AN ANALYSIS OF PERCEPTIONS OF TEACHERS AND ADMINISTRATORS TOWARD VARIOUS INCENTIVE PROGRAMS

by

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ABSTRACT

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Many individuals and national reports on education support the view that current teacher rewards and benefits are not supportive enough of our efforts to attract and retain high quality teachers in the profession. The purpose of this study was to review the various alternative incentive programs applicable to the teaching profession and, through the use of a survey instrument, gather information regarding the attitudes and perceptions of teachers and administrators in the rural/suburban county being studied. The findings have implications for the design and implementation of an incentive program in many school systems.

Specifically, this study sought answers to four questions, based upon the following respondent characteristics: a. teacher or administrator; b. male or female; c. age group; d. elementary, middle or high school assignment; and e. years of teaching experience. The questions were:

1. Are there statistically significant mean differences in perceptions held on the issue of merit pay based upon the respondent characteristics?
2. Are there statistically significant mean differences in perceptions held on the issue of career ladders based upon the respondent characteristics?

3. Are there statistically significant mean differences in perceptions held on the issue of mentor teaching based upon the respondent characteristics?
4. Are there statistically significant mean differences in perceptions held on the issue of changes in the work environment based upon the respondent characteristics?

The perceptions of the teachers and administrators who were the subjects of this study were gathered through the use of a modified 1986 Louis Harris survey, "Restructuring the Profession." The survey instruments were distributed to 1,100 teachers and administrators of a single large suburban/rural school system. The statistical analysis indicated that perceptions of respondents clearly were more favorable toward the incentive area changes in the work environment than they were toward the other three incentives--career ladders, mentor teaching and merit pay. Additionally, although respondent perceptions were highly unfavorable to these three incentives, statistically significant differences in perceptions were found among some respondent group characteristics. In 3 of the 4 incentive areas--career ladders, merit pay and mentor teaching--administrators had statistically significantly more favorable responses than teachers. The findings also indicate that males had statistically significantly more favorable responses than females in 2 of the 4 incentive areas--career ladders and merit pay. The only incentive area that resulted in highly favorable perceptions from all the respondents was changes in the work environment. From these highly favorable responses, a statistically significant difference was found based on gender. Females' perceptions toward changes in the work environment were significantly higher than those of males.

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CHAPTER 1

A wide range of individuals support the view that current teacher rewards and benefits are not in the best interests of our efforts to attract high quality teachers in sufficient numbers. The National Commission on Excellence in Education's report, "A Nation at Risk" (1983); the Education Commission of the States' "Task Force on Education for Economic Growth" (Denver, 1983); Mortimer Adler's Paideia Group; and John Goodlad's A Place Called School are all critical reports on the condition of education. These were followed by a thrust of additional commissions and reports recommending specific changes. Included among these reports were The National Commission for Excellence in Teacher Education's "A Call for Change in Teacher Education" (1985); the Holmes Group which convened in 1983 and issued its report "Tomorrow's Teachers" (1986); the report from the Carnegie Task Force on Teaching as a Profession, titled "A Nation Prepared: Teachers for the 21st Century" (1986); as well as the National Governors' Report (1986). Each of these is an attempt to address needs within the profession that, in its view, are currently not met. Among other things, restructuring the teaching profession beginning with procedures and requirements for entry into the profession and culminating in diversified and differentiated staffing within the profession is identified.

While much is said about this need, there is little research to guide policy makers; in place of research what we have are wide variances among the groups that affect policy or that are affected by it regarding the best rewards and benefits that will act as incentives to attract and retain teachers.

Concerns about knowledge in this area were expressed in 1986 by the Long Range Planning Committee of the rural/suburban county public school system from which the data for this study were collected. This committee concluded a year-long analysis of the educational needs--both present and future--of their county. It identified as a primary need an increased ability to attract and retain quality teachers. The Long Range Planning Committee of this county proposed the establishment of a Career Ladder Task Force whose mission would be to study and analyze the various career ladder prototypes as incentives to attract and retain quality teachers in their county. This task force was instructed to report its findings in the form of a recommendation to its Board of Education.

The major thrust of this paper was to review the various alternative incentive programs that were explored by the Career Ladder Task Force--merit pay, career ladders, mentor teaching, and changes in the work environment--and to determine the potential of each incentive program to attract and retain teachers in that rural/suburban county.

Background to the Problem

The Career Ladder Task Force, whose members included teachers, building principals, central office administrators, the teachers' association president, and representatives, studied many different career ladder plans currently in use. Various members gave reports to the committee on incentive plans such as those in Tennessee, North Carolina, Utah, and Illinois. The Task Force then identified two issues which it would address. The first issue was

that the attitudes and concerns of teachers and administrators of this county toward career ladders might differ from teachers and administrators in other parts of the country and that therefore the task force would need to determine the attitudes and perceptions of its teachers and administrators toward various incentive programs. The task force thus recognized that such reforms should be suited to the individual needs of the system. Problems and needs addressed by one incentive program may not satisfy the problems and needs of others in that, "Teachers in different areas of the country are exposed to . . . problems to differing degrees, or at least they reach differing judgments about the severity of the problems they face" (Harris, 1986).

The second issue the Career Ladder Task Force addressed was the desirability of involving in the decision those who would be affected by implementation of an incentive program--the teachers and administrators. Ethnographic researchers have studied the process of implementation of policy change and have concluded that insufficient attention to the attitudes and perceptions of the adopting unit is a primary reason for its failure (Hahn, 1977). It is the adopting unit, or group directly affected by policy change, whose participation or lack of participation in policy change is often contingent upon their degree of "ownership of a policy" (Edelfelt, 1985). The adopting unit in this case includes both the teachers and administrators of the school system.

The Task Force made two decisions relative to these two issues. The first was to determine the particular attitudes and perceptions of the teachers and administrators of the county toward various incentive programs in order to adapt an incentive proposal the Task Force would make to the individual needs of the county public schools. The second was to create a sense of "ownership" of any change proposed by the Career Ladder Task Force. To accomplish

these goals, it was necessary to obtain the views of the "adopting unit" that would be affected by the implementation of an incentive program.

Statement of the Problem

The problem explored in this study was the necessity of a large school system to deal effectively with the issue of attracting, retaining and developing a high quality teaching and administrative staff. The study is based upon the premise that rewards and mobility are a positive inducement to attract and retain teachers and the inclusion of teachers in the decision process and in shaping their own professional growth is important to these ends. The findings could have implications in the design and implementation of an incentive program in this county school system.

Research Questions

The study consists of one major question and four lesser questions. The major question is what are the perceptions and expectations of teachers and administrators relative to incentive programs seen as necessary to attract, retain and develop teachers. The four sub-questions are:

1. Are there significant mean differences in perceptions held on the issue of merit pay based upon the following respondent characteristics:
    a. teacher or administrator;
    b. male or female;
    c. age group;
    d. elementary, middle or high assignment; and
    e. years of teaching experience.

2. Are there significant mean differences in perceptions held on the issue of career ladders based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high assignment; and
   e. years of teaching experience.
3. Are there significant mean differences in perceptions held on the issue of mentor teaching based on the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high assignment; and
   e. years of teaching experience.
4. Are there significant mean differences in perceptions held on the issue of changes in the work environment based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high assignment; and
   e. years of teaching experience.

Rationale

The rationale for studying incentive programs such as career ladders, merit pay, changes in the work environment or mentor teaching is based upon

the premise that rewards and mobility are a positive incentive to attract and retain teachers.

Katz and Kahn (1973) identify three types of organizational incentives: rule enforcement, external rewards, and internalized motivation. They conclude that rule enforcement or legal compliance is applicable only in a small number of cases, such as problem personnel, and that external rewards and internal motivation are the two types of incentives with which an organization should be concerned. They define external rewards as either system-wide rewards which are attained through membership and seniority, or individual rewards such as pay increases or promotions. They define internalized motivation as motivation from the nature of the work itself, and from internalizing the organization's goals.

Lortie (1975) also identified three types of incentives which he terms extrinsic, ancillary and psychic. Extrinsic rewards are those such as salary and fringe benefits which are tied to the individual's position in the organization and are independent of that individual's performance. Ancillary rewards are those such as the hours and working conditions of an occupation, while psychic rewards are internal satisfactions acquired from the nature of the job itself. Holdaway (1978) and Hertzberg (1959) both concluded that intrinsic factors such as achievement, career orientation, recognition, stimulation, and working with students were closely related to job satisfaction but simultaneously a lack of extrinsic rewards or "motivational rewards" such as decision making, attitudes of parents and society, status of teachers, preparation time and staff procedures, and consultative and bargaining procedures, caused most dissatisfaction. In a 1981 study Heath identified 3 incentives for choosing teaching as a career choice--all of which were intrinsic. They were:

1. helping the responsive child discover talent and skills.

2. receiving the respect of parents
3. freedom and independence to innovate, to continue to grow and be part of a traditionally respected profession.

Lortie (1975) also identified 6 incentives for entering teaching as:

1. liked working with people, aiding the growth and development of children.
2. interest in subject matter
3. they had a positive role model--a former teacher, family member who was a teacher, etc.
4. a favorable time schedule; summers off; vacations throughout year.
5. potential for personal growth
6. job security.

Two-thirds of the reasons cited plus the most frequently cited reasons--helping a child discover talent, and receiving the respect of parents-were intrinsic motivations (Fruth, 1982).

Clay (1984) also identifies 3 groups of people who chose teaching as their career. They were:

1. those who are intrinsically motivated
2. those attracted to the "helping professions"
3. those for whom other career paths had been closed-historically--women and minorities. (Sykes, 1983).

Organizational incentives take many forms and address varying needs. The issue an organization must address is the determination of which type(s) of reward or combination of rewards will successfully attract and retain teachers in the service of that organization and/or in the profession as a whole.

Significance of Study

The information collected in this study could contribute to the body of knowledge regarding teachers' and administrators' perceptions toward four different incentive proposals: Career Ladder, Merit Pay, Mentor Teaching, and Changes in the Work Environment. Much is said in the literature supporting the idea that current teacher rewards and benefits are not in the best interests of our efforts to attract high quality teachers in sufficient numbers, but little is provided as information to guide policy makers in their attempt to address this need. This study could provide information regarding the perception of teachers and administrators relative to the four specific incentive proposals identified above.

Definitions

The need to specify definitions was particularly warranted in this paper because the terms selected for study have been used by a wide range of individuals to apply to various types of incentive programs. The county school system that is the locale for this study initially used "career ladder" generically to apply to all forms of differentiated staffing. The following definitions were delineated to differentiate among the four incentive proposals that this paper pursued.

Career Ladder is a structure that "divides teaching into different jobs and then provides different ranks and salaries according to the level of responsibility" (Harris, 1986).

Merit Pay is an incentive program that selects, based on performance, a certain number of teachers as meritorious and then pays them a greater amount of money with no change in their duties (Harris, 1986).

The term Mentor Teacher, for the purpose of this study, is a program which "designates certain teachers to perform special one-to-one professional coaching for other teachers" (Harris, 1986).

The term Work Environment refers to direct benefits; teacher satisfaction; participation in decision making; the performance of various administrative and community roles; and opportunities for collegiality and peer coaching.

Limitations

The research for this case study was an ex post facto design in which all members of a group (subjects) were asked to participate in answering survey questions provided them. The answers to these questions were used to determine the group's perceptions of four specific kinds of incentives which the survey questions address. Campbell and Stanley's Experimental and Quasi-Experimental Designs for Research (1963) provided an analysis of the limitation of research studies and has been used as a source for the discussion of the limitations of this study. Campbell and Stanley identified 12 factors jeopardizing the validity of various experimental designs. They made a distinction between internal validity and external validity in that internal validity represents the conditions of the experiment which would make a difference in the findings of the experiment while external validity addresses the ability to generalize the findings of the study to other populations, settings, etc. They identified eight factors jeopardizing internal validity and four factors jeopardizing external validity. The factors identified as threats to internal validity are history, maturation, testing, instrumentation, statistical regression, biases, experimental mortality, and selection-maturation interaction.

The factors just cited are of most concern in an experimental or quasi-experimental study which this study is not. But, since they are of some concern, each factor will be discussed briefly, singly or in groups. History and

maturation are common to all subjects in the study and reflect the participants' different life experiences. They concern age, professional designation--administrator or teacher--and years of teaching experience. These factors occur naturally as part of the study.

The factors of testing, instrumentation, and statistical regression were not matters of concern in this study since they were identical for every respondent. Bias is a factor of concern in that the study findings represent only the information collected from those people who chose to respond. Experimental mortality is not a factor in this study because the study was not time-related. Selection-maturation interaction is a factor similar to the bias factor. There was an unknown relationship between those who chose to respond and those who did not. Maturation certainly could have affected the findings of this study since the age differential across the spectrum of responding teachers and administrators was very large.

The factors identified by Campbell and Stanley as jeopardizing external validity were the reactive or interactive effect of testing, the interactive effects of selection biases, the reactive effects of experimental arrangements, and multiple treatment interference. In reviewing these factors, all of them potentially affect this study. While the findings of this study can be generalized only to the extent that they reflect the perceptions of teachers and administrators of this county public school system in the spring of 1987, research tends to support a wider generalizability of social research than these limitations would suggest, both to wider audiences and to the same audience over time.

Organization of the Study

This study is presented in five chapters. This first chapter presents the background or introduction to the problem; a statement of the problem; the

rationale or conceptual framework of the study; the significance of the study; definitions pertinent to the problem; and a discussion of the limitations of the study. Chapter two presents the background to the study including the basic approach used in determining what relative literature was reviewed and the structure for organizing the review. It also includes a summary of what is known about the research questions as presented in existing literature. Chapter three includes a statement of the study's purpose and the research questions; the research design; the procedures for data collection and data analysis; a description of the subjects of the study; and a discussion of the research instrument's reliability and validity. Chapter four contains a statistical analysis of differences in perceptions toward the four incentive areas--career ladder, merit pay, mentor teaching, and changes in the work environment--based upon the respondent characteristics of teachers or administrators; male or female; age group; level of assignment; or years of experience. Chapter five reviews implications for the application of this analysis.

CHAPTER 2

The purpose of this study is to determine the perceptions of teachers and administrators of a rural-suburban county educational system toward four incentive programs whose aim is to attract and retain teachers. Those four incentive programs are career ladders, merit pay, mentor teaching, and changes in the work environment.

