than a

job. Heath noted that when core concerns which make teaching a "calling" are tapered, extrinsic rewards such as salaries, working conditions, and control over duties emerge as much more significant issues.

Kasten (1984) conducted a research study designed to identify the values elementary public school teachers placed upon institutionally-dispensed rewards. She examined whether these rewards varied in effectiveness over the course of a teaching career. Kasten revised the interview schedule used by Bredeson, et al. (1982). Kasten found elementary teachers to be most supportive of minor additions to the current reward structure. The nine possible rewards examined were: (a) merit pay, (b) classroom research, (c) change in student population taught, (d) district-sponsored additional education, (e) attendance at meetings and conventions, (f) work with student or intern teachers, (g) time for publication and writing, (h) release from extra classroom assignments, and (i) money for classroom enrichment.

"Money for classroom enrichment" and "attendance at meetings and conventions" were tied as the top two valued rewards with "district-sponsored additional education" and "work with student or intern teachers" tied for second. "Merit pay" was the least valued of the nine. "Time for publication and writing" had near percentages of respondents expressing "strong interest" and "no interest." When asked

what other possible rewards they would suggest, 12 of the 27 teachers (44%) listed money, five (18.5%) suggested more preparation time, and four (14.8%) suggested more parent support.

In summary, Kasten reported "work with students" as not only the most satisfying and rewarding aspect of teaching, but also one of the most frustrating. Student reactions were found to make the difference between a good or a bad day. In addition Kasten found that:

(1) Elementary teachers tended to be conservative in the types of reward structures supported.

(2) Teacher groups must be assured of the workability of a proposal.

(3) The research did not provide support for attempts to identify patterns in the careers of teachers through life events.

It has been proposed in the literature that intrinsic rewards are gained by faculty members when they plan for and execute professional development programs (Francis, 1975; Freedmon et al., 1979; Reddit and Hamilton, 1978). Reddit and Hamilton were surprised at the trust and mutual respect that developed among faculty as they searched for solutions to common pedagogical problems. Reddit and Hamilton reported that the key to participation was a variety of incentives--not necessarily financial. Although this study was done in an institution of higher education, it has

application to the teaching profession. They reported:

Sometimes the rewards are merely recognition and the pleasure of leadership among one's colleagues. Or the incentive might be promotion. (For some) the rewards have been the applause of the participants' strengths and assistance in dealing with faculty members' perceived difficulties (p. 39).

A few higher education studies have shown that the presence of rewards does not result in greater willingness to participate in teaching improvement activities. Young (1976) surveyed 370 faculty members from Michigan State University. The study showed that the presence of rewards would not result in greater willingness to engage in teaching improvement activities. O'Connell's (1979) study of 95 faculty members at four different colleges noted no significant difference between the degree of participation in development activities between those members who were at colleges with reward structures and those who were not.

Spuck (1974) focused on teacher behaviors of absenteeism, recruitment and retention and their relationship between eight categories of rewards available to teachers in high schools. Spuck reported that intrinsic incentives are highly related, individually and in combination with other reward categories, to all three of the teacher behaviors. Spuck concluded:

Reward structures existing in organizations apply to different individuals in different ways. Rewards as motivators relate to individual needs, and while they may be meaningfully studied on the organizational level, they must also be studied on the individual, personal level. The key to motivating employee behavior is in understanding desired rewards and providing for these needs to be met in pursuit of organizational goals (p. 33).

Job satisfaction studies provide further insight into what teachers might want from their work environment. Although there is no clear correlation between job satisfaction and increased productivity, Turk and Litt (1982) reported that job satisfaction was negatively related to lack of well-being, intention to leave teaching, and absenteeism. Hindricks (1974) emphasized that analysis of job satisfaction is the first step toward the prevention of "attrition in place." Hindricks described an individual forced to stay in an organization as passive, unmotivated, and increasingly dissatisfied. Job satisfaction correlated positively with job involvement (Turk and Litt, 1983).

There are many factors to consider in measuring job satisfaction. Lawler (1973) asserts that there are four: (a) promotion, (b) pay, (c) interpersonal relationships, and (d) the work itself. Lester (1984), in developing an

instrument to measure "teacher job satisfaction" discovered nine job characteristics or factors. They are: (a) advancement, (b) colleagues, (c) pay, (d) recognition, (e) responsibility, (f) security, (g) supervision, (h) working conditions, and (i) work itself. The questionnaire was used to analyze data received from 631 respondents from eight school districts in New York and included elementary, junior high, and senior high teachers. Lester reported:

1. Teachers are dissatisfied with pay, advancement, and recognition.

2. Teachers are satisfied with supervision, colleagues, responsibility, work itself, and security, except for a few elementary and junior high school teachers within specific districts.

3. Working conditions is one area that showed dissatisfaction at the district level, as well as at the school level within specific districts.

4. Regardless of location, size of district, county, and school level, teachers generally feel similarly about their job.

Further research studies indicate that teacher satisfaction is directly related to the following factors:

1. The extent that teachers participate in decision-making processes was found to be related to teacher satisfaction (Fall, 1976; Sharma, 1955; Yarborough, 1976).

2. Sergiovanni (1969) reported achievement recognition, responsibility, and activities that center on work itself as three sources of job satisfaction.

3. Vroom (1964) concluded that a high level of satisfaction occurs when a supervisor is considerate of employees.

4. Thompson (1971) stated the more supportive the supervisory style, the higher the degree of satisfaction.

5. Katzell and Yankelovich (1975) found that increased autonomy or self-regulation on the job is one factor in job enrichment which can enhance job satisfaction. The researchers also reported that opportunities to try new methods of doing the job is a strategy for improving job satisfaction.

6. Good relationships between co-workers (colleagues having similar interests and attitudes in group outcomes) were linked to job satisfaction (Coughlan, 1971; Jurgenson, 1978; Kaufman, 1978; Stone and Porter, 1975; Vroom, 1964).

The importance of professional working conditions to teacher satisfaction and retention has recently been confirmed by studies performed by Rand (1983) and Rosenholtz and Smylie (1983). Conditions that undermine teacher effectiveness are strongly related to teacher attrition. These conditions include lack of opportunity for professional discourse and decision-making input; inadequate preparation and teaching time; and conflict with or lack of

support from administrators.

To explain the process of becoming a teacher and remaining in the profession, Coulter and Taft (1973) developed a model of social assimilation for beginning teachers. The relationship expressed in their model was that satisfaction with teaching was a precondition for the attainment of a high level of identification with the profession. The model was analogous to that of the assimilation of immigrants into a country. In the first stage there was an initial immigrant readjustment and resettlement period followed by a general state of satisfaction. If satisfaction was maintained, conditions then existed for the second stage of identification. The immigrant established an attachment or sense of belonging. The third stage, acculturation, occurred if favorable feelings existed toward the host group. This allowed rapid adoption of new values, attitudes, and behavior patterns. Coulter and Taft maintained that to be assimilated fully into the teaching profession, teachers adopted a set of appropriate attitudes or set of rules for their behavior and expectations for the behavior of others. They concluded that satisfaction with teaching was the foundation upon which further socialization of a teacher rested.

The literature reveals that most teachers obtain their rewards, motivations, and commitment from positive and successful relations with students. As can be seen from the

review, the school district does not control all the variables that affect teacher rewards. However, as cited in several job satisfaction studies, there are several facets of the teaching profession which relate to positive well-being and in turn relate to absenteeism and retention. Continued research in finding ways to improve successful relations with students and means to promote job satisfaction may provide identity to teacher incentives.

#### Reasons for Leaving the Teaching Profession

The retention of qualified personnel in organizations has long been recognized by behavioral and social scientists as a primary force in organizational survival (March and Simon, 1958). Administrators are particularly concerned with job turnover because of the implications of its association with the retention of teachers. Lawler cites a study by Ross and Zander (1957) in which it was established that the degree of employee satisfaction has a significant direct relationship to the employee's continuing on the job. More specifically related to teaching, Turk and Litt (1983) found that the intention to leave teaching was negatively associated with job satisfaction.

Lester (1984), in her review of the literature, concluded that some of the cited reasons for leaving have also been found in studies for entering the teaching profession. Women enter and leave because of marital and

maternal commitments. Financial and material benefits were also cited for both entering and leaving the profession. Lester reported that pay, job security, and prestige contribute to job satisfaction; whereas, without these conditions, job dissatisfaction results, and eventually a decision to leave teaching. From the review, Lester concluded that there are several potential factors that may influence teachers to leave the profession: poor fringe benefits, lack of opportunity for advancement, unsatisfactory administration, difficult pupils, and the nature of the work.