This chapter presents a review of the literature that is pertinent to the need that exists in education to attract and retain teachers. A wide range of individuals support the view that current teacher rewards and benefits are not in the best interests of our efforts to attract high quality teachers in sufficient numbers. This chapter examines some of those views as well as research that addresses organizations as incentive distribution systems; types of organizational incentives; motivating factors inducing individuals to select teaching as a career choice; incentives or rewards currently existing within the profession; an historical view of incentives; and proponents of and issues regarding each of the following: career ladders, merit pay, mentor teaching, and changes in the work environment.

There is much research analyzing the importance and role of organizations as incentive distribution systems. Barnard (1938, 1961) stated that incentives are fundamental to organizations and that different people are

motivated by different incentives or combinations of incentives at different times.

Clay (1984) identified 3 groups of people who chose teaching as their career. They were:

1. those who are intrinsically motivated
2. those attracted to the "helping professions"
3. those for whom other career paths had been closed--historically--women and minorities. (Sykes, 1983).

However, today opportunities for both women and minorities have expanded tremendously, thereby reducing the number entering teaching for lack of alternatives. "The relationship between inducements and contributions is such that there is apparently insufficient justification for teachers to remain in the system" (Kasten, 1984). Kasten (1984) found that the most important factors in the decision to become teachers were "service factors." Working with youth and performing a service to society were those that ranked first and second. They found the least important factors affecting the decision to enter teaching were salary and fringe benefits. What remains, therefore, are those entering with expectations of intrinsic rewards.

Hertzberg, too, analyzed the factors affecting work motivation. Much attention is given to Hertzberg's classification--identification of motivation seekers vs. hygiene seekers. Hygiene factors are conditions of employment such as salary, fringe benefits, good working conditions and good human relationships. Motivators, also called "satisfiers," relate to job satisfaction, recognition, achievement, responsibility and the intrinsic aspect of the work itself. Hertzberg's theory stated that not only are there separate sets of needs existing within the individual, but also that there are individuals who are primarily concerned with one set of needs over the other. Kaiser (1981)

compared Hertzberg's hygiene factors to Maslow's needs hierarchy list which in ascending order is:

1. physiological
2. safety
3. belongingness, social, love
4. ego
5. self actualization.

Kaiser concluded that Hertzberg's hygiene factors were parallel to the first 3 levels of Maslow's needs hierarchy--psychological needs, safety needs and belongingness needs. He also stated that salary operates at the lowest level--physiological level of need. Once that level is satisfied, salary no longer motivates, though it can prevent dissatisfaction. In considering types of incentives, Kaufman (1984) concluded that Hertzberg's motivation-hygiene theory can be used in education to distinguish between motivation seekers and hygiene seekers. His findings indicated that motivation seekers were more committed to the teaching profession than were non-motivation seekers. He also concluded that lack of hygiene factors, which in education are salary, benefits, class size, supervision/administration relationships, contribute to job dissatisfaction but their presence did not contribute to either higher performance or job satisfaction. However, when the "motivation factors" are not present or decrease, the hygiene factors become more significant. Thus, as conditions rise which make the intrinsic features of teaching less prevalent, the extrinsic features become more prominent. As low prestige, lack of respect, conflicting expectations, the numbers of unresponsive students and students whose problems are outside the realm of the school rise; and a decreasing sense of independence and ability to innovate due to more structural, state and local curriculum mandates mount; money (as well as other

extrinsic motivations) becomes a more important compensation for staying in the teaching profession.

Bredeson, et al. (1983) also found that reasons for entering the profession were the desire to work with students. They noted a shift in priorities when asking current teachers if they would choose to re-enter teaching. As noted by Bredeson, "Two-thirds of the responses to a reconsideration of the entry issue related teacher personal issues such as personal growth, money and security," thus illustrating the shift from concern with service to students as a reason for entry into teaching to concern with service to self as the reason for not choosing to enter again. A 1980-81 national survey conducted by the NEA had similar findings. Over 1 out of 3 (36%) of respondents said they would not enter teaching again as opposed to 1 out of 8, or 12.6%, who felt this way in a 1975-76 NEA survey. "Though the service aspect of teaching is an important intrinsic reward, it is limited in that service to others must be tempered by the realities of service to self . . . if personal growth is limited, stifled, or simply not available while one is serving others, it becomes a negative factor which contributes to job dissatisfaction and personal frustrations" (Bredeson, 1983).

Additional criticism of intrinsic rewards within the organization were that they are unpredictable (Lortie, 1975) and insufficient (Bredeson, et al., 1983). There was also the suggestion that intrinsic or psychic rewards are often identified as teacher incentives due to an existing lack of emphasis on extrinsic rewards (Kasten, 1984; Lortie, 1975; Bloland, Selby, 1980; Pfeffer, 1982). "Because the culture of teachers and the structure of rewards in teaching do not emphasize extrinsic rewards and there is no differentiation in ancillary benefits, psychic rewards provide the most powerful incentives for teachers" (Lortie, 1975). Pfeffer (1982) determined that because of insufficient external

rewards, people "adjust their attitudes to be more favorable toward the intrinsic aspects of the task they are doing." Additionally, because the external rewards that do exist are underdeveloped and not conducive to rewarding good teachers by retaining them in the classroom, they have the effect of removing them from the act they are performing well. "The external rewards that have typically been available to good teachers--increased salary through increased administrative responsibilities or promotion into administration--have had the effect of removing teachers from the most powerful intrinsic reward, the satisfaction of working with children" (Bloland & Selby, 1980). Cresap, et al. (1984) identified 5 types of incentives which incorporate both intrinsic and extrinsic needs:

1. monetary
    a. performance-based
    b. base pay
2. career advancement
3. promotion
4. personal feedback
5. individual honors

The issue an organization must address is the determination of which rewards or combination of rewards are necessary to attract and retain teachers in the profession. The organization must also develop the frameworks to provide the necessary combination of incentives that both attract and reward teachers and retain them in the profession.

An Historical Perspective of Incentives

From an historical perspective, the plans for reforms in our educational setting are not new. An early twentieth century call for increasing pay to attract

more and better quality teachers is as applicable today, 72 years later, as it was then:

> What is evident with regard to the salaries of teachers in most American communities is that they are too low to enable the teaching profession to develop as it should . . . an advanced scale of salaries maintained in the face of competition would soon tend to draw into the profession men and women of better qualifications, better preparation and more willingness to devote themselves persistently and professionally to their work. (Dutton & Snedden, 1916, p.263)

In the early 1900's there were several examples of and references to merit pay plans. Kansas City, Missouri developed a merit pay plan in 1904. The system was voluntary. A participant would receive an annual salary increase based upon the successful completion of yearly examinations in history, philosophy, and the theory and practice of education. The school board felt it was a successful program because it inspired teachers to return to college and get their degrees (Guernsey, 1986).

As early as 1905, Greenwood acknowledged what others would decades later encounter as a major roadblock to the successful implementation of merit pay--the difficulty in adequate assessment of teachers for distinction among those who receive merit and those who do not. He stated "The real problem. . . was to devise some tests by which the most progressive and efficient teachers could be taken out and put into a class by themselves and be paid according to their temper towards children, their disposition to improve continuously, and the character of their work as measured by proper educational values" (Guernsey, 1986). In 1909, MacDowell recommended a 4-step merit pay plan with the following requirements at each step:

Division 1 - a provisional teaching certificate and appointment to a full-time teaching position. This step would last for 3 years and would be a period of extensive supervision and constructive criticism.

Division 2 - entry to this step required that the teacher prepare and defend a written essay dealing with a contemporary school issue. Included in this paper was a list of references. This paper had to be presented to the school board.

Division 3 - entry to this level required 1 of the following:

a. pass a written exam in an academic or professional subject.

b. complete a predetermined number of extension courses in an academic or professional subject or complete a specific number of college courses in an academic or professional subject.

Division 4 - an additional exam or satisfactorily completed coursework. (Guernsey, 1986)

Through the 1930's most salaries were negotiated individually. However, from the 1920's through the 1940's there was a push for the single salary schedule in an attempt to end discrepancies between elementary and secondary school teachers (Guernsey, 1986). Throughout the 1940's and 1950's the single salary schedule became dominant because of social or employment conditions (Guernsey, 1986). Women and minorities had entered the work force in large numbers and the single salary schedule diminished preferences based on sex, race, or ethnic background.

The 1960's witnessed the re-emergence of alternative incentive schemes. Temple City, California instituted a merit pay plan which lasted only 4 years. In 1968, Bishop and Carlton called for differential staffing in the form of a career ladder (ERS, 1979). Patterson (1968) proposed a system of differentiated staffing with 5 ranks: teacher aid, assistant teacher, regular teacher, senior

teacher, and master teacher. He hoped such a progression would (1)reduce teacher turnover; (2) ensure quality teaching; (3) entice highly qualified individuals into teaching. Patterson stated "one of the most controversial aspects of education's fight for professionalism is the determination of salaries which would not only be adequate, but which would reward professional performance and competence" (Patterson, 1968). In 1978 ERS conducted a survey of 11,502 school districts with a student population of 300 or more. They received 2,848 usable responses. Of those, 139 responded that they had merit pay plans in the past but discontinued them. The mean duration of the plan was 6 years. One-third of the plans were terminated after 2 years (Educational Research Service, 1979).

In the 1980's bonuses came into vogue as modes of incentive pay. The Florida legislature voted to allow local LEA's to award incentive pay on the basis of attendance, teaching in a shortage area, superior evaluation, or superior student achievement (Guernsey, 1986). Houston, Texas also passed their Second Mile Plan which awards bonuses in seven categories:

1. service in a disadvantaged or high priority area
2. service in a teacher shortage field
3. teacher attendance ($50-$500 accumulated for 5 or fewer days' absence)
4. professional growth - completed coursework or inservice.
5. student achievement beyond statistical predictions on standardized tests
6. schoolwide achievement - school ranks in top 10%
7. special schools category - without achievement testing.

Participation in the Houston program was voluntary (Guernsey, 1986).

Other incentive programs were initiated at both the state and local level throughout the '80s as examples of differentiated staffing. At the state level, the Florida Merit Compensation Program with its appointment of associate master and master teachers as well as the California Mentor Teacher Program and the Tennessee Master Teacher Program are examples. At the local level, an example is the Charlotte-Mecklenberg Career Development Plan (Wilson, 1985).

Career Ladders

The promise of career ladders is to improve teachers' chances for professional growth and development (Harris, 1986). The ATE (Association of Teacher Education, 1985) established a Task Force on Master Teachers. It identified the four areas of consideration for implementation of an incentive plan as:

1. An understanding of the assumptions
2. An understanding of the process of change
3. Considerations regarding the design.

These considerations would include such information as what will the career ladder look like? How many steps will it have? What will the titles be for each step? What are the definitions, the rewards and incentives? Is rank situation specific? What is the waiting period to apply for next level? Should reexamination of teachers occur for retention in rank? Will there be limits on number in each rank? How should each level be utilized? What are the incentives at each level? (Moore, 1984)

4. Considerations regarding process and support.

These considerations would include identifying what a career ladder will require in process and support, i.e., time, field tests, determination of location and additional personnel.

A Career Ladder plan offers various combinations of these incentives: differentiated rules and regulations such as additional job privileges; extrinsic rewards including pay, praise and promotion; intrinsic rewards such as opportunity for greater determination, expression and professional autonomy (Parker, 1985). The plan itself must meet the individual needs of the system. Therefore, there is not one "correct" plan but various proposals. The following systems/ organizations are some examples of those who have developed detailed career ladder proposals:

1. Tennessee Master Teacher plan
2. Charlotte-Mecklenburg (North Carolina) Career Development Plan
3. Shawnee, Oklahoma Master Teacher Plan
4. Wisconsin's State Superintendents' Task Force on Teaching and Teacher Education
5. Utah Commission on Excellence
6. Florida Education Association/United Report. (ATE, 1985)

Many educators have devised career ladder proposals. Woodring (1983) proposed 3 career stages with the top level of teachers earning as much as administrators. Gideonse (1982) proposed hierarchically structured teams including staff teachers and lead teachers. Schlechty and Vance (1983) proposed that classroom teachers with commitment,competence and education have responsibility for training other teachers and conducting research and development. Goodlad (1984) proposed a complete system for differentiating staff.

Terrence Bell (1983) suggested a peer review model for a career ladder similar to that in higher education. It would contain 3 career levels: a probationary level for beginning teachers, a professional level and a master teacher level. His progression was predicated upon money as the incentive to

progress. Openings at the master teacher level would be announced and selections made by a Career Ladder Review Panel composed largely of teachers who would make recommendations based upon teaching performance. No additional responsibility or duty would be associated with the master teacher level.

However, Hart (1985) proposed a career ladder with a level of "teacher leader" with responsibilities and duties most definitely increased over those of a teacher. Those responsibilities were inservice, clinical supervision, instruction materials assistance, mentoring, coaching, modeling for probationary teachers, and some district curriculum work. Hart identifies the purpose of a career ladder plan with teacher leaders as:

1. greater initial teaching success - resulting from the formal responsibility the teacher leader has for the supervision, mentoring and professional growth of novice and probationary teachers.
2. Overcoming isolation - by providing organizational support for professional contact with a collaborative setting and structure.
3. Separating summative and formative evaluation.
4. Providing training in clinical supervision.
5. Developing an ethos of improvement for the entire system.

Furthermore, Hart identified five advantages in incorporating a teacher leader in a career ladder. He stated "preliminary evidence in the first year suggests that the greatest immediate professional growth has come to the teacher leaders themselves." This then begins to satisfy the need identified in education to provide opportunities for professional growth and development. The second advantage Hart cited is in increasing the communication between the building level and district level within a system. This results from the creation of direct organizational mechanisms for communication through

teacher leader assignments. The role of the teacher leader legitimizes faculty expertise and increases morale since it is based upon collaboration, pay for added effort, community support, while also providing an opportunity for many teachers to quit or reduce the need for outside jobs. Finally, Hart found that novice teachers identify teacher leaders as more helpful than principals.

Without consideration of these external and internal forces, a system's incentive plan is more likely to meet with difficulty. However, the problems that have arisen in the design and implementation of career ladders are many. Since differing job responsibilities in addition to or in lieu of teaching are inherent to career ladders, such programs are really "job ladders," not career ladders. They are "bureaucratic devices that break up the tasks people perform. . . breaking up the one job of teacher into different jobs, then ranking them and paying them according to their supposed level of professional responsibility or importance" (Bacharach, 1986). The problem then is that promotion, reward and recognition are gained as one pursues duties other than teaching duties. What does this imply about the functions of classroom teaching? It implies "that those functions (teaching) are less professional or less important than the duties that have been reserved for the next higher level --duties that invariably involve work outside the classroom. Those teachers at the highest levels might continue to do some teaching--but it is their other duties that justify their higher status and pay" (Bacharach, 1986). This is a derogatory implication on the significance and concomitant rewards for teaching and also has the effect of removing motivated teachers from the actual function of teaching. Additionally, as Bacharach (1986) stated, it "fosters competition among teachers for scarce jobs and inhibits cooperation and sharing of job knowledge."

Hart (1983) included the following in the design of a career ladder plan incorporating a teacher leader: 10 extended contract days without students for everyone. The goal of this he identifies as movement toward the full-time professional. A three-person selection committee at each school would be those who would make the recommendation for selection of teacher leaders based upon peer review, an interview process and good student outcomes. Additionally, Hart includes accountability of teacher leaders in the design he proposes. Accountability would be based upon improvement in teaching performance assessed by clinical supervision, and in assessments of student learning through standardized tests, criterion-referenced tests and career ladder resources.

Parker (1985), writing in NASSP, described a framework for career ladders. The features he included are that the progression contain three or four levels in the teaching career; the first is "probationary," for those not yet on tenure; the second is a "career" stage to which most teachers would belong. Advancement to the third and fourth levels would be voluntary. The third level would be a "senior" or "associate" teacher and the fourth level a "master" teacher. These last two levels would be determined, he contended, by level of education, number of years' experience, and recognized teaching proficiency. Each level would warrant additional pay and more responsibility such as assisting other teachers, designing curriculum or leading instructional improvement efforts. At the top of the level extended year contracts may be offered and some master teachers would assist in evaluation.

Whatever features a system determines as integral to its plan must reflect and be consistent with their Board of Education philosophy, the evaluation procedures for teachers, teacher incentives and rewards, teacher morale,

district commitment and support, parental involvement and the principal's professional pressures and role.

Merit Pay

Merit pay career ladders offer a vehicle for advancement while at the same time they retain teachers in the classroom. Many researchers have offered arguments in favor of pay as an incentive in education. Casey (1979) indicated that pay is a prime motivator for effective teaching. Katz and Kahn (1978) stated "pay for performance leads to an increase in performance." The NEA, in a 1980-81 study, found salaries in education to be substantially behind salaries in other fields. They found that the average salary paid in 1980-81 to public school teachers with a B.A. degree was $15,128 and was lower than the mean 1980-81 earnings of all full-time workers with four years of college - $22,832. The mean salary paid in 1980-81 to public school teachers with an M.A. degree or higher was $18,710, which was also lower than the mean 1980 earnings of all full-time workers with five or more years of college $27,628. Furthermore, NEA determined the percentage of increases in teachers' salaries were not keeping pace with percentage increases in other occupations. Between 1975 and 1981, salaries of teachers with a B.A. increased 37.8%, while salaries of other workers with four years of college increased 44.6%. Also during this time period salaries of teachers with an M.A. degree or higher increased 36.5% while salaries of other workers with five years of college or more increased 40%.

In the same study, the NEA also found that in 27 states the average salary paid to all teachers in 1981 was lower than what other industries paid to a new college graduate in math. Salaries in education are not sufficient to compete with other industries in attracting new workers, nor do they catch up over the years of work. Rather, the study indicates that the gap widens.

Johnson (1984) offered four arguments in favor of merit pay. She stated that merit pay is consistent with the tenets of free enterprise in that people are rewarded for their accomplishments. She also believed merit pay would keep better teachers in education and dissuade ineffective teachers from remaining in teaching. The good teachers would feel appreciated and have an opportunity to earn additional income as an incentive to remain in teaching. The third argument Johnson offered in favor of merit pay is that it promotes competition that is positive in that teachers would be critical of their own work. Also, Johnson asserted that taxpayers would be more willing to support public education if teachers were paid according to their performance and productivity.

The issue of merit pay is complex. Indicative of its complexity are the results of a 1979 ERS survey of districts in the United States with a student population over 300. The results of this survey indicate that there were 115 different merit pay plans falling into 11 different categories plus three additional kinds of merit pay being awarded for:

1. teaching under difficult conditions, i.e., "combat pay".
2. teaching in subject areas of shortage, i.e., science or math.
3. for meeting organizational goals, i.e., better teacher attendance or high student achievement. (Newcombe, 1983)

Researchers have addressed the complexity of problems in merit pay plans by offering guidelines for implementation. Katz and Kahn (1978) indicated that performance-based pay would motivate and reward good teaching if these three conditions were met:

1. The reward must be viewed as valuable and important to the individual.

2. The individual must see a clear relationship between the reward and the required task.
3. The amount of the reward must be great enough to compensate for the effort to accomplish the task.

Hatry (1984) identified the essential characteristics of a successful merit pay plan as:

1. Teacher participation and cooperation or at least the absence of substantial opposition.
2. A teacher evaluation process that participants perceive to be relatively fair and objective.
3. The ability to provide significant rewards (e.g., $1,000 per year or more) to all teachers who deserve them, even if there is a substantial proportion who qualify.

Hatry then identified five additional characteristics of successful programs that are not essential but appear in those achieving success in various combinations. Those additional characteristics are:

4. Use of a one-year bonus rather than permanent salary increases, thereby linking added compensation to meritorious performance.
5. Make the plan voluntary. Hatry indicates that 20% of current plans are voluntary.
6. Offer individual and group incentives. The group can be school-wide, grade level or subject level.
7. Offer a "menu of rewards," e.g., choice of cash, instructional equipment (computers, etc.), district expense-paid conference, etc.

Ellis (1984) described the conditions for success of a merit pay plan as including cooperative planning which involves all personnel affected; devising a plan that is affordable, acceptable to teachers and adapted to the needs of the

district; determining criteria for awards that reflect the goals of the district and its programs; and finally assuring that awards are applied fairly and consistently by trained evaluators.

There are several similarities in existing merit pay plans. Merit is used in most plans to determine only a part of a teacher's pay. The merit is added to a guaranteed base. Merit is usually only one factor used to determine salary increments. It accompanies longevity and educational level which usually are more significant determinants of salary than merit. Also, decisions about merit are based upon systematic performance appraisals--using classroom observations and written evaluations, the criteria for which are usually agreed upon during collective bargaining (Johnson, 1984).

There are many issues to consider in the design of a merit pay plan, such as the structure of the plan; criteria for selection of merit; determining whether or not there will be quotas; determining whether the merit will be a temporary or permanent reward and finally the issue of how to operate a fair evaluation process. Johnson (1984) identified five types of merit pay plans that are additions to a salary base:

1. Multiple salary scales - these establish different salary groups (scales) leading to a different maximum salary.
2. Varying salary increments - having a range of an award with the amount awarded determined by the building administrators who did the evaluations.
3. To move ahead more than one step or increment per year.
4. Plans designed solely for those who have reached the top of the salary scale, allowing them to continue to financially progress if they are deemed meritorious.
5. One-time bonuses - which is the design of most merit pay plans.

Another question to consider prior to implementation of a merit pay plan is whether or not to use quotas. Johnson (1984) stated that the rationale for establishing quotas is that quotas result in competition and are a means of controlling costs. However, Hatry (1984) believed all teachers deserving of merit pay should receive it. The arguments against quotas include the premise that an incentive must be attainable. Also, quotas establish competition that might be destructive to the school climate in that teachers may react by withholding information from each other, resulting in increased teacher isolation.

The next issue Johnson identified is whether or not the rewards should be permanent or temporary. Permanent rewards are more costly and cease to become an incentive for continued high performance, although they ease anxiety. A temporary reward links performance with pay in a direct manner.

The final but most controversial issue to consider prior to implementation of merit pay is how to operate a fair evaluation process. This includes determining who observes and evaluates; how evaluators will be trained; how many observations there will be; how assessments will be compiled and awards distributed; what will be the appeal process; and should the names of those who receive merit pay be public knowledge or confidential (Johnson, 1984).

However, merit pay is wrought with criticism from those whom it is intended to help. The most widespread criticism of this mode of incentive is the validity of the criteria for selection and the ability to apply that criteria with reliability (Robinson, 1984). Based upon an Educational Research Service survey of administrators in districts where merit pay failed, Robinson (1984) cited the following as reasons for merit pay's failure:

a. unsatisfactory evaluation procedures

b. administrative problems

c. staff dissension

d. restrictive quotas

e. inadequate financial incentives

f. lack of definition of merit

g. lack of teacher consent

h. inability to measure results

Teachers themselves have cited several criticisms of merit pay incentives. Among them are:

1. They create artificial and unfortunate distinctions among teachers
2. Methods used to select teachers for the programs are unfair and nonobjective
3. Teachers believe they don't have any real say in the development and operation of the programs (Harris, 1986).

The criteria used in determining merit vary and are equally complex. Generally three criteria are used: teacher characteristics, teaching performance, and student outcomes. Teacher characteristics such as appearance, demeanor, and speech have not been proven effective and are not often used. Today the most often used teacher characteristic is academic preparation. Input criteria or teacher performance is another criterion used. It can involve an analysis of the teacher's classroom management skills, preparation of lessons, knowledge of subject matter, instructional techniques, management of students, staff and professional growth. Output criteria or student performance is the third criterion used to determine merit. This is a product oriented standard and uses standardized tests, criterion-referenced tests and teacher-proposed objectives and fulfillments (Ellis, 1984).

Hatry and Greiner (1984) delineated six types of evaluation criteria for merit pay plan, and identify elements which those criteria measure as either process --the learning environment the teacher provides, or product--the cognitive outcomes:

1.	Supervisory ratings	Process
2.	Peer ratings	Process
3.	Student ratings	Process and/or product
4.	Parent ratings	Product and some process
5.	Student achievement test results	Product
6.	School district record data	Process and/or product.

Thus, the selection of criteria used must reflect its stated goals and objectives for learning.

Johnson (1984) cited six points in her argument against merit pay:

1. There is no agreement about what good teaching is or how to measure it. Among all teacher characteristics "Verbal ability alone appears to be significantly related to student outcomes." Administration judgment that measures effectiveness is subjective, not objective.

2. The evaluation system of merit pay is unreliable and unequitable. It is unreliable because different principals have different expectations and values and teachers are assessed by different standards. "Few evaluation forms require specific data to substantiate either positive or negative judgments." Furthermore, she states, "although the single salary scales may not reward outstanding teachers, they also cannot be manipulated."

3. Merit pay would interfere with effective supervision and encourage conformity rather than growth. Supervision should be to improve instruction (candid, non-threatening relationship, risk-taking - willing to take criticism) and

not evaluative. When teachers are threatened and paid competitively on the basis of observations, opportunity for growth through supervision is nullified.

4. Merit pay is not cost effective. Administration time invested in observation and training is costly.

5. Competitive pay undermines teacher morale and compromises collegiality. Teachers become less trusting, less likely to share because accomplishments of the individual over the group are being stressed.

6. Merit pay rewards a few teachers but does not raise the general level of teaching. "The outstanding teachers will continue to succeed as always and the average or below average who regard merit pay as unattainable may even reduce their efforts."

Additionally, there are legal implications in the application of merit pay. School districts must be prepared to prove that they are in legal compliance with federal legislation such as the Civil Rights Act of 1964 (P.L. 88-252) Title VII calling for equal employment opportunity; the Civil Rights Act of 1871 which is the least restrictive statute under which plaintiffs can claim violation of their civil rights (Section 1983) without regard to any particular class or group; the Equal Pay Act; the Age Discrimination Act and the Rehabilitation Act (Section 504). Therefore, a district or school system must be able to prove that in awarding merit, it is not discriminating on the basis of sex, race, age, handicap, national origin, etc. (O'Reilly, 1983).

The ERS compiled responses from 139 districts that discontinued merit pay. The reasons cited in order of significance were:

Administrative Reasons	40.2%
Personnel Issues	38.4%
Collective Bargaining	18.0%

Financial Problems	16.7%
Other	5.9%. (ERS, 1979)

Rhodes (1969) identified these specific reasons for failure: insufficient discrimination among teachers, artificial cutoffs; poorly trained evaluators; lack of clear goals; poorly defined job descriptions; lack of prioritization of job responsibilities; and inadequate financial incentives.

Ellis (1984) stated that merit pay plans have failed because of ambiguous or inconsistent standards; remote or authoritarian planning; arbitrary determinations of awards; and unforeseen administrative complexities and budget limitations.

Merit pay is an effective incentive in some forms of work but not others. It is effective in sales or piecework where individual productivity can be easily and objectively gauged. It is successful when work is independent and not affected by another. If work depends upon a coordinated effort, merit pay is inappropriate (Lawler, 1981). The school is such an environment. Purkey and Smith (1983) in their research on effective schools identified the importance of a school climate that is collegial and based upon an understanding of commonly shared goals and expectations. Operating under this premise is contradictory to a system of merit which encourages professional competition.

Mentor Teaching

"The classroom cells in which teachers spend much of their time appear to be symbolic and predictive of their relative isolation from one another and from sources of ideas beyond their own background of experience" (Goodlad, 1984). The nature of the traditional classroom as well as the traditional teaching schedule is such that the opportunity to observe others and exchange ideas, comment upon performance, suggest tried and true methods or model behavior is scarce, if not non-existent. This isolation which a teacher

encounters throughout his career results in that to a great degree. The professional's development and growth is predicated upon his/her individual initiative. Although that initiative may or may not be substantial and worthwhile, it is a waste of human resources not to share in the above-mentioned ways. Howell (1986) concluded that traditional isolation results in antagonistic relationships demonstrated by the following two types of adult interaction in schools: "adversarial relationships, where individuals avoid contact because they feel potentially under attack and competitive relationships where insights and information are withheld because the person wants to outshine his or her fellow educator:" (Barth, 1984).

Rothberg (1985) surveyed 196 elementary and secondary teachers and found "over 80% felt their classrooms were private worlds entered only by themselves and their students." They complained that formal and informal visits to their classrooms were rare. Also, their opportunity to visit the classrooms of their peers was rare. Rothberg concluded that teachers wanted more informal contacts with their peers. This supports previous research. A study conducted by Lortie in 1975 found that 45% of elementary and secondary teachers had no contact with other teachers in the course of a day while only 32% reported occasional contact. Boyer (1983) also concluded that isolation in the teaching profession is the norm, not the exception, and indicates that only during free periods do teachers have the chance to share common problems and successes.