Goodlad (1984) reported that a majority of teachers had entered teaching because of the nature of the work. From interviews with teachers who had left, he found they were "frustrated in what they wanted to do or disappointed in their own performance," and that while "money was not a major reason teachers gave for entering teaching, it ranked second as a reason for leaving" (p. 172).

Rosenholtz (1986) surveyed over 1200 teachers to determine what causes high degrees of absenteeism and early resignation. Three central factors were found to lead to commitment (few absences and early retirement). The three main factors are:

1. Certainty--strength of teachers' beliefs in their own instructional skills.

2. Skill acquisition--experimentation with new ideas in the classroom and the opportunity to learn new teaching strategies and skills on the job.

3. Rewards--the degree to which teachers experience professional fulfillment in their work and receive recognition from students, colleagues, and principals.

In her study, Rosenholtz examined organizational variables that included the following: (a) teacher evaluation, (b) buffering (principals protecting teachers instructional time), (c) control of student behavior (principals establish and consistently enforce rules), (d) faculty collaboration, (e) teacher/principal collegiality, (f) teacher participation in decision-making, (g) organizational flexibility, and (h) overall coordination of instruction within the school. Her conclusions were:

1. Sixty-five percent of the effect on "skill acquisition" for teachers is due to organizational variables.

2. "Certainty" has the greatest impact on rewards. Organizational flexibility, instructional decision-making, buffering and instructional coordination were key to rewards.

3. Fifty-nine percent of the variance is commitment (willingness of teachers to make contributions to the workplace) and is due to controllable organizational variables.

4. The two most powerful inducements are "certainty" and organizational flexibility. The most powerful influences on "certainty" are principal buffering and peer collaboration.

The Rand Corporation Change Agent Study of federally funded education programs concluded in its research that teachers seem to "peak out" after five to seven years of teaching. Teachers either maintain their level of effectiveness or they become less effective. The Rand researchers stated that the effect appeared to be less an intrinsic characteristic of teachers or of the teaching role than testimony to the way schools are managed and the way professional development activities are provided for staff.

Other studies support Rand's findings. Rosenholtz (1984) emphasizes that organizational conditions in schools can hinder teacher improvement. Rosenholtz states:

Isolation from professional knowledge and a lack of administrative support are two critical reasons teachers fail to develop professionally. Inability to grow professionally in turn diminishes teachers' psychic rewards from students and prompts them to leave teaching (p. 8).

Other organizational conditions described in her work that impede effective teaching are:

1. Absence of clear school goals--specific goals related to student achievement assist teachers in deciding what to emphasize in their teaching and how to evaluate their success.

2. Interruption of teaching--instructional time taken away to attend to administrative matters or by announcements, school assemblies, or other intrusions take time away from learning tasks. Not providing clerical assistance for routine paperwork also intrudes on time spent for instruction.

3. Disruptions by disorderly students--no clear policies for student discipline that are consistently enforced. When teachers are forced to spend their energies on disruptive students, instructional time is lost.

4. Lack of collaborative settings--in effective schools, faculty members share ideas; new ideas produced by conversations among teachers give rise to greater experimentation.

5. Lack of effective in-service training--effective programs are targeted at the needs teachers and administrators themselves define. Training should be a continuous process that is integrated into the regular day (pp. 7-13).

The study of quitting behavior among teachers has been analyzed under a variety of rubrics, one of which is teacher "burnout," a feeling of being locked into a routine that is

threatening or stressful. In a major national study of teacher health conducted by Instructor Magazine in the late 1970's, teachers reported stress and tension as their biggest health problem. The tensions, according to the teachers, stem from lack of teaching materials, schedules that do not allow for breaks, discipline problems, public pressure, lack of preparation or in-service training for new programs, poor physical conditions in some schools, and the failure of administrators to support teachers against parental pressures and student misbehavior.

Gudridge (1980) reported that some teachers work in an environment where fear of vandalism and violence is the "teacher's nagging companion." In a five-year study of teachers assaulted by students, Albert Block, a psychiatrist from the University of California, concluded that some teachers experience combat fatigue just as if they had been on the front line in war. Ailments associated with this type of fatigue included migraine headaches, ulcers, hypertension, depression, and insomnia.

How the American family is changing and related variables outside of school may be possible sources of teacher "frustration" or lack of belief in their own instructional skills. In a report prepared by The Business Advisory Commission of the States (Education Commission of the States, 1985), concern was expressed for the growing proportion of students who lack motivation, have poor school

attendance; and lack social skills, family support, useful networks, and self-esteem. Indicators of growing youth problems were listed as: (a) poverty, (b) drug and alcohol abuse, (c) pregnancy, (d) unmarried mothers, (e) female-headed households, (f) suicide, (g) homicide, and (h) crimes committed by youth. Teachers are having to contend with the problems of society as well as having to respond to public pressure to ensure academic excellence.

The academic ability of teachers leaving the profession was examined in a study by Vance and Schlecty (1982). The researchers found that the attrition rate of North Carolina teachers tested in 1973 was directly related to the National Teachers' Examination: Many more top scorers than bottom scorers left teaching within seven years. By 1980, almost two-thirds of the top decile had left, whereas only about one-third of the bottom decile had left. The study concluded that although these measures of academic ability do not fully predict teaching performance, the teaching profession is attracting and retaining fewer academically-able young people than it has in the past.

The literature indicated that many factors may contribute to teachers leaving. A major reason for teachers leaving the profession was a feeling of being ineffective in the classroom, resulting in a low degree of professional fulfillment. Locke (1975) emphasizes that rewards flow directly from feeling effective, independent, worthy,

competent, and from external recognition and approval. One study found that money ranked second as a reason for leaving the profession. Much more research in this area may be helpful to individual school districts as they develop teacher incentive programs. Reasons for leaving may provide guideposts that give substance to incentive structures.

### Summary

There is a growing national concern about the ability of public education to attract and keep successful teachers who are engaged in the primary concerns of teaching--students and curriculum. The literature reveals that many variables influence the retention of motivated teachers. However, Barnard (1938) indicated that it is fundamental to an organization's existence to find positive incentives and to reduce or eliminate disincentives. The reviewer found many sources and uses of incentives.

In order to identify incentives valued by the teacher, the investigator studied research related to what teachers hope to gain by being in the profession. Lortie (1975) found that teachers receive their major rewards from classroom accomplishments. Rosenholtz (1986), from her review of the literature, confirmed Lortie's findings. Fruth, Bredeson, and Kasten (1982), in looking at organizational incentives, recommended that schools need to create an environment where the intrinsically-motivated can pursue excellence by using individual rewards and leader

support. The researchers found that many school district incentives are not necessarily uniformly distributed and that intrinsic motivation is the most powerful link to performance. Kasten (1984) states elementary teachers tend to be conservative in the types of reward structures preferred.

Literature related to teachers leaving the profession was also examined to help identify possible incentives. Turk and Litt (1982) found that the intention to leave teaching was negatively associated with job satisfaction. Job satisfaction studies provide several factors that may contribute to or diminish favorable conditions within the work environment. These conditions have been found to relate to the decision to leave teaching.

With the review of the literature in mind, the researcher realized that teachers strive for the purpose of their organization--effectiveness in the classroom. Thus, major intrinsic rewards are achieved. Believing in one's ability to meet the purposes of an organization is a powerful incentive. Incentives that might enhance the effectiveness of teachers and their work environment were examined in this research. Findings of job satisfaction studies were also included as possible sources of incentives. The literature review was conducted for the purpose of identifying incentives valued by the elementary teacher.

## CHAPTER 3

### Methodology

#### Introduction

This chapter focuses on a description of the population and sampling, the survey instrument, implementation, and data processing and plan of analysis.

Further, this chapter explains the methods and procedures followed in conducting this study. The purpose of the study was to identify incentives valued by elementary teachers. The researcher believed that this information may provide one avenue of addressing the problem of teacher attrition. The research involved the use of a survey design in which the researcher was present to provide reactions to questions concerning the questionnaire.

#### The Population and Sampling

The population is the elementary teachers of three selected school districts in Virginia, chosen because of their differences in salary schedule. The sample chosen consists of all of the elementary teachers in three schools in the school districts selected by their similarity in size, based on number of teachers and enrollments.

For the purpose of this study, an elementary teacher is

defined as a teacher who works with children in a school listed under the heading "Elementary" in the 1984 edition of the Virginia Educational Directory. The definition of teacher working in an elementary setting included teachers assigned to grade levels, special education, and those teaching special subjects (art, music, physical education, gifted/talented and library science).