The promise of mentoring is to overcome this isolation and resulting antagonism and create a situation of professional growth through sharing for both new and experienced teachers. The Comprehensive California Educational Reform Package, Senate Bill 813, which was approved in 1983, identifies the primary function of a mentor teacher as providing assistance and

guidance to both new and experienced teachers. The State of California addressed several needs in establishing their mentor teacher program. Those needs were to retain and recognize excellent teachers; to improve the profession by utilizing individuals with particular expertise and to provide assistance in a collegial setting for new and experienced teachers (Wagner, 1984). Additionally, the program provides extra pay for extra work; gives recognition for excellence; provides guidance for new teachers; serves as a career ladder for experienced teachers; and provides a means for experienced teachers to upgrade their skills (Kaye, 1985).

Mentor teachers in California are appointed for a term of 1, 2 or 3 years and they receive up to $4,000 per year extra. The California Education Code loosely identifies the criteria for their selection. Mentors must have teaching credentials and permanent status; they must have substantial classroom experience and they are to be selected by a district selection committee, the majority of which should be teachers elected by their peers. This selection committee nominates candidates for approval to the board of education. The code further states that mentors should spend 60% of their time in direct instruction of students and that mentors may not evaluate other teachers. In surveying the districts in California with mentor teachers, Wagner (1984) provided an analysis of the percentage of time actually spent in its various functions. Forty-seven percent of time is spent on curriculum work, lesson plans, tests, and syllabi; 30% of the mentors' time is spent on working on instructional methods, student grouping, lesson delivery, learning theory, and critical thinking; 10% of the mentor's time is spent with equipment like computers; 6% of their time is spent on developing strategies for special student populations. Wagner also found that the majority of time was spent with experienced teachers--47%; while the majority of districts stated that the

mentor spent less than one-third of his/her time with new teachers. Downey (1986), in citing research at the Far West Laboratory, found the five most commonly assigned mentor duties:

1. Staff development or consultation with teachers on an individual request basis.
2. Conducting or facilitating school or district level staff development.
3. Assisting teachers in locating and organizing curriculum materials.
4. Curriculum development in high priority areas.
5. Classroom or other assistance to beginning teachers.

The California Commission on the Teaching Profession report, "Who Will Teach Our Children?" (1985), recommended that the mentor teacher program be strengthened. One of the methods suggested to accomplish this is by making the appointment permanent and therefore making it a definite career move rather than a short-term experience.

Mentoring benefits the mentor and the mentee as well as the organization. The benefits to the mentee are obvious, but the mentor also benefits in several ways. "Whether or not a person has had a mentor, career benefits can come from their being a mentor and building a work team" (Keele & DeLaMare-Schaefer, 1984). Furthermore, mentoring provides personal advantages to the mentor. Based on a study of two different populations, persons identified by the Chronicle of Higher Education as having advanced to new positions in 1980 and interviews with 72 managers in retailing organizations, Keele and DeLaMareSchaefer (1984) concluded that the following personal benefits accrue to the mentor:

a. job advancement,
b. more control of the work environment,
c. creating a support system,

d. gaining more access to system resources,

e. developing a reputation, and

f. personal satisfaction.

Additionally, organizational benefits result from mentoring beyond the advantage of developing the mentee. The mentor can pass on the culture of the organization as well as its accepted norms and promote company loyalty (Gerstein, 1985). Mentors also provide motivation for experienced personnel and create employees who demonstrate appreciation for the interests of the organization, such as concern for cost effectiveness (Farren et al., 1984).

Based upon guidelines established by the Management Readiness Program at Merrill Lynch, Gerstein (1985) found that six elements should be followed when establishing a mentoring program for career development within an organization. An organization should:

a. seek voluntary participation of mentors

b. minimize rules and maximize the mentor's personal freedom

c. create networking possibilities for mentors

d. share and negotiate expectations between mentors and mentees

e. reward mentors and increase their visibility

f. include the managers of proteges so the manager doesn't feel left out.

Much has been reviewed regarding the benefits mentoring would provide if established as a specific career stage.

Work Environment

The fourth area in which teachers' and administrators' perceptions will be evaluated is in reference to conditions in the work environment. Many researchers have identified poor working conditions or problems in the work environment as a factor contributing to the inability to attract and retain

teachers. Cresap et al (1984) included in their analysis of poor working conditions: poor facilities, excessive paperwork, large classloads, breakdowns in authority,intransigent student behavior, and feelings of inadequate help and support. The NIE included in its delineation of factors in the work environment the desire to work in a safe and orderly environment; the desire for collegiality; the attractiveness of the environment; and the lack of respect by students to teachers. The indices Moos includes in his dimensions of a work environment scale are levels of involvement; peer cohesion; staff support; autonomy; task orientation; work pressure; clarity; control; innovation and physical comfort (Fisher, 1986). Factors within the work environment that will be assessed by this study are teacher satisfaction, participation in decision-making, the performance of various administrative and community roles and opportunities for collegiability and peer coaching.

Stress is the adverse effect of lack of satisfaction with the work environment. "Stress is defined as the anticipation of the inability to respond adequately (or at reasonable cost) to perceived demand, accompanied by anticipation of negative consequences for an inadequate response" (Kelly, 1980, p.251). It can also be "an imbalance between a person's perception of the demand placed upon him and his/her ability to cope with the demand. The individual is thus important in the stress syndrome because the individual's perceived demands and perceived ability to cope and perceived consequences all determine the degree of stress experienced by the individual" (Freisen & Richards, 1984). In surveying 350 teachers and 270 principals in Alberta, Canada using questionnaires developed by Williams and Jankovich, these conclusions were drawn:

1. The main stress factors identified were similar to those in previous studies suggesting stability in factors and supports the idea that stress factors can be identified.
2. Background variables did not contribute significantly to work stress.
3. Personal life stress failed to account for variance in overall work stress. Therefore, the researchers concluded that work stress results from experiences on the job.
4. Teachers have much higher stress than principals. Intense stressors occur more frequently for teachers than principals.
5. The top contributors to teacher stress are role overload, relationship with superordinates, work load, relationship with students and resource adequacy. (Freisin & Richards, 1984).

Functions of teaching that together contribute to role overload in diagnosing student needs are student evaluation procedures; parent-teacher interviews; program evaluation procedures and preparing materials. Factors that contributed to stress in relationships with superordinates included disagreeing with a supervisor; having to implement policies when disagreeing with them; and receiving incompatible requests from two or more people. Work overload was increased by a lack of sufficient planning time during the school day; lack of breaks (e.g., "coffee"); and lack of opportunity to interact with peers. Factors that contribute to stress in teacher relationships with students were the number of unmotivated students; the increasing need to help students with personal problems; disruptive students; personality conflict with students; dealing with individual differences among students; verbal abuse by students and lack of parental support. Resource inadequacy that contributed to teacher stress was identified as a lack of staff facilities in workrooms, etc.; a lack of resources such as books, supplies and equipment;

and oversized classes. Freisen and Richards conclude that a majority of these stressors are factors that can be controlled and eliminated by administrators. Administrators therefore should focus on these conditions since as Franz and Dembo (1984) state, "Stress has been shown to have adverse effects on commitment to teaching" (Kyriacon, 1979; Ornstein, 1981) and career change (Bardo, 1979; Lyons, 1981).

Degree of participation in the decision making process is another factor related to the work environment. There is a strong relationship between teacher satisfaction and participation in decision making (Morse & Reiner, 1956; Vroom, 1959; Seashore & Bowers, 1963; Powell & Schlacter, 1971; Katzell & Yankelovich, 1975). These researchers conclude that:

1. Work groups whose members have more say over the group's production, goals, work and working conditions usually have higher average job satisfaction.
2. Members of participative groups have stronger work motivation.
3. Productivity is usually, but not always, higher in groups having more control.
4. Two conditions that seem effective in improving productivity via changed control patterns are when groups are given a greater say in goal setting and when groups are involved in determining modes of pay for performance. (Schneider, 1986)

The satisfaction and effectiveness of group work as identified above has also been identified as a significant factor in the work environment. "Although the words and phrases describing successful organizations and schools are similar, there are important differences. Schools are not businesses and learning cannot be described in product-like terms. But what we are getting is a rediscovery of the fact that social relations have a great deal to do with how

people feel about one another, their work commitments, their participation and creativity in their work (Leiberman, 1986). Therefore, it is the ability of teachers to work together that will increase performance, job satisfaction, and the individual's desire to remain a teacher. Collaborative work will overcome the traditional isolation found in the teacher profession. Collaborative work can take hold in many forms. Mentoring, as discussed in an earlier section, is certainly a type of collaborative work. Showers addresses the areas of teachers "coaching" teachers and emphasizes the group effort, and positive results of such collaborative work. "Schools restructured to support the development of peer coaching teams create norms of collegiality and experimentation" (Showers, 1985).

The resulting effect of collegiality and a cementing of the social relations within the work force are the hallmarks of collaborative work. According to Showers (1985), the purposes of coaching are first "to build communities of teachers who continuously engage in the study of their craft. Coaching is as much a communal activity, a relationship among seeking professionals, as it is the exercise of a set of skills and a vital component of training. Second, coaching develops the shared language and a set of common understandings necessary for the collegial study of new knowledge and skills." Thus, this form of collaborative work results in identity to the group through a sharing of language, understanding, and goals. Communication between people is also engendered through the act of working collaboratively in a coaching relationship. "Coaching conferences take on the character of collaborative problem-solving sessions, which often conclude with joint planning of lessons the (coaching) team will experiment with" (Showers, 1985).

Coaching is not only applicable to the refinement of one's already existing skills but is also applicable to the learning of new skills and therefore is

useful to Inservice Training. Joyce and Showers (1980) identified the various types of collaborative work necessary to the successful acquisition of new skills. "The evidence for modeling and feedback is the clearest. Koran, Snow and McDonald (1971) demonstrated the efficacy of modeling for redirecting teacher behavior and Good and Brophy (1974) illustrated the effectiveness of feedback." Thus, they then conclude,

> If the theory of a new approach is well presented, the approach is demonstrated, practice is provided under simulated conditions with careful and consistent feedback, and that practice is followed by application in the classroom with coaching and further feedback, it is likely that the vast majority of teachers will be able to expand their repertoire . . . and utilize a wide variety of approaches to teaching and curriculum. (Joyce & Showers, 1980)

The various phases of collaborative work--modeling, feedback, practice and more feedback--are all elements that can be cooperatively worked on by teachers themselves. Teachers should coach each other and by "placing the major responsibility for coaching with peers, status and power differentials are minimized" (Showers, 1985).

A collaborative research effort of teachers to identify problems and find answers to them was studied by Lieberman. The group addressed the question "What factors enable some teachers to maintain positive attitudes about their job?" Three of the four conditions cited by 60 percent of the "positive" teachers interviewed were indicators of collaborative working conditions. These conditions were a freedom to be creative and innovative, opportunities for feedback, recognition and support from adults and opportunities to share with peers (Lieberman, 1986).

The various applications of collaborative work--in mentoring, coaching, modeling, practice and feedback, and inservice training--all provide the necessary "3 R's" to maintain positive teachers who will remain in the profession. Those "3 R's" of collaborative work are: Recognition, Reinforcement, and Respect (Lieberman, 1986).

There are also other methods of involving and unifying teachers through the creation of a collaborative work environment. Rothberg (1985) identified these seven strategies as methods of involving and unifying teachers through the creation of a collaborative work environment:

1. Develop a climate of trust
2. Share decision-making power
3. Improve communication and team building skills through professional development activities
4. Establish problem-solving committees (i.e., quality circles)
5. Require peer observation
6. Staff social activities
7. Encouraging attendance at professional meetings.

Alutto and Belasco (1972, 1973) established a range of three conditions of decision making involvement. They were deprivation, equilibrium or saturation. Schneider (1986) found that teachers were most deprived in managerially related decisions such as:

a. determining the administrative and organizational structure of their school;
b. determining procedures to be used for the evaluation of teachers;
c. selecting department chairpersons or unit leaders;
d. evaluating the effectiveness of subject department or team;
e. hiring a new faculty member to teach in one's department or team.

However, research indicates that desire to participate in decision making varies by level of grade (Alutto & Belasco, 1973; Schneider, 1986). Elementary teachers were more saturated, while secondary teachers were more deprived. Job satisfaction declines when either saturation or deprivation occurs, but increases as a balance is reached between desired and actual levels of decision making participation(Schneider, 1986). Fisher (1986), using Moos's work environment scale, also concluded that elementary school teachers perceived a more favorable work environment than high school teachers.

The role of administrators and the kind of support teachers desire from them relates to maintenance issues, not instructional. "Teachers look to administrators for affirmation and support in dealing with parents and students but not necessarily for instructional leadership" (Kasten, 1984). Support and backing is what teachers would like to be provided with by administrators in four specific areas: discipline, support with instruction (not leadership in), supplies and materials, and moral support. A focus on doing this will positively affect the work environment.

Clay (1984) identified the following as specific means a principal can use to increase teachers' satisfaction with their work environment:

1. Provide a pleasant, stimulating and supportive work environment--free from safety regards and physical or verbal abuse from students.
2. Allow teachers to participate in management and decision-making in the school, thereby increasing collegiality.
3. Treat teachers as professionals--provide clerical assistance, reduced interruptions, facilitate assignment shifts, seek their input.
4. Inservice to meet specific needs of individual teachers--then acknowledge their efforts at self-improvement with Compensation--

such as time, money, assistance and/or attendance at professional meetings--"The ability to meet one's personal needs through opportunities for growth is the key to maintaining successful teachers in the profession."

5. Provide professional freedom for participating in decision regarding course assignments.
6. Praise and encourage good and innovative teaching, positive teacher behavior and contributions to the school.
7. Set high expectations. Encourage teachers to set objectives and then help them to meet them.

Summary

In summary, researchers acknowledge the need for the existence of appropriate incentives in an organization. In determining what are appropriate in the field of education, both intrinsic and extrinsic rewards must be considered. Researchers conclude that as intrinsic rewards diminish, the need for extrinsic rewards increases. This was supported also by research that noted a shift in the priorities of teachers from the reasons that promoted their initial entry into the field--a concern with service to students--to their reason for not choosing to enter again--a concern with service to self.

An historical perspective of plans for incorporating incentive programs into the teaching profession was reviewed from 1904 through the present. This identified specific attempts by various educational systems throughout the country to develop and implement incentive programs over an 84 year period.

Each of the four incentive areas was individually reviewed, illustrating the thrust of their major components. A career ladder plan offers opportunities for advancement along a predetermined ladder and can include various combinations of these incentives: differentiated rules and privileges, extrinsic

rewards such as pay, praise and promotion; intrinsic rewards such as greater professional determination and autonomy.

Research substantiating the need for merit pay was also reviewed. Merit pay was identified as a means of closing the gap between salaries for teachers and salaries in industry. The complexity of merit pay plans was identified and illustrated through the number of varying plans in existence. The complexity of the issue was further illustrated by identifying the characteristics of successful plans, the varying designs of merit pay plans, the criteria for selection of merit, and establishing a fair evaluation process for its successful implementation. Criticisms and critiques of merit pay plans were reviewed and included unsatisfactory evaluation procedures, administrative problems, quotas, lack of teacher consent and inability to measure results, among others.

Mentoring, which designates certain teachers to perform special one-to-one professional coaching for other teachers, was also reviewed. The problem of the isolation of individual classroom cells was identified. The promise of mentoring is to overcome this isolation and create a situation of professional growth through sharing for both new and experienced teachers. Guidelines for implementation as well as characteristics of specific mentor teacher programs were reviewed.

The incentive changes in the work environment refers to direct benefits, participation in decision making, the performance of various administrative or managerial roles and opportunities for collegiality and peer coaching. Stress was identified as the adverse effect of lack of satisfaction with the work environment. Many areas were identified as having direct bearing on increasing or decreasing stress, including role overload, relationships with superordinates, work load, relationships with students and resource adequacy. Collaborative decision making was also discussed as it contributed to a

positive work environment. Methods of increasing the collaborative environment and resulting collegiality were identified. The role of the administrator as it affects the work environment was also defined.

Thus, the four incentive areas, career ladders, mentor teaching, merit pay and changes in the work environment, were reviewed, incorporating in each review a definition, characteristics of the incentive, descriptions of specific plans and successes as well as concerns regarding each. No one plan seems to adequately address the concerns raised and the research presented indicates that no one has come forth with an operative package that successfully integrates the best of each in order to deal with the need.

CHAPTER 3

This chapter contains the research design; data collection procedures; data analysis; and a summary. Included in the discussion of data collection procedures is an analysis of the subjects of the study, instrumentation and actual method used to collect data. Within the discussion of data analysis procedures, the statistical treatment and identification of confidence level is included.

Research Design

This research study is an ex post facto design using a modified questionnaire originally designed by Louis Harris. The data collected by this survey are judged to be of interval quality; therefore, the use of parametric statistics is appropriate.

Data Collection Procedures

The perceptions of the teachers and administrators that are the subjects of this study were gathered through the use of a survey entitled "Restructuring the Profession." The original survey instrument used in the study was created by Louis Harris and Associates, Inc. in 1986 for a study conducted for Metropolitan Life Insurance Company. This was the third in a series of annual studies Metropolitan Life has conducted called The American Teacher. The

survey instrument, consisting of 94 questions, deals with four specific reform areas--career ladders, mentor teacher programs, merit pay systems and work environment (See Appendix A).

Subjects of the Study

The survey instruments were distributed to approximately 1,100 teachers and administrators. Scorable responses were returned by 822, a 74.7% response rate. Specifically, 778 teachers and 42 administrators responded. Questions 1-24 on the survey provide descriptive information about the respondents in the following areas: Number of teachers and administrators; males and females; age group of respondent; teaching level assignment; number of years of teaching experience; respondent's description of geographical area in which he or she teaches; the education level of respondents; the major emphasis of the respondent's undergraduate degree; and the respondents' degree of satisfaction with their positions. The results of the survey indicate that of the 822 respondents, 728, or 94.7%, were teachers, and 42, or 5.3%, were administrators, as Figure 1 indicates.

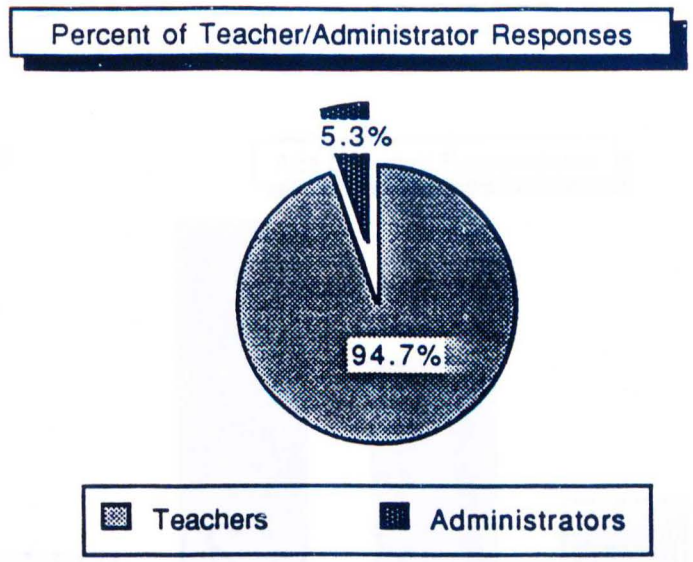


Figure 1. Percent of Teacher/Administrator Responses

Of the 822 respondents, 257, or 31.2%, were male and 561, or 68.2%, were female, as indicated by Figure 2.

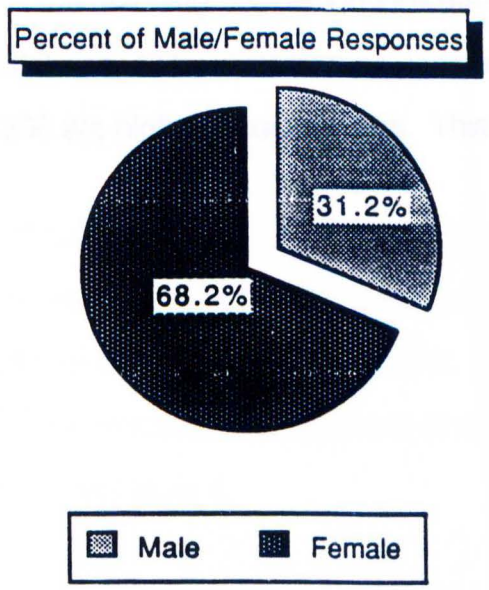


Figure 2. Percent of Male/Female Responses

In this study there were five groups of respondents by age: 21-29; 30-39; 40-49; 50-59; and 60 and over. Of the 822 respondents, 70, or 8.5%, were in the 21-29 age group; 367, or 44.6%, were 30-39 years old; 241, or 29.3%, were

40-49 years of age; 116, or 14%, were 50-59 years old; and 25, or 3%, were 60 and over. Figure 3 presents these data.

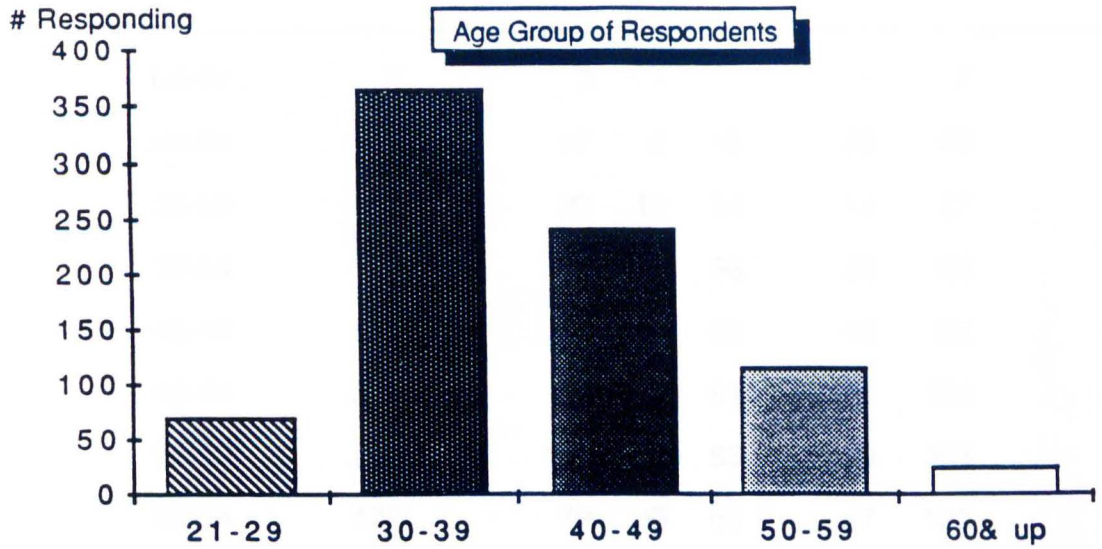


Figure 3. Age Group of Respondents

A profile of the teaching population indicates that there are 350 males and 760 females. Of these, 474 are elementary teachers, 240 are middle school teachers, and 396 are high school teachers. This information is presented in Table 1.

Table 1
Breakdown by age, level of assignment, and gender

Age	Total No.	Level			Gender	
		E	M	H	M	F
65-67	7	7	-	-	-	7
60-64	40	17	8	15	29	46
55-59	75	30	11	34	13	27
50-54	90	37	15	38	30	60
45-49	137	53	32	52	49	88
40-44	222	82	56	84	88	134
35-39	284	132	69	83	79	205
30-34	172	79	30	63	47	125
25-29	70	31	17	22	13	57
20-24	13	6	2	5	2	11

E = Elementary school teachers;
M = Middle school teachers;
H = High school teachers;
M = Males; F = Females

The level of teaching assignment for the respondent groups was divided into three categories: elementary, middle school and high school. Of the 822 respondents, 331, or 40.2% of the respondents, were elementary teachers; 187, or 22.7%, were middle school teachers; and 33.3% were high school teachers, as shown in Figure 4.

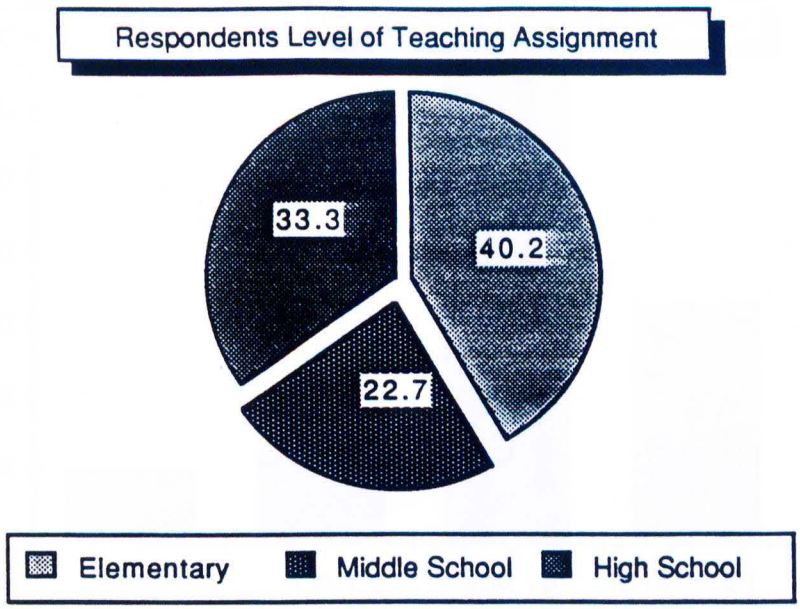


Figure 4. Respondents' Level of Teaching Assignment

There were five groups of respondents based upon their number of years in teaching. Those groups were 1-3 years, 4-7 years, 8-15 years, 16-20 years, and 21 or more years. Of the 822 respondents, 49, or 5.9%, have taught 1-3 years; 78, or 9.4%, have taught 4-7 years; 325, or 39.5%, have taught 8-15 years; 168, or 20.4%, have taught 16-20 years; and 196, or 23.8%, have taught 21 or more years. Figure 5 presents these percentages.

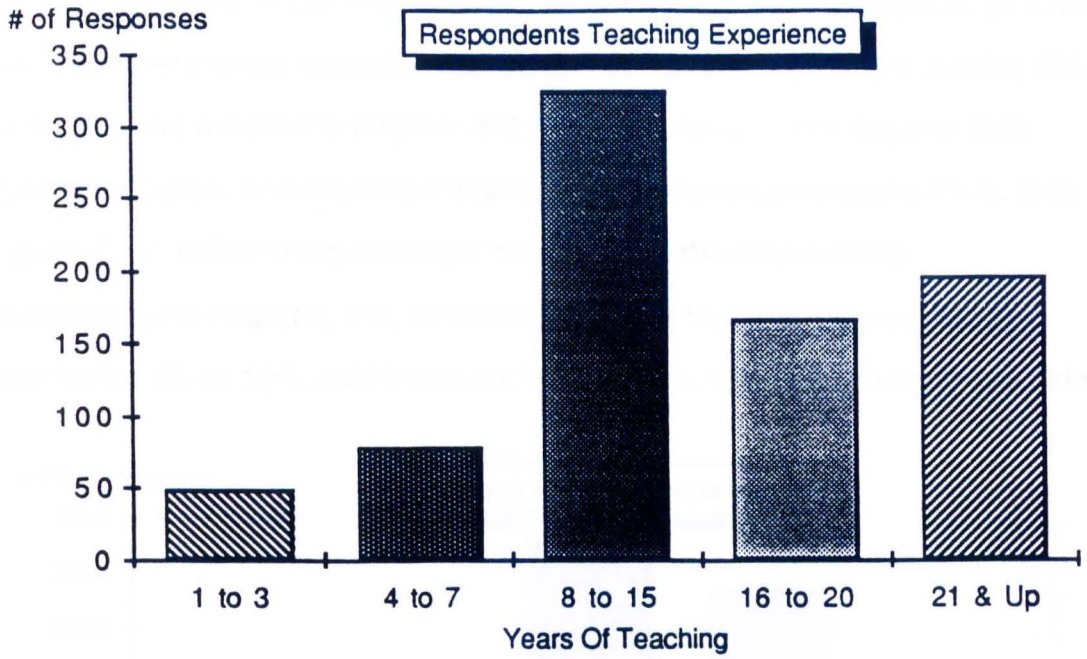


Figure 5. Respondents' Teaching Experience

In the respondents' description of their school, 154, or 18.7%, described it as urban; 147, or 17.8%, described it as suburban; 292, or 35.5%, described it as small town; and 206, or 25%, described it as rural. Figure 6 presents this information.