#### The Survey Instrument

The survey instrument employed was a fixed-response questionnaire developed to gather information on incentives valued by elementary teachers. Demographic information was requested in Part A of the survey form. Part B was designed to determine the importance of each incentive. A copy of the survey instrument can be found in Appendix A.

Prior to development of the instrument, a review of the literature was undertaken, which consisted of examination of research journals, government reports, books, and case studies. Review of the literature provided the principal conceptual basis for development of the questionnaire. Another source was teacher interviews which were conducted in a large urban district as part of a trial evaluation plan (Fortune, Thomas, Cromack; 1985). Additionally, during the pilot study, the survey had an open-ended question where additional incentives could be listed. All of the incentives included in the questionnaire came either from the literature, the interviews, or the pilot study. The

incentives were related to various aspects of the teaching profession. Included were conditions of work, pay, and professional development opportunities.

The instrument used in the study was submitted to a panel of experts for comments and suggestions prior to pilot testing. This panel consisted of the Director of Research and his staff of a major school district, two research professors, a graduate-level computer analysis class, four elementary teachers, and an executive director of a teacher organization. Revisions were made based on their recommendations.

The survey questionnaire, in its revised form, was then field tested with fifteen elementary teachers and sixteen secondary teachers, administrators, and graduate students in the Commonwealth of Virginia in July and August 1985. This pilot sought to establish the ability of teachers to respond to the questions, to estimate response time, and to calculate test-retest reliability and internal consistency. Items on the questionnaire that were found to have a correlation coefficient of .36 or less on the test-retest analysis of the pilot study were either rewritten or dropped. Items were dropped due to the percentage of elementary teachers listing the items as not important or undesirable.

Internal consistency was found to be .89 using a direct measure of percent for internal agreement. Field testing

and a panel review were conducted to assure content validation. Some items were dropped due to lack of clarity and redundancy.

### Implementation

Two district superintendents were contacted in order to explain the purpose of the study and request permission to include their school districts in the study. The third district was addressed through a panel review board which grants requests for research.

A telephone call was made to the principal of each school, advising him or her of the nature of the study and indicating that the superintendent's approval had been granted. Each principal was asked for dates for distribution and collection of data that would be convenient to each faculty. The questionnaires were printed in final form and delivered personally by the researcher to the respective schools in late October and November of 1985. The questionnaires were distributed and collected at the schools' faculty meeting by the researcher, who was available to respond to concerns and questions. The teachers who were absent had packets placed in their mailboxes. Included in the packet were a letter asking for participation in the survey and a copy of the questionnaire. In the letter the researcher stated that either a telephone call or personal contact would be made within the next two

days. Respondents were informed that the data would be reported in statistical terms only, so the anonymity of respondents was ensured. On November 25, 1985, the collection of data was considered complete.

Within three days of meeting with the faculty, non-respondents, teachers who were absent, were contacted by telephone. For those who agreed, their responses to the survey questions were recorded over the telephone. Data collection was terminated after the telephone interview. A letter of thanks was sent to the superintendents and principals. (See Appendix B).

A response rate of 95% was sought. It was felt that this level was realistic, given the timeliness of and almost universal interest in this subject. The availability of the researcher at the time the questionnaire was administered was thought to contribute to a high response rate.

#### Data Processing and Plan of Analysis

As responses were received, they were charted on a checklist which designated each school district. A faculty list was used to check off respondents' names who had been absent and later had to be contacted by telephone. The respondents were asked to respond to statements in degrees of importance on a four-point Likert scale. The values assigned to the scale were: Very important = 1; Important = 2; Indifferent = 3; Undesirable = 4. The design eliminated the category of undecided.

Frequency analysis of the survey was used to determine what incentives elementary teachers in three school districts value as important for a district to provide for professional growth. Cross-tabulation of items on the questionnaire was used to determine the statistical relationships among values placed on incentives and the demographic variables of teachers of different sex, years of teaching experience, levels of educational attainment, and dependence on salary. Analysis of variance was used to determine if values placed on incentives vary with differences in pay schedules.

## CHAPTER 4

### Presentation and Analysis of Data

The purpose of this study was to identify incentives valued by elementary teachers in three different Commonwealth of Virginia school districts. The assumption is made that their opinions and attitudes toward different incentives will have a direct bearing on the success of teacher incentive programs.

In this chapter the results of the survey developed by the researcher are reported. The data are presented as they relate to each research question, as described in Chapter 1. The strength of each response is represented by the mean computed for each.

Demographic data are cross-tabulated with these results to show possible significant differences ( $p < .05$ ) between responses and variables such as respondent's sex, dependency on salary, years of experience, levels of educational attainment and additional characteristics of the job. Preference for incentives by district are portrayed by means for each item. Differences across districts are shown by differences in these means. A summary of demographic data is presented in Table 1.

Table 1

## Demographic Data of Respondents

Respondents N=116

Statement	Coding	Frequency of Return	Percentage
1. Current Assignment	K-3	46	39.7
	4-7	33	28.4
	Special	37	31.9
2. Teaching Experience	0-3 years	23	19.8
	4-7 years	28	24.1
	8-15 years	34	29.3
	16-20 years	18	15.5
	over 20 years	13	11.2
3. Highest Degree	Bachelor	71	61.2
	Bachelor + 30	17	14.7
	Master	23	19.8
	Master + 30	5	4.3
4. Sex	Male	10	8.6
	Female	106	91.4
5. Certified To Teach	Yes	114	98.3
	No	1	.9
	Missing	1	.9
6. Salary Contribution Toward Total Income	0-25%	13	11.2
	26-50%	47	40.5
	51-75%	18	15.5
	76-99%	8	6.9
	100%	30	25.9
7. Years in Current District	0-3 years	37	31.9
	4-7 years	31	26.7
	8-15 years	30	25.9
	16-20 years	12	10.3
	over 20 years	6	5.2

All elementary teachers in three schools in selected school districts were asked to respond to the survey. One hundred and sixteen surveys were collected. This represented 100% of the full-time teachers listed on the roster for each school.

Table 2

Response Rate for Questionnaire:  
Profiling Teacher Incentives

<u>Questionnaires Delivered</u>	<u>Questionnaires Received</u>		<u>Questionnaires Not Received</u>	
Frequency	Frequency	Percentage	Frequency	Percentage
116	116	100.0	0	0

Factors thought to contribute to this high-response rate were: The researcher presented the survey at each school; there was institutional support for conducting the study. (In two districts, she had the endorsement of the superintendent and in the third, she had the endorsement of the research proposal committee); a copy of the survey and a letter of explanation were left in mailboxes of teachers who were absent; telephone calls were made within two days of each presentation at individual schools; and all teachers

who were absent agreed to answer the survey over the telephone. (Approximately five teachers per school had to be contacted).

No adjustments were made to the data due to the high response rate. For informational purposes, however, missing data of individual respondents to a particular item or improper recording of responses are included as missing data in each table.

### Presentation by Research Question

For the purpose of analysis, the questionnaire designed for use in this study was divided into two sections. The first section, "Profiling Teacher Incentives," requested demographic data of respondents. The second section, "What Incentives Would You Like Your School District to Provide?", was designed to answer research questions concerning values placed on possible or current incentives provided by a school districts.

Research Question 1: What incentives do a purposive sample of teachers working at three elementary schools in different school districts value?

The first research question addressed incentives valued by elementary teachers. There were a total of 52 incentives for respondents to consider. The results of this portion of the survey are reported in Table 3.