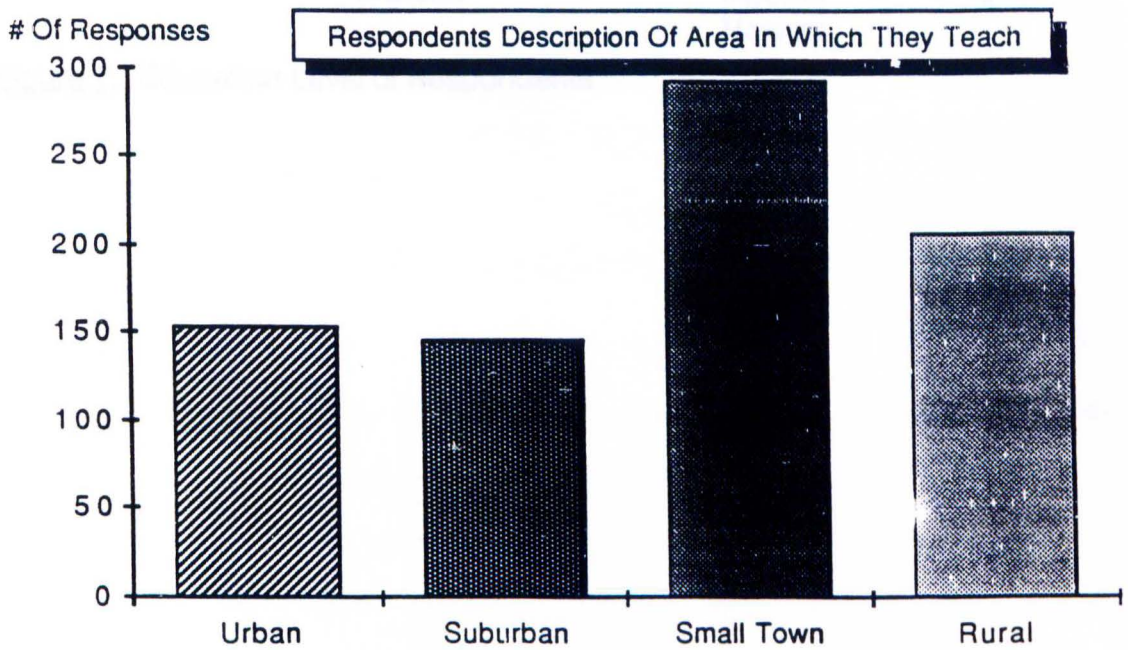


Figure 6. Respondents' Description of Area In Which They Teach

When asked about their educational level, 28 of the respondents, or 3.4%, had four-year college degrees; 160, or 19.4%, had some graduate credits; 336, or 40.8%, had a master's degree; 290, or 35.2%, have credits beyond their master's degree; and five respondents, or 0.6%, have completed a Ph.D. (see Figure 7). In determining the major emphases of the respondents' undergraduate degrees, 711, or 86.4%, indicated that their degree was in education; 99, or 12%, said it was not in education. Figure 8 reflects these data.

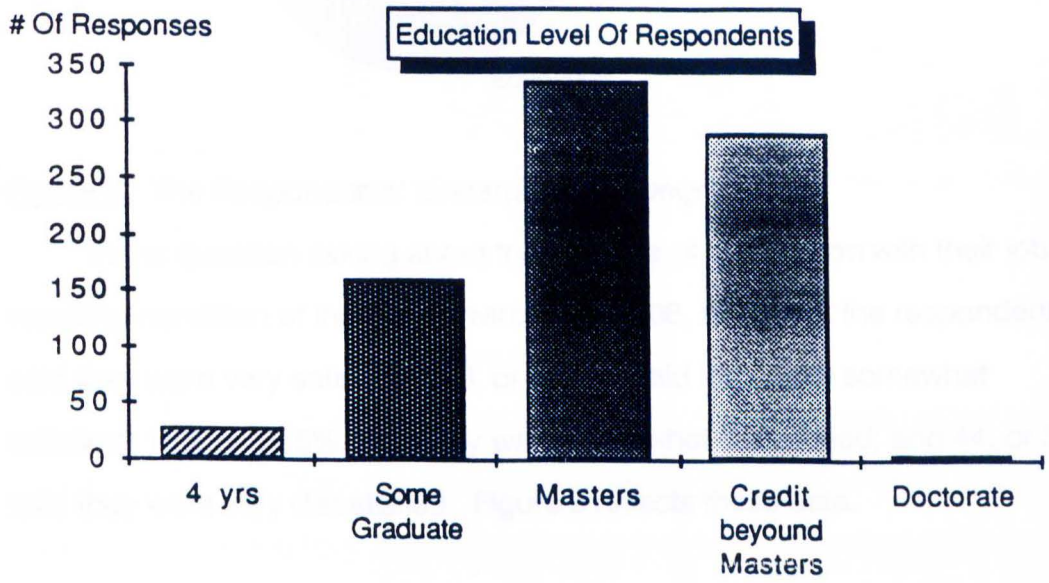


Figure 7. Education Level of Respondents

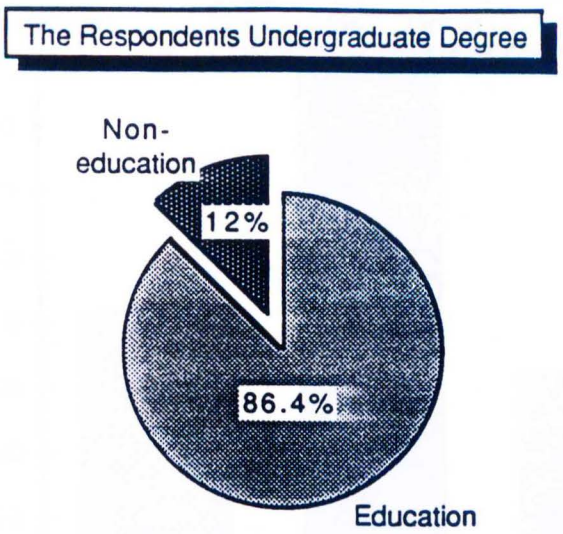


Figure 8. The Respondents' Undergraduate Degree

In the question asking about their degree of satisfaction with their job, a resulting condition of the work environment, 208, or 25% of the respondents, said they were very satisfied; 393, or 47.8%, said they were somewhat satisfied; 160, or 19.5%, said they were somewhat dissatisfied; and 44, or 5%, said they were very dissatisfied. Figure 9 reflects these data.

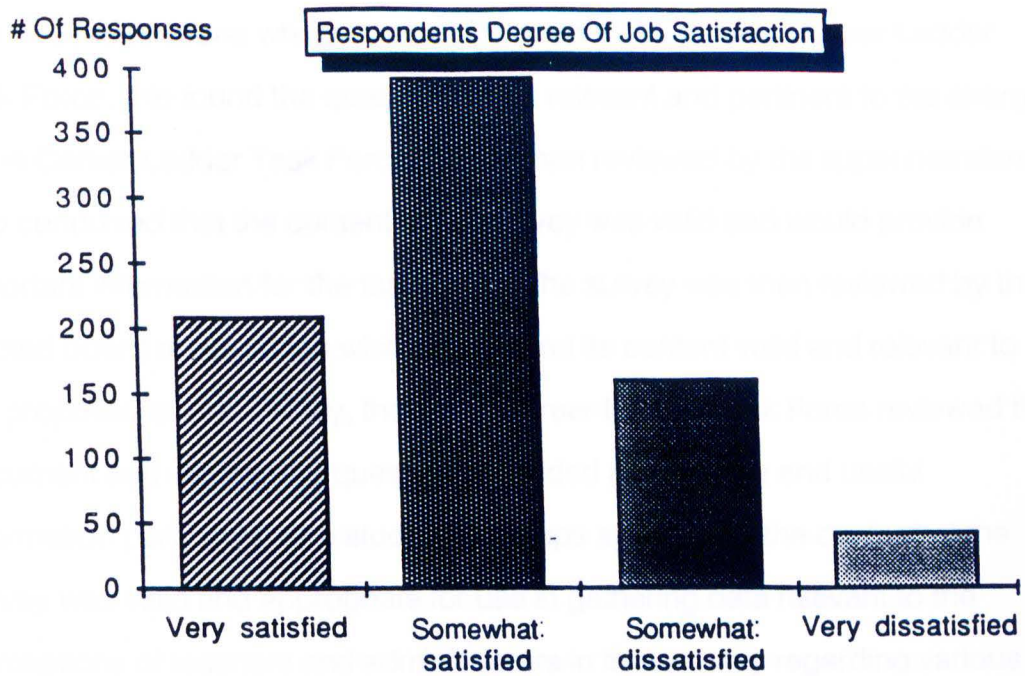


Figure 9. Respondents' Degree of Job Satisfaction

Instrumentation

According to Louis Harris and Associates, the survey was judged to be extremely reliable. They provided detailed statistics on the survey's reliability. Their estimate at the 95% confidence level is that for a population which ranged between 1,000 and 1,500 subjects (this study had 1,107), the reliability of the instrument would be within $\pm$ 2 points. (Harris, p. 68) This means that the instrument would provide the same information on the population being surveyed 95 out of 100 times with an accuracy of plus or minus 2 points.

Instrument Validity

The instrument was recommended in an NEA publication concerned with the general question of attracting and retaining teachers in the profession. It had been used by Louis Harris and Associates in a national study done for Metropolitan Life. The documentation received from the Harris organization does not discuss the validity of the instrument. Therefore the content validity

was established in the following manner. It was first reviewed by the director of employee relations who was also chairman of the County Career Ladder Task Force. He found the questions to be relevant and pertinent to the charge of the Career Ladder Task Force. It was then reviewed by the superintendent, who concurred that the content of the survey was valid and would provide important information for the task force. The survey was then reviewed by the elected board of education which also found its content valid and relevant to the proposed study. Finally, the entire Career Ladder Task Force reviewed the document and felt that the questions provided appropriate and useful information pertinent to the study. All groups agreed that the content of the survey was valid and appropriate for use in gathering data relevant to the perceptions of teachers and administrators in their county regarding various incentive programs in education. Based on this set of procedures, the instrument's content was judged to be valid for the intended purposes.

Instrument Adaptation

Even though there were modifications to the survey instrument, those modifications were not of the nature to affect the instrument's reliability or validity. The following changes were made in the survey to accommodate the characteristics of the county:

a. A question was added identifying the respondent as a teacher, school administrator, or central office administrator.

b. In Question 3 the identification of a junior high school was changed to middle school and the corresponding grades of attendance were changed from 7-9 to 6-8. Also, elementary school was identified as grades K-5.

c. Questions 24-29 were eliminated completely since they asked the respondent about his/her participation in a "performance-based

pay" structure. Since all respondents in this study are employees of the same county school system which has no provision for "performance-based pay," the answers to those questions are already known.

d. Question F2 was eliminated since it asks about the wealth classification of the respondents' district for state aid purposes. Again, as in "c," since all the respondents for this study are employed by the same school system, the answer to Q.F2 is already known.

e. Finally, a change in format was made in the instrument in order to facilitate the analysis of its results. The answer sheets were optically scanned. Therefore, each question was written so that the respondent choices could be coded on the answer sheet.

Data Collection

On May 18, 1987 the 1100 questionnaires and answer sheets were distributed to teachers and administrators of one large school system. Each survey was accompanied by a cover letter that identified the purpose of the survey as well as instructions for completing the answer sheet. The answer sheets were collected by a designated person in each building and returned to the researcher via school mail. For this analysis the responses of central office administrators were combined with school administrators since the numbers--10 and 32 respectively--were considered to be too small for statistical purposes.

Data Analysis

The range of scores for each category of the survey was from 4-20. Means and standard deviations were computed for each section of the

questionnaire and for the two groups being compared. Independent t-tests were computed based on respondent characteristics for each category studied. The researcher chose to use a significance level of .05 to accept or reject the hypotheses. The .05 level is a widely accepted convention in statistics as an appropriate level for judging whether a hypothesis should be accepted or rejected.

The following matrix represents the questions that referred to each of the incentive areas:

Incentive	Survey Questions
Career Ladder	59-62
Merit Pay	65-68
Mentor Teaching	71-74
Work Environment	85-89

Summary

Using these data, it was determined whether or not a statistically significant difference existed on the questions relating to the areas of career ladders, merit pay, mentor teachers and changes in the work environment among the following respondent groups: teachers and administrators; males and females; elementary, middle and high school teachers; and teachers who have worked 1-3 years, 4-7 years, 8-15 years, 16-20 years, or over 21 years. The statistical analysis produced from this data is presented in Chapter 4.

CHAPTER 4

This chapter presents the statement of the problem, the research questions, the statistical hypotheses, and the data analysis. Each of the four incentive areas--career ladder, merit pay, mentor teaching and changes in the work environment--is analyzed, based upon the respondent characteristics of teachers or administrators; male or female; age group; level of assignment; or years of experience. These five variables were selected for study because they provide important information about employee career preferences. This information could be used to guide the school system policy makers in their attempt to attract and retain teachers.

Statement of the Problem

The problem in this study was to review selected alternative incentive programs applicable to the teaching profession and to gather information on the attitudes and perceptions of teachers and administrators in this county, based upon the premise that rewards and mobility are a positive inducement to attract and retain teachers. The findings could have implications in the design and implementation of an incentive program in this county school system. Those four incentive programs are career ladders, merit pay, mentor teaching, and changes in the work environment. The perceptions of the teachers and administrators were gathered through the use of the 1986 Louis Harris survey,

"Restructuring the Profession." For this analysis the responses of central office administrators were combined with school administrators since these numbers were small, 10 and 32 respectively. Item counts for all 94 questions were tallied and reported in Appendix B.

Research Hypotheses and Questions

This study accepts or rejects the following four null hypotheses:

1. There are no statistically significant mean differences in the perceptions held on the issue of career ladders based on the following respondent characteristics:
   a. teacher or administrator;
   b. gender;
   c. age group;
   d. level of assignment;
   e. number of years' experience.
2. There are no statistically significant mean differences in the perceptions held on the issue of merit pay based on the following respondent characteristics:
   a. teacher or administrator;
   b. gender;
   c. age group;
   d. level of assignment;
   e. number of years' experience.
3. There are no statistically significant mean differences in the perceptions held on the issue of mentor teaching based on the following respondent characteristics:
   a. teacher or administrator;
   b. gender;

c. age group;

d. level of assignment;

e. number of years' experience.

4. There are no statistically significant mean differences in the perceptions held on the issue of work environment based on the following respondent characteristics:

a. teacher or administrator;

b. gender;

c. age group;

d. level of assignment;

e. number of years' experience.

Specifically, this study sought answers to the following questions:

1. Are there significant mean differences in perceptions held on the issue of merit pay based upon the following respondent characteristics:

a. teacher or administrator;

b. male or female;

c. age group;

d. elementary, middle or high school assignment; and

e. years of teaching experience.

2. Are there significant mean differences in perceptions held on the issue of career ladders based upon the following respondent characteristics:

a. teacher or administrator;

b. male or female;

c. age group;

d. elementary, middle or high school assignment; and

e. years of teaching experience.

3. Are there significant mean differences in perceptions held on the issue of mentor teaching based on the following respondent characteristics:

   a. teacher or administrator;

   b. male or female;

   c. age group;

   d. elementary, middle or high school assignment; and

   e. years of teaching experience.

4. Are there significant mean differences in perceptions held on the issue of changes in the work environment based upon the following respondent characteristics:

   a. teacher or administrator;

   b. male or female;

   c. age group;

   d. elementary, middle or high school assignment; and

   e. years of teaching experience.

Data Analysis

The study addressed five separate research issues. The first examined the perceptions of the professional staff regarding the four incentive areas: career ladders, merit pay, mentor teaching and changes in the work environment. The remaining issues addressed by this study examined whether or not the perceptions of the professional staff toward the four incentive areas identified above were significantly different based upon respondent characteristics of gender, age, level of assignment, number of years' experience in the profession and teachers versus administrators.

An analysis of the means provided data for examining the respondents' perceptions toward the four incentive areas studied. Responses could range from 1-4 with 1 being most favorable and 4 least favorable and with 2.5 the midpoint of the scale. The midpoint of the favorable response range is 1.75 and the midpoint of the unfavorable response range is 3.25.

The average mean response for all five respondent group characteristics for the incentive career ladder was 3.74, which is well above the midpoint 2.5 of the scale and also well above 3.25 which is the midpoint of the unfavorable response range of the scale 2.5 and 4.0. This suggests a highly unfavorable perception of the respondents toward the career ladder incentive.

The average mean responses for all 5 respondent characteristics for the incentive mentor teaching was 3.17. This too is above the midpoint 2.5 of the scale though below the midpoint 3.25 of the unfavorable response range. This again indicates a moderately unfavorable perception of the respondents toward mentor teaching as an incentive.

A third incentive for which unfavorable average mean responses resulted was for the issue of merit pay. The average mean response for all 5 respondent characteristics toward the issue of merit pay was 3.02. This also is above the midpoint of the response scale 2.5, but below 3.25, and indicates a moderately unfavorable respondent perception toward the issue.

A fourth incentive area examined by this study was changes in the work environment. Average mean response data differed for this incentive from that of the other incentive areas. The average mean response for the incentive changes in the work environment was 1.74 which is well below the midpoint 2.5, and just below 1.75 of the favorable response range. This indicates a highly to moderately favorable perception of the respondents toward the

incentive of changes in the work environment. These data are presented in Figure 10.

Respondents' perception toward 3 incentive areas--career ladders, mentor teaching and merit pay--clearly was highly to moderately unfavorable. Their perception toward the fourth incentive area--changes in the work environment--was moderately to highly favorable.

The remaining four issues addressed in this study examined whether there were significant differences of respondent perceptions toward the four incentive areas based upon respondent characteristics of teacher versus administrator; gender; age group; level of assignment; number of years' experience. The questions, the hypotheses and the statistical analysis regarding these issues are presented below.

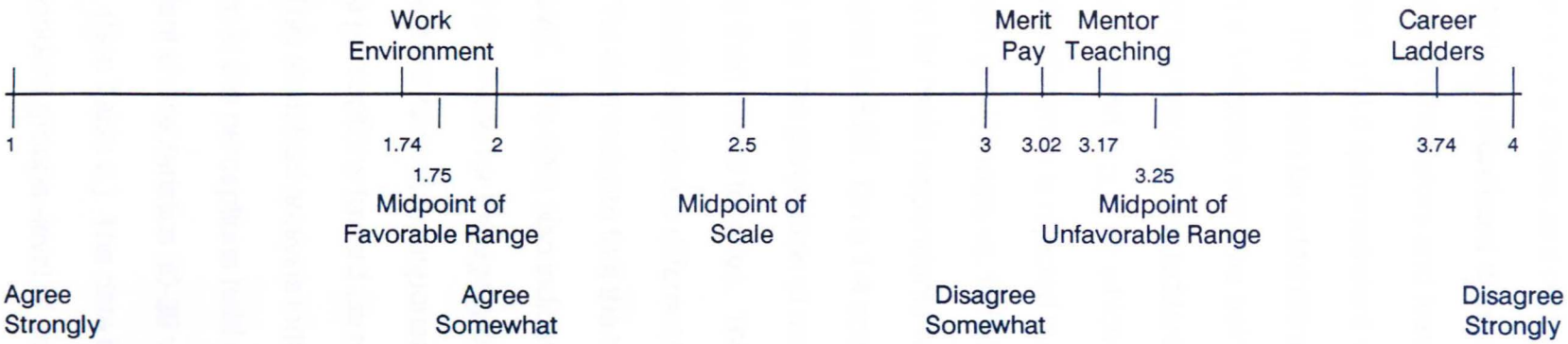
Career Ladders

Are there significant mean differences in perceptions held on the issue of career ladders based upon the following respondent characteristics:

a. teacher or administrator;
b. male or female;
c. age group;
d. elementary, middle or high school assignment; and
e. number of years' experience.

This study chose to use the .05 level of statistical significance to accept or reject the statistical hypotheses, which was stated as: There are no statistically significant mean differences in the perceptions held on the issue of career ladders based on the following respondent characteristics:

a. teacher or administrator;
b. gender;
c. age group;



Key:	Points on Scale	
	Survey Response Choices	1,2,3,4
	Midpoint of Scale	2.5
	Midpoint of Favorable Range	1.75
	Midpoint of Unfavorable Range	3.25

Figure 10. Average Mean Responses

d. level of assignment;

e. number of years' experience.

The data analysis as it concerns career ladders indicates the hypotheses of no statistically significant difference is rejected in three areas. The first one compared administrators and teachers. The data indicate that the t test for the respondent group administrators vs. teachers is 3.93, which is significant at the .05 level. The mean for administrators is 3.33 and the mean for teachers is 3.80. On a 1-4 scale with one being most favorable, administrators' perceptions toward career ladders were more favorable than were teachers'.

The second group for which the null hypothesis of no statistically significant difference is rejected is male vs. female. The t test for the respondent groups male vs. female is 4.91 which is significant at the .05 level. The mean for male respondents was 3.62 and the mean for female respondents is 3.86. On a 1-4 scale, with 1 being most favorable, the data indicates that the perception of males toward career ladders was more favorable than that of females. The third group for which the null hypothesis of no statistically significant difference is rejected is for the age group 30-39 vs. 40-49. The data indicate that the t test is 2.12, which is statistically significant at the .05 level. The data also indicate that the mean for the age group 30-39 is 3.84 and the mean for the age group 40-49 is 3.73. On a 1-4 scale, with 1 being the most favorable response, the age group 40-49 expressed more favorable perceptions toward career ladders than respondents in age group 30-39. This statistical analysis indicates that there is a statistically significant difference in the perceptions held on the issue of career ladders based on the respondent characteristics 30-39 vs. 40-49; teachers vs. administrators; and gender. (See Table 2.) The data indicate that the hypothesis is accepted for the respondent groups--level of assignment, number of years worked and age

Table 2. Aggregate Data for Questions 59-62

Career Ladders

Group Identification	Number of Respondents in Group	Mean	t Test	Significance
Positions				
Administrators 32 + 10	820	3.33	3.93	S
Teachers 778		3.80		
Gender				
Males 257	818	3.62	4.91	S
Females 261		3.86		
Age Group				
21-29 70		3.76		
vs 30-39	437		1.02	NS
vs 40-49	311		.33	NS
vs 50-59	186		.21	NS
vs 60 & over	95		.39	NS
30-39 367		3.84		
vs 40-49	608		2.12	S
vs 50-59	483		1.58	NS
vs 60 & over	392		1.19	NS
40-49 241		3.73		
vs 50-59	357		.12	NS
vs 60 & over	266		.24	NS
50-59 116		3.74		
vs 60 & over	141		.31	NS
60 & over 25		3.69		
Level of Assignment				
Elementary 331		3.80		
vs Middle	518		.38	NS
vs High	605		1.42	NS
Middle 187		3.83		
vs High	461		1.61	NS
High 274		3.70		
Years Worked				
1-3 yrs. worked 49		3.75		
vs 4-7	127		.22	NS
vs 8-15	374		.49	NS
vs 16-20	217		.43	NS
vs 21 & over	245		.14	NS
4-7 yrs. worked 78		3.78		
vs 8-15	403		.25	NS
vs 16-20	246		.21	NS
vs 21 & over	274		.15	NS
8-15 yrs. worked 325		3.80		
vs 16-20	493		.04	NS
vs 21 & over	521		.57	
16-29 yrs. worked 168		3.80		
vs 21 & over	364		.46	NS
21 & over 196		3.76		

Level of significance: S < .05.

groups: 21-29 vs. all other age groups; 30-39 vs. 50-59; 60 and over; 40-49 vs. 21-29; 50-59; 60 and over; 50-59 vs. all other age groups. The data presented in Table 2 indicate that for those respondent groups there is no statistically significant difference in perception of those respondents toward the issue of career ladders. The t test for age groups 21-29 vs. all other age groups was between .21 and 1.02 which is not significant at the .05 level. The t test for age group 30-39 was only significant in comparison to age group 40-49 as identified above. The t tests for 30-39 vs. 50-59 and 60 and over were 1.58 and 1.19 respectively which is not significant at the .05 level. The t tests for age group 40-49 vs. 50-59 and 60 and over was .12 and .24 and the t test for age group 50-59 vs. 60 and over is .31 none of which is significant at .05 level. The t tests for level of assignment range from .38 to 1.61 and the t tests for number of years worked range from .04 to .57 none of which is significant at the .05 level. It is interesting to observe that all of the means for career ladders are in the 3 plus range, indicating a highly unfavorable rating for the concept of career ladders by all of the groups.

Merit Pay

Are there statistically significant mean differences in perceptions held on the issue of merit pay based upon the following respondent characteristics:

a. teacher or administrator;
b. male or female;
c. age group;
d. elementary, middle or high school assignment; and
e. number of years' experience.

There are no statistically significant mean differences in the perceptions held on the issue of merit pay based on the following respondent characteristics:

a. teacher or administrator;

b. gender;

c. age group;

d. level of assignment;

e. number of years' experience.

The data analysis as it concerns merit pay indicates that the null hypothesis of no statistically significant difference is rejected for three areas. The first area is administrators vs. teachers. The t test for the respondent group administrators vs. teachers is 2.41, which is significant at the .05 level. The mean for administrators is 2.80 and the mean for teachers is 3.07 on a 1-4 scale with one being most favorable. The data indicates that the administrators had a more favorable perception towards merit pay than did the teachers. The second group for which the null hypothesis of no statistically significant difference is rejected is male vs. female. The data indicates that there is a statistically significant difference on the issue of merit pay based on the gender of the respondent. The t test for this group is 2.50 which is significant at the .05 level. The mean for males is 2.98 and the mean for females is 3.09. On a 1-4 scale with 1 being most favorable, the analysis indicates that there is a statistically significant difference in the perceptions of merit pay based on the gender of the respondent with males more favorable toward the issue of merit pay than females.

The third group for which the null hypothesis of no statistically significant difference is rejected is in number of years worked--4-7 vs. 8-15, 16-20, 21 and over. For these variables the t tests were 2.58, 2.39 and 2.46 respectively. All are significant at the .05 level. The mean for the years worked group 4-7 is 2.89; 8-15 is 2.58, 16-20 is 3.08, and 21 and over is 3.09. On a 1-4 scale with

one the most favorable response toward merit pay, the most favorable response came from the respondent years worked group 4-7.

The data presented in Table 3 indicate that the null hypothesis that there is no statistically significant difference in the perceptions of merit pay is accepted for the following respondent groups: age groups; level of assignment; and all numbers of years worked except 4-7 vs. all others. The t tests for the age groups range from 6.37 to .25, which is not significant at the .05 level. The t tests for the level of assignment group range from .99 to .27, which is not significant at the .05 level. The t tests for number of years worked: 1-3; 8-15; 16-29; and 21 and over range from 1.90 to .04, which are not significant at the .05 level. These data are presented in Table 3. However, the researcher rejects the hypothesis for the respondent groups--administrators vs. teachers; gender; and age group 4-7 vs. 8-15; 4-7 vs. 16-20; and 4-7 vs. 21 and over.

Mentor Teaching

Are there statistically significant mean differences in perceptions held on the issue of mentor teaching based on the following respondent characteristics:

a. teacher or administrator;
b. male or female;
c. age group;
d. elementary, middle or high school assignment; and
e. number of years' experience.

There is no statistically significant mean difference in perceptions held on the issue of mentor teaching based on the following respondent characteristics:

a. teacher or administrator;

Table 3. Aggregate Data for Questions 65-68

Merit Pay

Group Identification	Number of Respondents in Group	Mean	t Test	Significance
Positions				
Administrators 32 + 10	820	2.80	2.41	S
Teachers 778		3.07		
Gender				
Males 257	818	2.98	2.50	S
Females 261		3.09		
Age Group				
21-29 70		2.95		
vs 30-39	437		1.56	NS
vs 40-49	311		1.67	NS
vs 50-59	186		.67	NS
vs 60 & over	95		.94	NS
30-39 367		3.07		
vs 40-49	608		.44	NS
vs 50-59	483		.93	NS
vs 60 & over	392		.25	NS
40-49 241		3.09		
vs 50-59	357		1.15	NS
vs 60 & over	266		6.37	NS
50-59 116		3.01		
vs 60 & over	141		.65	NS
60 & over 25		3.10		
Level of Assignment				
Elementary 331		3.09		
vs Middle	518		.99	NS
vs High	605		.79	NS
Middle 187		3.03		
vs High	461		.27	NS
High 274		3.05		
Years Worked				
1-3 yrs. worked 49		2.91		
vs 4-7	127		.20	NS
vs 8-15	374		1.90	NS
vs 16-20	217		1.75	NS
vs 21 & over	245		1.81	NS
4-7 yrs. worked 78		2.89		
vs 8-15	403		2.58	S
vs 16-20	246		2.39	S
vs 21 & over	274		2.46	S
8-15 yrs. worked 325		3.08		
vs 16-20	493		.04	NS
vs 21 & over	521		.14	
16-29 yrs. worked 168		3.08		
vs 21 & over	364		.16	NS
21 & over 196		3.09		

Level of significance: S < .05.

b. gender;

c. age group;

d. level of assignment;

e. number of years' experience.