Table 3  
Values Placed by Elementary Teachers  
on School District Incentives  
N=116

Incentives	VI (1)	%	I (2)	%	In. (3)	Response			$\bar{x}$	SD	Missing Data	%
						%	U (4)	%				
Released Time to Observe Teachers	17	14.7	61	52.6	35	30.2	3	2.6	2.21	.71	0	0
Inservices Defined by Teachers	50	43.1	55	47.4	10	8.6	1	.9	1.67	.67	0	0
Money for Conferences	57	49.1	47	40.5	12	10.3	0	0.0	1.61	.66	0	0
Teacher Exchange Programs	10	8.7	55	47.8	46	40.0	4	3.5	2.38	.69	1	.9
Share-an-Idea Meetings	30	26.1	65	56.5	18	15.7	2	1.7	1.93	.69	1	.9
Paraprofessionals to Help	41	35.3	43	37.1	28	24.1	4	3.4	1.96	.85	0	0
Stipend for Teaching Combination Classes	30	26.3	47	41.2	34	29.8	3	2.6	2.09	.81	2	1.7
Stipend for Extra Duties	70	60.3	36	31.0	8	6.9	2	1.7	1.50	.70	0	0
Mini-grants for Projects	44	37.9	65	56.0	7	6.0	0	0	1.68	.58	0	0
Enhanced Building Comfort	55	47.4	51	44.0	9	7.8	1	.9	1.62	.66	0	0
Enhanced Building Appearance	26	22.4	71	61.2	18	15.5	1	.9	1.95	.64	0	0
Increased Aide Time	59	50.9	42	36.2	13	11.2	2	1.7	1.64	.75	0	0
Teacher of the Year Award	13	11.3	22	19.1	47	40.9	33	28.7	2.87	.96	1	.9
Task Force to Supervise Incompetent Teachers	23	20.0	54	47.0	25	21.7	13	11.3	2.24	.90	1	.9
Campaign to Gain Parent Support	35	30.2	49	42.2	26	22.4	6	5.2	2.03	.85	0	0
Opportunities to Change Grades	12	10.3	61	52.6	35	30.2	8	6.9	2.34	.75	0	0
Money for Classroom Materials	74	63.8	39	33.6	2	1.7	1	.9	1.40	.57	0	0
Sabbaticals	33	28.4	59	50.9	21	18.1	3	2.6	1.95	.75	0	0
Leave of Absence	42	36.2	54	46.6	20	17.2	0	0	1.81	.70	0	0
Sick Days to Count Toward Early Retirement	66	56.9	40	34.5	10	8.6	0	0	1.52	.65	0	0
Compensation for Teachers Absent Under Five Days	42	36.5	47	40.9	24	20.9	2	1.7	1.88	.79	1	.9
Salary Partially Based on Performance	10	8.8	28	24.6	28	24.6	47	41.2	3.01	1.02	3	2.5
Additional Pay Steps at the Top	82	70.7	27	23.3	6	5.2	1	.9	1.36	.62	0	0
All Leave Should be Personal	63	54.3	28	24.1	16	13.8	9	7.8	1.75	.96	0	0
Crisis Resource Teachers	46	39.7	54	46.6	14	12.1	2	1.7	1.76	.73	0	0

KEY TO TABLE 3: VI-Very Important    I-Important    In.-Indifferent    U-Undesirable

Table 3 (continued)

Incentives	VI (1)	%	I (2)	%	In. (3)	Response			$\bar{x}$	SD	Missing Data	%
						%	U	%				
Less Fragmented Schedule	47	40.5	49	42.2	18	15.5	2	1.7	1.78	.76	0	0
Assistance with Disorderly Students	70	60.3	41	35.3	5	4.3	0	0	1.44	.57	0	0
Evaluation of Principals	61	52.6	39	33.6	15	12.9	1	.9	1.62	.74	0	0
Reduced Interruptions	59	50.9	47	40.5	9	7.8	1	.9	1.59	.67	0	0
Teacher Input for Instructional Material	77	66.4	36	31.0	3	2.6	0	0	1.36	.53	0	0
Helping Teacher for New Employees	55	47.4	43	37.1	15	12.9	3	2.6	1.71	.79	0	0
Access to Telephones	69	59.5	38	32.8	9	7.8	0	0	1.48	.63	0	0
Increased Number of Field Trips	17	14.7	54	46.6	39	33.6	6	5.2	2.29	.78	0	0
Materials for Professional Library	33	28.4	65	56.0	18	15.5	0	0	1.87	.65	0	0
Teacher Involvement in Curriculum	58	50.0	51	44.0	6	5.2	1	.9	1.57	.63	0	0
Occasional Hour for Lunch	60	51.7	30	25.9	25	21.6	1	.9	1.72	.83	0	0
Retraining for New Certification	37	31.9	55	47.4	22	19.0	2	1.7	1.91	.75	0	0
Scholarships	39	33.9	49	42.6	25	21.7	2	1.7	1.91	.79	1	.9
11-month Contract	31	27.0	39	33.9	29	25.2	16	13.9	2.26	1.00	1	.9
Teacher Recognition Plaques	8	7.0	24	20.9	50	43.5	33	28.7	2.94	.88	1	.9
Half-year Teaching/ Half-year Curr. Devel.	14	12.1	20	17.2	50	43.1	32	27.6	2.86	.95	0	0
Contracts Negotiated Individually	13	11.5	22	19.5	37	32.7	41	36.3	2.94	1.01	3	2.6
Teachers to Demonstrate Lessons	35	30.2	58	50.0	21	18.1	2	1.7	1.91	.74	0	0
Exemplary Rating to Count Toward Early Retirement	34	29.8	44	38.6	21	18.4	15	13.2	2.15	.99	2	1.7
Compensatory Time for Special Activities	56	48.3	47	40.5	13	11.2	0	0	1.63	.67	0	0
Handbook that Defines Discipline Procedures	67	57.8	43	37.1	5	4.3	1	.9	1.48	.62	0	0
Employee Counseling	32	27.8	46	40.0	30	26.1	7	6.1	2.10	.88	1	.9
Flexible Health Plan	60	52.2	42	36.5	12	10.4	1	.9	1.60	.71	1	.9
Bonus for Approved Goals	36	31.0	37	31.9	31	26.7	12	10.3	2.16	.98	0	0
Full Reimbursement for Courses	90	77.6	21	18.1	3	2.6	2	1.7	1.28	.60	0	0
Assistance with Parents	57	49.1	49	42.2	9	7.8	1	.9	1.60	.67	0	0
Reduced Student/Teacher Ratio	76	65.5	30	25.9	9	7.8	1	.9	1.44	.67	0	0

The incentive, "Full Reimbursement for Courses," was rated "Very Important" by the largest percentage (77.6%) of respondents. On this incentive, a strength of response was represented by a mean of 1.28 (standard deviation .60).

The incentive rated "Very Important" by the second largest percentage of respondents was "Additional Pay Steps at the Top" with 70.7%. The strength of response was 1.36 (standard deviation .62).

"Teacher Input for Instructional Material" was rated "Very Important" by 66.4% of the respondents. When this percentage is added to the percentage of those marking it "Important," it represents 97.4% of the responses.

"Reduced Student/Teacher Ratio" was rated "Very Important" by 65.5% of the respondents with a strength of response of 1.44 (standard deviation .67).

"Money for Classroom Materials" was rated "Very Important" by 63.8% of the respondents. The strength of response was 1.40 (standard deviation .57). The combination of "Very Important" and "Important" responses represent 97.4% of the total.

Both "Teacher Input for Instructional Material" and "Money for Classroom Materials" were rated either "Very Important" or "Important" by the largest number of respondents (97.4%). The tabulation of combining percentages of "Very Important" and "Important" and of "Indifferent" and "Undesirable" are presented in Table 4.

Table 4

Incentives Described As Percentage Chosen and Not Chosen  
 Percentage Chosen = Combined Percentage of Very Important and Important  
 Percentage Not Chosen = Combined Percentage of Indifferent and Undesirable

Incentives	Percentage Chosen	Percentage Not Chosen	Percentage of Missing Data	# of Valid Cases
Released Time to Observe Teachers	67.2	32.8	0	116
Inservices Defined by Teachers	90.5	9.5	0	116
Money for Conferences	89.7	10.3	0	116
Teacher Exchange Programs	56.5	43.5	.9	115
Share-an-Idea Meetings	91.4	8.7	0	116
Paraprofessionals to Help	72.4	27.5	0	116
Stipend for Teaching Combination Classes	67.5	32.4	1.7	114
Stipend for Extra Duties	91.4	8.6	0	116
Mini-grants for Projects	94.0	6.0	0	116
Enhanced Building Comfort	91.4	8.7	0	116
Enhanced Building Appearance	83.6	16.4	0	116
Increased Aide Time	87.1	12.9	0	116
Teacher of the Year Award	30.4	69.6	.9	115
Task Force to Supervise Incompetent Teachers	67.0	33.0	.9	115
Campaign to Gain Parent Support	72.4	27.6	0	116
Opportunities to Change Grades	62.9	37.1	0	116
Money for Classroom Materials	97.4	2.6	0	116
Sabbaticals	79.3	20.7	0	116
Leave of Absence	82.8	17.2	0	116
Sick Days to Count Toward Early Retirement	91.4	8.6	0	116
Compensation for Teachers Absent Under Five Days	77.4	22.6	.9	115
Salary Partially Based on Performance	33.6	66.3	2.5	113
Additional Pay Steps at the Top	94.0	6.1	0	116
All Leave Should be Personal	78.4	21.6	0	116
Crisis Resource Teachers	86.2	13.8	0	116
Less Fragmented Schedule	82.8	17.2	0	116
Assistance with Disorderly Students	95.7	4.3	0	116
Evaluation of Principals	86.2	13.8	0	116
Reduced Interruptions	91.4	8.7	0	116
Teacher Input for Instructional Material	97.4	2.6	0	116
Helping Teacher for New Employees	84.5	15.5	0	116

Table 4 (continued)

Incentives	Percentage Chosen	Percentage Not Chosen	Percentage of Missing Data	# of Valid Cases
Access to Telephones	92.5	7.8	0	116
Increased Number of Field Trips	61.2	38.8	0	116
Materials for Professional Library	84.5	15.5	0	116
Teacher Involvement Curriculum	94.0	6.1	0	116
Occasional Hour for Lunch	77.6	22.5	0	116
Retraining for New Certification	79.3	20.7	0	116
Scholarships	76.5	23.4	.9	115
11-month Contract	60.9	39.1	.9	115
Teacher Recognition Plaques	27.8	72.2	.9	115
Half-year Teaching/Half-year Curriculum Development	29.3	70.7	0	116
Contracts Negotiated Individually	31.0	69.0	2.6	113
Teachers to Demonstrate Lessons	80.2	19.8	0	116
Exemplary Rating to Count Toward Early Retirement	68.4	31.6	1.7	114
Compensatory Time for Special Activities	88.8	11.2	0	116
Handbook that Defines Discipline Procedures	94.8	5.2	0	116
Employee Counseling	67.8	32.2	.9	115
Flexible Health Plan	88.7	11.3	.9	115
Bonus for Approved Goals	62.9	37.0	0	116
Full Reimbursement for Courses	95.7	4.3	0	116
Assistance with Parents	91.4	8.7	0	116
Reduced Student/Teacher Ratio	91.4	8.7	0	116

Twenty-seven percent or more of the respondents rated five incentives "Undesirable." "Salary Partially Based on Performance" was rated undesirable by the largest number (41.2%), with a strength of response of 3.00 (standard deviation 1.02). It should be noted that 24.6% of the respondents were "Indifferent" and the same number rated it "Important," while 8.8% rated it "Very Important."

The second least desirable incentive was "Contracts Negotiated Individually" at 36.3%. The strength of response for this incentive was 2.93, with a standard deviation of 1.01. It should be pointed out that 19.5% of the respondents marked this "Important" and 11.5% marked it "Very Important."

The third least desirable incentive was "Teacher of the Year Award," with 28.7% "Undesirable" responses. Only 11.3% of the respondents considered this incentive "Very Important."

The fourth least desirable incentive, "Teacher Recognition Plaques," was rated undesirable by 28% of the respondents. Only 7.0% felt that it was "Very Important."

The fifth least desirable incentive, "Work Half-Year Teaching/Half-Year Curriculum Development" was rated "Undesirable" by 27.6% of the respondents. Seventeen point two percent marked it "Important" and 12.1% marked it "Very Important." The strength of response for this incentive was 2.86 (standard deviation .95). The percentage for these

incentives are reported in Table 5.

Table 5  
Incentives Chosen as Undesirable by 25% or  
More of the Selected Elementary Teachers

Incentive	Percentage Marked UNDESIRABLE	Combined Percentage of UNDESIRABLE and INDIFFERENT
Salary Partially Based on Performance	41.2	66.3
Contracts Negotiated Individually	36.3	69.0
Teacher of The Year Award	28.7	69.6
Teacher Recognition Plaques	28.0	72.2
Half-Year Teaching/ Half-Year Curriculum Development	27.6	70.7

One incentive was rated positively and negatively by about the same proportion of respondents. It is, "Teacher Exchange Programs," with 56.5% choosing it and 43.5% rejecting it.

Other incentives did not stand out as being particularly important or particularly undesirable, as the responses were distributed over the four categories offered.

In summary, the study identified 17 incentives valued

as Very Important by 50% or more of the respondents. These incentives are presented in Table 6. Five incentives were marked undesirable by 25% or more of the respondents. Except for nine incentives, there was at least one response for each category of the scale. When combining incentives rated "Very Important" and "Important," 23 incentives were found to be chosen by more than 85% of the respondents. A summary of these results is found in Table 7.

Table 6  
Summary Table

Incentives Chosen as Very Important by 50% or  
More of the Selected Elementary Teachers

Incentives	Percentage
Full Reimbursement for Courses	77.6
Additional Pay Steps at the Top	70.7
Teacher Input for Instructional Materials	66.4
Reduced Student/Teacher Ratios	65.5
Money For Classroom Material	63.8
Stipend for Extra Duties	60.3
Assistance with Disorderly Students	60.3
Access to Telephones	59.5
Handbook That Defines Discipline Procedures	57.8
Sick Days to Count Toward Early Retirement	56.9
All Leave Should be Personal	54.3
Evaluation of Principals	52.6
Flexible Health Plan	52.2
Occasional Hour for Lunch	51.7
Reduced Interruptions	50.9
Increased Aide Time	50.9
Teacher Involvement in Curriculum	50.0

Table 7

## Summary Table

Combined Percentages of Incentives Chosen as Very Important and Important by 85% or More of Respondents

	Incentives	Combined %
1	. Money for Classroom Materials . Teacher Input for Instructional Materials	97.4
2	. Assistance with Disorderly Students . Full Reimbursement for Courses	95.7
3	. Handbook That Defines Discipline Procedures	94.8
4	. Teacher Involvement In Curriculum . Additional Pay Steps at the Top . Mini-grants for Projects	94.0
5	. Access to Telephones	92.5
6	. Reduced Student/Teacher Ratio . Share-an-Idea Meetings . Stipend for Extra Duties . Sick Days to Count Toward Early Retirement . Reduced Interruptions . Assistance with Parents	91.4
7	. Enhanced Building Comfort	91.0
8	. Inservices Defined by Teachers	90.5
9	. Money for Conferences	89.7
10	. Compensatory Time for Special Activities	88.8
11	. Flexible Health Plan	88.7
12	. Increased Aide Time	87.1
13	. Crisis Resource Teachers . Evaluation of Principals	86.2

Research Question 2: Are Values Placed on Incentives Related to Demographic Characteristics of Teachers?

Of the 52 incentives listed in the questionnaire, only eight were found to relate to one or more of the teachers' demographic characteristics. These eight items and the characteristics which were found related appear in Table 8.

The characteristics, "Education," "Salary Dependency," and "Sex" were related to only a single incentive suggesting that these relationships were probably chance observations. "Assignment" was related to two incentives. The two incentives related to "Assignment" are logical in that they are for extra duties and teaching rewards. It is likely, however, that one should not consider "Assignment" a major factor in the determination of the incentive structure.

"Years in District" was related to "Desire for a Stipend," "Assistance with Disorderly Students," and "Counseling." This characteristic is very similar in nature to the variable, "Teaching Experience."

Only one characteristic appeared to relate to the overall incentive system of teachers. This characteristic was "Experience," which related to "Paraprofessionals to Help," "Stipend for Teaching Combination Classes," "Task Force to Supervise Incompetent Teachers," and "Employee Counseling." Findings for the 52 incentives are presented in Table 9.

Table 8

Summary of Relationships Found Significant Between  
Responses and Characteristics of Respondents

Incentive	Demographic Characteristics					
	Experience	Education	Sex	Salary Dependency	Assignment	Yrs. in District
Reduced Student/ Teacher Ratio	NS	NS	.05	NS	NS	NS
Paraprofessionals to Help	.05	NS	NS	NS	NS	NS
Stipend for Teaching Combination Classes	.05	NS	NS	NS	NS	.05
Stipend for Extra Duties	NS	NS	NS	NS	.05	NS
Teacher of the Year Award	NS	NS	NS	.05	.05	NS
Task Force to Supervise Incompetent Teachers	.05	NS	NS	NS	NS	NS
Assistance with Disorderly Students	NS	NS	NS	NS	.05	NS
Employee Counseling	.05	.05	NS	NS	.05	NS

Table 9  
Chi Square for Research Question: Are Values Placed on  
Incentives Related to Demographic Characteristics of Teachers?

Incentive	df	Demographic Characteristics					Yrs. in District 2
		Experience 2	Education 2	Sex 1	Salary Dependency 2	Assignment 1	
Released Time to Observe Teachers		.72	1.33	.03	.07	1.47	.32
Inservices Defined by Teachers		2.50	.32	.39	4.80	.00	.38
Money for Conferences		1.55	2.34	.26	3.85	.03	4.33
Teacher Exchange Programs		.10	2.03	.01	3.61	.00	2.54
Share-an-Idea Meeting		.90	2.52	.44	3.88	.64	2.36
Reduced Student/Teacher Ratio		.28	1.90	9.67*	.39	1.85	4.60
Paraprofessionals to Help		7.08*	5.48	.00	1.73	.01	3.26
Stipend for Teaching Combination Classes		7.55*	3.41	.10	3.63	2.62	6.54*
Stipend for Extra Duties		1.66	1.53	.00	2.43	7.53*	.60
Mini-grants for Projects		1.30	2.19	.02	.09	.00	2.95
Enhanced Building Comfort		1.66	1.53	.18	2.03	.00	2.01
Enhanced Building Appearance		2.30	4.68	.00	.46	.17	4.41
Increased Aide Time		4.86	.07	1.42	.48	.49	.32
Teacher of the Year Award		.79	3.83	.11	7.71*	5.14*	.75
Task Force to Supervise Incompetent Teachers		5.99*	4.46	.02	1.74	1.59	2.17
Campaign to Gain Parent Support		1.73	4.04	1.66	.06	1.49	4.12
Opportunities to Change Grades		2.51	3.53	.00	.03	2.99	1.34
Money for Classroom Materials		1.31	3.15	.00	2.87	.29	1.46
Sabbaticals		2.40	1.42	.00	1.35	.00	2.97
Leave of Absence		3.29	.42	.04	1.75	.05	2.51
Sick Days to Count Toward Early Retirement		1.79	1.70	.18	.40	.00	2.13
Compensation for Teachers Absent Under Five Days		.49	.80	.00	1.58	.68	3.17
Salary Partially Based on Performance		1.33	2.86	.01	1.24	1.91	1.50
Additional Pay Steps at the Top		.73	4.72	.02	.35	.63	1.99
All Leave Should be Personal		3.54	.19	.00	.36	.40	2.56
Crisis Resource Teachers		1.25	3.25	.01	.20	1.47	4.58
Less Fragmented Schedule		3.54	.65	.04	1.74	.54	5.57
Assistance with Disorderly Students		4.67	1.31	.00	.96	.07	7.44*

\* =  $p \leq .05$

Table 9 (continued)

Incentive	df	Demographic Characteristics					
		Experience 2	Education 2	Sex 1	Salary Dependency 2	Assignment 1	Yrs. in District 2
Evaluation of Principals		.26	.98	.71	.54	.23	.80
Reduced Interruptions		2.78	.32	.00	.40	1.85	.60
Teacher Input for Instructional Material		.15	.57	.25	1.77	.00	.58
Helping Teacher for New Employees		1.22	.32	.75	2.44	.01	2.79
Access to Telephones		4.16	1.88	.12	1.33	.00	2.17
Increased Number of Field Trips		3.40	8.37	.00	2.31	.00	.03
Materials for Professional Library		2.29	2.96	.75	.24	.00	1.94
Teacher Involvement in Curriculum		.88	2.19	.00	.09	.00	.03
Occasional Hour for Lunch		.46	.19	1.91	1.21	.37	.66
Retraining for New Certification		.28	2.24	1.64	4.47	.22	.93
Scholarships		.78	.58	.44	2.39	.17	1.30
11-month Contract		.81	3.98	1.16	2.81	.00	2.96
Teacher Recognition Plaques		.87	2.35	.00	1.27	.83	1.54
Half-year Teaching/Half-year Curriculum Development		2.63	4.35	1.30	3.82	.04	2.61
Contracts Negotiated Individually		1.06	.65	.08	4.03	.14	.55
Teachers to Demonstrate Lessons		2.29	5.63	.00	.19	1.64	3.14
Exemplary Ratings to Count Toward Early Retirement		.64	2.66	.22	3.43	.81	.36
Compensatory Time for Special Activities		2.07	2.57	.42	.74	.00	2.04
Handbook that Defines Discipline Procedures		4.32	2.57	.00	1.26	.00	2.49
Employee Counseling		9.86*	7.02*	.00	.83	1.26	6.93*
Flexible Health Plan		2.52	3.07	.43	.02	3.49	4.68
Bonus for Approved Goals		.08	2.11	.02	2.85	1.18	.70
Full Reimbursement for Courses		.52	3.93	.01	1.88	.49	3.37
Assistance with Parents		5.15	2.75	.00	.40	.00	.60

\* =  $p \leq .05$

Research Question 3: Do the values placed on incentives vary with differences in pay schedules of districts?

The investigator compared the way in which teachers from the three school districts ranked incentives in order to determine if a difference in the value placed on incentives could be attributed to a difference in salary.

Mean rankings were compared and thirteen incentives were found to have significantly different ratings at the  $p < .05$  level of significance. Table 10 lists these incentives and their mean rankings by district. Table 11 lists all 52 incentives and their mean rankings by district.

District Two (high salary) rated "Reduced Student/Teacher Ratio" higher than District Three (average salary) which, in turn, rated the incentive higher than District One (low salary).

District Three (average salary) rated "Increased Aide Time" higher than the other two districts.

District Two (high salary) rated "Opportunities to Change Grades" higher than District Three (average salary), which rated it higher than District One (low salary).

District Two (high salary) rated "Crisis Resource Teachers" much higher than the other two districts.

Likewise, the high salary district, District Two, rated "Less Fragmented Schedule" much higher than either the low or average salary district.

District Two (high salary) rated "Assistance with Disorderly Students" higher than District Three (average salary), which rated it higher than District One (low salary).

Inversely, District One (low salary) ranked "Evaluation of Principals" highest, followed by District Three (average salary) and District One (high salary).

District Three (average salary) rated "Occasional Hour for Lunch" much higher than either the high or low salary district.

Likewise, District Three rated "Teacher Recognition Plaques" much higher than the other districts.

District Two (high salary) rated Half-year Teaching/Half-year Curriculum Development" higher than District Three (average salary), which ranked it higher than District One (low salary).

District Three (average salary) rated "Compensatory Time for Special Activities" higher than District Two (high salary), which rated it much higher than District One (low salary).

Similarly, District Three rated "Handbook that Defines Discipline Procedures" higher than District Two, which rated it much higher than District One.

Finally, and much like the previous two incentives, District Three rated "Employee Counseling" higher than District Two, which rated it much higher than District One.

In summary, values placed on incentives were found to vary with differences in pay schedules of school districts. The incentive which appears to be most related to low salaries is "Evaluation of Principals." The average-salaried school district rated it close to the low-salaried school district, with the high-salaried school district rating it much lower.

Several incentives appear to be related to average salaries. They are: "Increased Aide Time," "Occasional Hour for Lunch," and "Teacher Recognition Plaques," which were much higher than either the high or low salary districts; and "Compensatory Time for School Activities," Handbook that Defines Discipline Procedures" and "Employee Counseling," which were closely followed by the high district's ranking, but much higher than that of the low district.

The incentives which appear to be related to high salaries are "Reduced Student/Teacher Ratio," "Opportunities to Change Grades," "Crisis Resource Teachers," "Less Fragmented Schedule," "Assistance with Disorderly Students," and "Half-year Teaching/Half-year Curriculum Development."

Two of these incentives stood out as being ranked much higher by the high salary district than by the average salary district. They are: "Crisis Resource Teachers" and "Less Fragmented Schedules." The remaining incentives were ranked almost as high by the average salary district as by the high salary district.

Table 10  
 Summary of Incentives Found to Have  
 Significant Differences Between School Districts  
 Classified by Salary Level

Districts Incentive	Low Salary (1) Mean Rank	High Salary (2) Mean Rank	Average Salary (3) Mean Rank
Reduced Student/ Teacher Ratio	73.63	47.26	53.60
Increased Aide Time	67.33	59.85	44.66
Opportunities to Change Grades	67.46	50.69	57.19
Crisis Resource Teachers	70.07	42.10	65.56
Less Fragmented Schedule	67.40	43.08	67.82
Assistance with Disorderly Students	67.76	49.48	58.47
Evaluation of Principals	51.62	67.42	55.45
Occasional Hour for Lunch	66.29	60.15	45.66
Teacher Recognition Plaques	63.36	61.93	45.42
Half-year Teaching/ Half year Curriculum Development	69.88	50.36	54.37
Compensatory Time for Special Activities	71.51	52.85	48.71
Handbook That Defines Discipline Procedures	68.52	54.86	49.97
Employee Counseling	75.27	51.16	44.65

Table 11

Chi-Square for Research Question: Do the Values Placed on Incentives Vary with Differences in Pay Schedules of School Districts?

Districts: Incentive	(1) Low Salary Mean Rank	(2) High Salary Mean Rank	(3) Average Salary Mean Rank	$\chi^2$	df	Sign.
Released Time to Observe Teachers	58.62	60.91	55.00	.68	2	NS
Inservices Defined by Teachers	54.20	57.36	65.90	2.75	2	NS
Money for Conferences	54.63	57.66	64.90	2.10	2	NS
Teacher Exchange Programs	55.59	59.21	59.52	.41	2	NS
Share-an-Idea Meetings	54.01	60.14	60.31	1.14	2	NS
Reduced Student/Teacher Ratio	73.63	47.26	53.60	19.92	2	.05
Paraprofessionals to Help	62.67	61.03	49.34	3.58	2	NS
Stipend for Teaching Combination Class	56.07	63.66	50.62	3.25	2	NS
Stipend for Extra Duties	60.33	59.94	54.02	1.01	2	NS
Mini-grants for Projects	62.26	51.22	63.50	4.19	2	NS
Enhanced Building Comfort	60.05	55.40	60.71	.73	2	NS
Enhanced Building Appearance	59.02	61.48	53.66	1.31	2	NS
Increased Aide Time	67.33	59.85	44.66	10.02	2	.05
Teacher of the Year Award	57.21	54.64	63.71	1.52	2	NS
Task Force to Supervise Incompetent Teachers	60.49	57.47	55.28	.51	2	NS
Campaign to Gain Parent Support	60.54	56.87	58.00	.30	2	NS
Opportunities to Change Grade Levels	67.46	50.69	57.19	6.48	2	.05
Money for Classroom Materials	56.33	60.79	58.26	.54	2	NS
Sabbaticals	60.38	56.67	58.48	.31	2	NS
Leave of Absence	61.69	55.69	58.08	.81	2	NS
Sick Days to Count Toward Early Retirement	61.05	53.73	61.66	1.78	2	NS
Compensation for Teachers Absent Under Five Days	55.79	55.81	63.97	1.56	2	NS
Salary Partially Based on Performance	60.95	48.06	64.02	5.72	2	NS
Additional Pay Steps at the Top	64.31	54.17	56.63	3.25	2	NS
All Leave Should be Personal	60.85	58.64	55.13	.63	2	NS
Crisis Resource Teachers	70.07	42.10	65.56	19.83	2	.05
Less Fragmented Schedule	67.40	43.08	67.82	16.81	2	.05
Assistance with Disorderly Students	67.76	49.48	58.47	8.53	2	.05
Evaluation of Principals	51.62	67.42	55.45	6.18	2	.05
Reduced Interruptions	61.21	58.49	54.84	.80	2	NS

Table 11 (continued)

Districts: Incentive	(1) Low Salary Mean Rank	(2) High Salary Mean Rank	(3) Average Salary Mean Rank	$\chi^2$	df	Sign.
Teacher Input for Instructional Material	55.14	61.34	59.11	1.08	2	NS
Helping Teacher for New Employees	51.02	60.49	65.87	4.42	2	NS
Access to Telephones	58.13	61.52	54.53	1.04	2	NS
Increased Number of Field Trips	54.05	63.62	57.44	2.05	2	NS
Materials for Professional Library	58.92	63.64	50.81	3.30	2	NS
Teacher Involvement in Curriculum	64.60	57.44	51.71	3.40	2	NS
Occasional Hour for Lunch	66.29	60.15	45.66	8.24	2	.05
Retraining for New Certification	61.31	61.29	50.82	2.58	2	NS
Scholarships	61.38	56.87	55.10	.81	2	NS
11-month Contract	59.11	60.43	53.21	.99	2	NS
Teacher Recognition Plaques	63.36	61.93	45.42	6.87	2	.05
Half-year Teaching/Half-year Curriculum Development	69.88	50.36	54.37	8.74	2	.05
Contracts Negotiated Individually	56.49	62.22	50.77	2.39	2	NS
Teachers to Demonstrate Lessons	58.57	61.30	54.52	.87	2	NS
Exemplary Rating to Count Toward Early Retirement	64.13	54.65	52.58	2.92	2	NS
Compensatory Time for Special Activities	71.51	52.85	48.71	12.36	2	.05
Handbook that Defines Discipline Procedures	68.52	54.86	49.97	8.24	2	.05
Employee Counseling	75.27	51.16	44.65	19.83	2	.05
Flexible Health Plan	57.94	62.95	51.21	2.77	2	NS
Bonus for Approved Goals	56.99	60.00	58.47	.19	2	NS
Full Reimbursement for Courses	56.07	63.23	55.23	2.59	2	NS
Assistance with Parents	64.24	55.56	54.81	2.39	2	NS

## CHAPTER 5

### Summary, Conclusions, and Speculations

#### Summary

Incentives valued by elementary teachers were identified to aid school districts in planning incentive programs. Three research questions were entertained in this study. The following summarizes the findings.

Research Question 1: What incentives does a select sample of teachers working at three elementary schools in different school districts value?

The results of the research found 17 incentives chosen as very important by 50% or more of the selected elementary teachers. In order of preference, they were:

- . Full Reimbursement for Courses
- . Additional Pay Steps at the Top
- . Teacher Input for Instructional Material
- . Reduced Student/Teacher Ratio
- . Money for Classroom Materials
- . Stipend for Extra Duties
- . Assistance with Disorderly Students
- . Access to Telephones
- . Handbook that Defines Discipline Procedures
- . Sick Days to Count Toward Early Retirement

- . All Leave Should be Personal
- . Evaluation of Principals
- . Flexible Health Plan
- . Occasional Hour for Lunch
- . Reduced Interruptions
- . Increased Aide Time
- . Teacher Involvement in Curriculum

Incentives found to be the least preferred were:

- . Salary Partially Based on Performance
- . Contracts Negotiated Individually
- . Teacher of the Year Awards
- . Teacher Recognition Plaques
- . Half-year Teaching/Half-year Curriculum Development

Research Question 2: Are values placed on incentives related to demographic characteristics of teachers?

Seven characteristics of teachers were examined. They were experience, degree earned, salary dependency, teaching assignment, sex, years in district, and certification. The number of years a teacher has taught in a school district is a factor to consider in the construction of an incentive program. It is, however, a reflective characteristic of the variable experience. In this study experience significantly correlated with four of the incentive variables at the .05 level and was the only correlate to explain enough of the selection of incentives to be considered.

Research Question 3: Do the values placed on

incentives vary with differences in pay schedules of school districts?

Values placed on incentives were found to differ by school district on 25% of the incentives.

### Conclusions

The most preferred incentive, "Full Reimbursement for Courses," had implications for both money and improvement of the teacher. The second most preferred incentive, "Additional Pay Steps at the Top," was directly related to improvement in salary. Most of the incentives marked very important were concerned with the improvement of classroom instruction or teacher effectiveness. Improving classroom performance appears to be the essence of these incentives. The other incentives are related to improving the work environment and many of these incentives are commonly found or practiced in other professions.

Four of the five least preferred incentives required teacher evaluation in order to be eligible for the incentive. The remaining incentive, "Half-year Teaching/Half-year Curriculum Development," restructured the nature of the profession.

In looking at characteristics of the teachers, one can conclude that experience is a factor in determining the value placed on certain incentives. Several trends were noticeable when looking at the data collected.

Paraprofessionals to supervise during non-instructional

time was an example of experience being associated with the value placed on the incentive. As years of experience increased so did the importance of paraprofessionals increase as an incentive. Teachers who had taught seven or less years did not rate this as important as those who had taught longer.

In a similar manner, as the number of years of teaching experience increased so, too, did the choosing of stipend for teaching combination classes. Teachers who had taught fifteen or less years did not select the incentive as expected. The teachers who had taught more than fifteen years significantly chose this as an incentive.

As the number of years of teaching experience decreased, so too did the importance of using a task force to look at ways to supervise incompetent teachers. The group of teachers with the most experience (more than fifteen years) valued the use of a task force. Those with fewer than seven years did not. The middle group's ratings were mixed.

A similar pattern was found with the incentive "Employee Counseling: Personal, health, financial." Teachers with fewer than 16 years of experience appeared to find employee counseling less desirable as an incentive than teachers who had taught over 15 years.

In examining the differences between school districts, it was found that teaching in a selected district does bear

a relationship to the value a teacher places on a particular incentive. For instance, the higher-salaried teachers valued a less-fragmented school day. Because their district is wealthier than the other two, numerous special programs can be offered. Teachers from the other districts did not see a need for a less-fragmented school day because theirs was not as fragmented by special programs.

The conclusions of this study confirm what was found in the review of the literature. The incentives chosen as very important fit in with Barnard's classification scheme. The desire for fiscal compensation was central to the two top incentives. As suggested in the review, teachers were conservative in favoring incentives that would improve their salary scale. Salary advances appear to be more desirable as an "associative" incentive rather than of an individual nature. This was also confirmed by the number of respondents who marked "Salary Partially Based on Performance" and "Contracts Negotiated Individually" as undesirable.

Most of the incentives were related to improving teacher effectiveness or enhancing work conditions. The study confirms Rosenholtz's findings on organizational inducements. Elementary teachers were interested in incentives that would increase rewards that flow directly from achievement. These feelings of independence, worth, and special competencies are emphasized by incentive items

such as "Teacher Input of Instructional Materials," "Money for Classroom Materials," "Evaluation of Principals," and "Teacher Involvement in Curriculum." According to the literature, these "purposive" incentives are powerful. The study also confirms that incentives are not equally valued and that teachers value means to improve their effectiveness. Incentives, as shown in previous studies, would not greatly alter the structure of the teaching profession.

### Speculations

The impetus for this study grew out of two concerns about public school teaching. First, for the benefit of our nation, it is necessary that intelligent and caring people who were attracted to teaching as a career and have been successful as teachers remain in the classroom. Second, it is even more important that teachers who remain in the profession also remain involved in the primary concerns of teaching--children and curriculum.

State governments and local school districts are responding to public concern about education with a variety of plans. These initiatives are coming from politicians and school administrators and not the people who would be directly affected.

Planning appropriate incentive structures for a school district must be addressed by each district. As found in

this study, each school system has characteristics of its own that may relate to the value placed on an incentive. School districts are advised to first identify the areas which might be acting as disincentives. Barnard states that this is fundamental to the existence of any organization.

This identification could be accomplished by using an instrument to assess job satisfaction, such as Lester's Teacher Job Satisfaction Questionnaire (1984). In addition, teachers who leave the school district could be interviewed. Areas identified would become the objective for the teacher incentive program. A task force comprised of teachers with varied teaching experience and years in a district could be formed. The task force would recommend improvements in the incentive program and identify the areas that are causing dissatisfaction. Dissatisfaction, as reviewed in the literature, has been correlated with intention to leave the profession.

Incentives may be proffered at the district or school level. At the school level the principal would have the role of administering the incentives. As stated in the literature, individual schools may have attributes that affect teacher effectiveness, which may influence the desire for particular incentives. "Evaluation of Principals" was found to be an important incentive to the respondents of this research. This incentive would provide a check and balance for teachers at the school level and the Teacher Job

Satisfaction Questionnaire at the district level.

School districts must motivate teachers to remain in the profession and to perform successfully. A school district must address the particular needs of its system as identified by its teachers. If the teacher-incentive plan is to be productive, then the people who are affected must help to develop it.

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APPENDIX A  
QUESTIONNAIRE

## PROFILING TEACHER INCENTIVES

Teacher excellence is a topic of concern to educators throughout the United States. School districts are looking for ways to attract and retain good teachers and motivate them in order to strengthen the quality of education. Accordingly, you are being asked to participate in the following survey which will provide a data base reflecting teachers' desire for an optimum school system, i.e., one which encourages exemplary performance and service retention.

The time required to complete the survey should be less than fifteen minutes. Your candid and thoughtful response will be appreciated.

**DIRECTIONS:** Using pencil, please indicate your response by shading in the appropriate space on the accompanying answer sheet. Select one category only for each statement. Do not put your name on the survey.

1. My current assignment:

- a. Kindergarten-third grade
- b. Fourth-sixth grade
- c. Special teacher (P.E., Reading, Special Services, Librarian, Music, etc.)

2. My experience as a teacher is:

- a. 0-3 years
- b. 4-7 years
- c. 8-15 years
- d. 16-20 years
- e. 21 years or more

3. The highest degree I have earned is:

- a. Bachelor's
- b. Bachelor's + 30
- c. Master's
- d. Master's + 30
- e. Doctorate

4. I am a:

- a. Male
- b. Female

5. I am teaching an assignment that I am certified to teach.

- a. Yes
- b. No

6. My teaching salary accounts for \_\_\_\_\_ percent of my family income.
- |           |           |
|-----------|-----------|
| a. 0-25%  | d. 76-99% |
| b. 26-50% | e. 100%   |
| c. 51-75% |           |
7. How long have you taught in your present school district?
- |               |                     |
|---------------|---------------------|
| a. 0-3 years  | d. 16-20 years      |
| b. 4-7 years  | e. 21 years or more |
| c. 8-15 years |                     |

WHAT INCENTIVES WOULD YOU LIKE YOUR SCHOOL DISTRICT TO PROVIDE?

Use the following scale for your response:

- |                   |                |
|-------------------|----------------|
| a. Very important | c. Indifferent |
| b. Important      | d. Undesirable |
8. Released time to observe other teachers.
9. In-service programs that are targeted at the needs teachers define.
10. Financial assistance to attend professional conferences.
11. Teacher exchange program with other schools.
12. "Share-an-Idea" meetings for teachers who are interested.
13. Reduced student-teacher ratio.
14. Paraprofessionals to supervise during non-instructional times.
15. Stipend for teaching combination classes.
16. Stipends for teachers who perform extra duties outside of the classroom.
17. Mini-grants for teacher proposed projects that address school needs.
18. Monies to enhance school building comfort, i.e., air conditioning and heating.

Scale: a. Very important            c. Indifferent  
      b. Important                    d. Undesirable

19. Monies to enhance the appearance of the school.
20. Increase the amount of time an instructional aide can assist you.
21. A "Teacher of the Year" award for each school.
22. A task force to look at ways to supervise teachers who are not meeting job responsibilities.
23. Publicity campaign to gain more support from parents.
24. Opportunities to change grade level teaching assignment.
25. Extra money to aid teachers in buying classroom materials.
26. Sabbaticals of one year or one-half year.
27. Leave of absence for one year.
28. Unused sick leave days to count for retirement eligibility.
29. Provision to teachers who are absent five or fewer days.
30. A salary schedule partially based on classroom performance.
31. Additional pay steps for teachers who reach the top of the salary scale.
32. All leave should be personal, that is, no questions asked.
33. Crisis resource teachers to act as liaison between schools and families of children.
34. A master schedule which seeks to have a less fragmented day.
35. Assistance to teachers who have disorderly students.
36. A means for teachers to evaluate principals.
37. Reduced interruptions of instructional time.

Scale: a. Very important            c. Indifferent  
      b. Important                    d. Undesirable

38. Teacher input into the selection of instructional materials.
39. A helping teacher for first-year employees.
40. Access to telephones.
41. Increase number of field trips.
42. Materials for your professional library.
43. Increased teachers' involvement in planning curriculum.
44. An occasional hour off for lunch that may be used at school or away.
45. Retrain existing certified teachers through subsidized tuition to become certified in other areas.
46. Scholarships.
47. An 11-month contract where teachers would teach, work on curriculum, or go for advanced training during the additional months they were on salary.
48. Teacher recognition plaques in your school.
49. Work half year teaching; half year curriculum development.
50. Individual negotiated contracts.
51. A list of available teachers who will demonstrate a particular lesson with your class.
52. A negotiated amount of days to be accredited to your eligibility retirement time for each year you receive an exemplary teacher rating.
53. Compensatory time for involvement in approved special activities.
54. A handbook that defines for students the consequences for not following the rules.
55. Employee counseling: personal, health, financial.

Scale: a. Very important      c. Indifferent  
      b. Important                d. Undesirable

56. A flexible health benefit plan that varies according to individual employee needs.
57. Bonus if you achieve your approved goals.
58. Full reimbursement for courses you choose.
59. Assistance in dealing with parents.

APPENDIX B  
LETTER TO SCHOOL DISTRICTS

December 5, 1985

Dear Superintendent:

I would like to take the opportunity to thank you for the cooperation I received from you and your staff. The data collection in your school district is now complete.

Feedback on the results in the form of grouped statistical summaries will be furnished upon request.

If I may be of assistance to you or your staff in the future, please do not hesitate to contact me.

Respectfully yours,

Sandra L. Wagner

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