The data analysis as it concerns mentor teaching indicates that the hypothesis of no statistically significant difference is rejected in one area--teachers vs. administrators. The t test for this group was 4.20, which is statistically significant at the .05 level. The data indicate that the mean for teachers is 3.24 and the mean for administrators is 2.59. On a scale of 1-4 with one being most favorable, the data indicates that the perceptions of administrators are more favorable than teachers toward mentor teaching.

These data also indicate that the reader can accept the null hypothesis for all other respondent groups: male vs. female; age groups; level of assignment; and number of years worked. For male vs. female, the t test was .71, which is not significant at the .05 level. The t tests for the variable of age groups ranged from 1.46 to .12, none of which is significant at the .05 level. The t test for level of assignment ranged from 1.29 to .59, none of which is significant at the .05 level. There were no significant differences in the variable number of years worked. The t tests for this group ranged from .99 to .01, none of which is significant at the .05 level. These data are presented in Table 4.

Work Environment

Are there statistically significant mean differences in perceptions held on the issue of changes in the work environment based upon the following respondent characteristics:

a. teacher or administrator;

b. male or female;

c. age group;

Table 4. Aggregate Data for Questions 71-74

Mentor Teaching

Group Identification	Number of Respondents in Group	Mean	t Test	Significance
Positions				
Administrators 32 + 10	820	2.59	4.20	S
Teachers 778		3.24		
Gender				
Males 257	818	3.18	.71	NS
Females 261		3.23		
Age Group				
21-29 70		3.32		
vs 30-39	437		.66	NS
vs 40-49	311		1.46	NS
vs 50-59	186		.84	NS
vs 60 & over	95		.96	NS
30-39 367		3.25		
vs 40-49	608		1.46	NS
vs 50-59	483		.44	NS
vs 60 & over	392		.74	NS
40-49 241		3.14		
vs 50-59	357		.64	NS
vs 60 & over	266		.12	NS
50-59 116		3.20		
vs 60 & over	141		.46	NS
60 & over 25		3.12		
Level of Assignment				
Elementary 331		3.22		
vs Middle	518		.82	NS
vs High	605		.59	NS
Middle 187		3.29		
vs High	461		1.29	NS
High 274		3.18		
Years Worked				
1-3 yrs. worked 49		3.25		
vs 4-7	127		.68	NS
vs 8-15	374		.12	NS
vs 16-20	217		.70	NS
vs 21 & over	245		.02	NS
4-7 yrs. worked 78		3.14		
vs 8-15	403		.86	S
vs 16-20	246		.14	S
vs 21 & over	274		.89	S
8-15 yrs. worked 325		3.23		
vs 16-20	493		.97	NS
vs 21 & over	521		.15	
16-29 yrs. worked 168		3.15		
vs 21 & over	364		.99	NS
21 & over 196		3.25		

Level of significance: S < .05.

d. elementary, middle or high school assignment; and

e. number of years' experience.

There is no statistically significant difference in the perceptions held on the issue of work environment based on the following respondent characteristics:

a. teacher or administrator;

b. gender;

c. age group;

d. level of assignment;

e. number of years' experience.

The data analysis as it concerns the work environment indicates the null hypothesis of no statistically significant difference is rejected for only one variable--male vs. female. The t test for this group is 3.09, which is significant at the .05 level.

Looking at the means for each--males, 1.85, and females, 1.71--on a 1-4 scale with 1 being most favorable, the analysis indicates that there is a statistically significant difference in the perceptions of male vs. female on the issue of changes in the work environment with females expressing more favorable perceptions about this issue than males.

The data also indicate that the null hypothesis is accepted for all other respondent groups: teachers vs. administrators; age groups; level of assignment; and number of years worked. For administrators vs. teachers the t test is .78, which is not significant at the .05 level. The t tests for the variable age group ranged from 1.73 to .14, none of which is significant at the .05 level. The data for the variable level of assignment indicate that the t tests range from .41 to .07, none of which is significant at the .05 level. The data also indicates that there is no significant difference among the variables for number of years

worked. The t tests for this group range from 1.67 to .07, none of which is significant at the .05 level. These data are presented in Table 5.

Table 5. Aggregate Data for Questions 85-89

Work Environment

Group Identification	Number of Respondents in Group	Mean	t Test	Significance
Positions				
Administrators 32 + 10	820	1.83	.78	NS
Teachers 778		1.76		
Gender				
Males 257	818	1.85	3.09	S
Females 261		1.71		
Age Group				
21-29 70		1.75		
vs 30-39	437		.29	NS
vs 40-49	311		.67	NS
vs 50-59	186		.14	NS
vs 60 & over	95		.17	NS
30-39 367		1.73		
vs 40-49	608		1.59	NS
vs 50-59	483		.55	NS
vs 60 & over	392		1.73	NS
40-49 241		1.63		
vs 50-59	357		.61	NS
vs 60 & over	266		.64	NS
50-59 116		1.77		
vs 60 & over	141		.26	NS
60 & over 25		1.73		
Level of Assignment				
Elementary 331		1.76		
vs Middle	518		.41	NS
vs High	605		.07	NS
Middle 187		1.78		
vs High	461		.36	NS
High 274		1.76		
Years Worked				
1-3 yrs. worked 49		1.64		
vs 4-7	127		1.03	NS
vs 8-15	374		1.12	NS
vs 16-20	217		1.06	NS
vs 21 & over	245		1.67	NS
4-7 yrs. worked 78		1.74		
vs 8-15	403		1.01	NS
vs 16-20	246		7.99	NS
vs 21 & over	274		.80	NS
8-15 yrs. worked 325		1.74		
vs 16-20	493		1.30	NS
vs 21 & over	521		1.22	
16-20 yrs. worked 168		1.75		
vs 21 & over	364		.88	NS
21 & over 196		1.80		

Level of significance: S < .05

Summary

Perceptions of respondents clearly were more favorable toward the incentive area changes in the work environment than they were toward the other three incentives--career ladders, mentor teaching and merit pay. Additionally, although respondent perceptions were highly unfavorable to these three incentives, statistically significant differences in perceptions were found among some respondent group characteristics. In 3 of the 4 incentive areas--career ladders, merit pay and mentor teaching--administrators had statistically significantly more favorable responses than teachers. The findings also indicate that males had statistically significantly more favorable responses than females in 2 of the 4 incentive areas--career ladders and merit pay. The only incentive area that resulted in highly favorable perceptions from all the respondents was changes in the work environment. From these highly favorable responses, a statistically significant difference was found based on gender. Females' perceptions toward changes in the work environment were significantly higher than those of males.

CHAPTER 5

Problem Statement

This study reviewed selected alternative incentive programs applicable to the teaching profession and gathered information regarding the attitudes and perceptions of 1100 teachers and administrators in a suburban/rural mideastern county school system. The findings constitute a data base that have implications in the design and implementation of an incentive program.

Rationale Statement

The rationale for studying incentive programs such as career ladders, merit pay, mentor teaching, or changes in the work environment is based upon the premise that rewards and mobility are a positive inducement to attract and retain teachers. A review of research presented in Chapter 2 supports this premise.

Significance of the Study

Although there is much research regarding individual selected incentive programs such as career ladders, mentor teaching, merit pay and changes in the work environment, there is insufficient existing research to guide policymakers in their attempt to develop and implement policy. In gathering data which analyze the perceptions of the teachers and administrators of a

county school system in each of these four areas, information is provided that can be utilized to suit an incentive plan to the specific needs of the school system. Perceptions of teachers and administrators toward each incentive program are presented. Additionally, the study determined whether there were significant differences of respondent perceptions toward the four incentive areas based upon the five respondent characteristics of teacher vs. administrator; gender; age group; level of assignment; and number of years' experience. This additional information may guide policymakers in both the design and implementation of an incentive program.

Research Design

This research study used a modified questionnaire adapted from an original Louis Harris survey. The study is an ex post facto design. The data collected by this survey are judged to be of interval quality; therefore, the use of a parametric statistic is appropriate.

Data Analysis

Scores for each question of the survey could range from 4-20. Means and standard deviations were computed for each respondent group. Independent t tests were computed based on respondent characteristics for each category studied. The researcher chose to use a .05 level of significance to accept or reject each hypothesis.

Using these data, the study determined the perceptions of the respondents toward each of the four incentive areas--career ladders, merit pay, mentor teaching, and changes in the work environment. The study also identified whether there were differences in the respondents' perceptions of each of these incentives based upon respondent characteristics of administrators vs. teachers, gender, age, years of experience, or level of assignment.

Research Procedures

The 1986 Louis Harris survey, entitled "Restructuring the Profession," was the source used to collect data regarding the perceptions of respondents toward selected incentive areas. The 94-question survey deals with four specific reform areas--career ladders, merit pay, mentor teaching, and work environment. On May 18, 1987 the survey was distributed to the 1100 teachers and administrators of a county school system. The survey instrument was distributed in each school by the principal or his designee with a cover letter on Board of Education letterhead identifying the (a) origin of the survey; (b) anonymity of respondent; (c) directions for completion and return of the survey; and (d) the voluntary nature of participation in the survey.

Subjects of the Study

There were 822 returned scoreable responses of the 1100 that were distributed, a 74.7% response rate. The first 24 questions of the 94-question survey provide descriptive data regarding the respondents. The information provided by this data indicates that 94.7% of the respondents were teachers, 5.3% were administrators; 31.2% were male, and 68.2% were female; 8.5% were 21-29 years of age, 44.6% were 30-39 years of age; 29.3% were 40-49 years of age; 14% were 50-59 years of age; and 3% were 60 and over. The level of teaching assignment was divided into three categories: elementary, middle and high school. Of the 822 respondents, 40.2% were elementary teachers; 22.7% were middle school teachers; and 33.3% were high school teachers. Regarding the respondents' number of years' experience, 5.9% taught 1-3 years; 9.4% taught 4-7 years; 39.5% taught 8-15 years; 20.4% taught 16-20 years; and 23.8% taught 21 or more years.

Research Questions

Five separate research questions were addressed by this study. The first question examined the perceptions of the professional staff regarding the four incentive areas: career ladders, merit pay, mentor teaching and changes in the work environment. The remaining questions addressed by this study sought to determine whether or not the perceptions of the professional staff toward the four incentive areas identified above were significantly different based upon respondent characteristics of gender, age, level of assignment, number of years' experience in the profession and teachers versus administrators.

Specifically, this study sought answers to the following questions:

1. Are there significant mean differences in perceptions held on the issue of career ladders based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.
2. Are there significant mean differences in perceptions held on the issue of merit pay based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.

3. Are there significant mean differences in perceptions held on the issue of mentor teaching based on the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.
4. Are there significant mean differences in perceptions held on the issue of changes in the work environment based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.

Findings and Conclusions

The first question pursued by this study was to determine the perceptions of the respondent teachers and administrators to the four incentive areas--career ladders, merit pay, mentor teaching and work environment. An analysis of the respondents' mean responses provides this data.

The major findings of this study indicate that the perceptions of the professional staff were highly unfavorable to 3 of the 4 incentive areas pursued: career ladders, mentor teaching, and merit pay. The findings also indicate that the perceptions of the respondents were moderately favorable toward the fourth area--changes in the work environment.

For questions regarding the work environment, the mean responses ranged from 1.63 to 1.85. On a 1-4 scale, with 1 being most favorable, these responses are below the median and indicate moderately favorable perceptions of the respondents toward this incentive. The mean response ranges for the other 3 incentive areas were much higher. The mean response range for career ladders was 3.33 to 3.84; for mentor teaching it was 2.59 to 3.29; and for merit pay the mean responses ranged from 2.80 to 3.09. These are all above the median and indicate highly unfavorable perceptions of the respondents toward these three incentive areas.

Research indicates that because the culture of teachers and the structure of educational systems have not emphasized extrinsic rewards, psychic rewards provide the most powerful incentive (Lortie, 1975). Hertzberg supports the contention that extrinsic rewards, or hygiene factors, the rewards of money, fringe benefits, and supervision/administration relationships contribute to job dissatisfaction but not necessarily to job satisfaction or higher performance. Since 72.8% of the respondents to this survey indicate that they are either very satisfied or somewhat satisfied with their job, it then supports Hertzberg's contention that they would not seek the hygiene factors that incentives like career ladders, merit pay and mentor teaching provide. This research is upheld by the findings indicating unfavorable perceptions of all respondent groups to these three incentive areas.

Specifically, in looking at respondents' perceptions toward career ladders, the means indicate that respondents had highly unfavorable perceptions toward them. The average mean response for all five respondent group characteristics for the incentive career ladders was 3.74, which is well above the midpoint of 2.5 on a 1-4 scale and also well above 3.25 which is the midpoint of the unfavorable response range of the scale 2.5 and 4.0. This data

indicates a highly unfavorable perception of the respondents toward career ladders.

Specifically, the study answered the following question:

1. Are there significant mean differences in perceptions held on the issue of career ladders based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.

The data analysis rejected the null hypothesis of no statistically significant difference in the perceptions toward career ladders for three respondent groups: administrators vs. teachers; male vs. female; and respondents age 40-49 vs. 30-39. In each case the former had significantly more favorable perceptions than the latter.

Research indicates that problems associated with career ladders are numerous and that the effect of such ladders on peer perceptions is negative. Bacharach (1986) condemns career ladders as a "bureaucratic device" that breaks up the teaching role into several roles and ranks and pays according to a "supposed level of professional responsibility or importance." He adds that this has the resulting effect of having teachers compete against each other and that it also provides as a reward the movement out of the act of teaching which has an adverse effect on the purpose of incentives--to attract and retain teachers in teaching. It is the other than teaching duties that justify the higher status and pay. Brederson et al. (1983) found the reasons teachers entered the teaching profession were their desire to work with students. Therefore, an

incentive such as career ladders that likely will reduce contact with students as its reward, and one that "fosters competition among teachers for scarce jobs and inhibits cooperation and sharing of job knowledge" (Bacharach, 1986) would not be highly perceived by the respondent group--teachers.

In looking at respondents' perceptions toward mentor teaching, the means indicate that respondents had a moderately unfavorable perception toward this incentive. The average mean response for all five respondent characteristics for this incentive was 3.17. This, too, is above the midpoint 2.5 of the scale, although below the midpoint 3.25 of the unfavorable response range. This again indicates a moderately unfavorable perception toward mentor teaching as an incentive.

Specifically, this study answered the following questions:

2. Are there significant mean differences in perceptions held on the issue of mentor teaching based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;
   d. elementary, middle or high school assignment; and
   e. years of teaching experience.

The data analysis as it concerns mentor teaching indicates that the hypothesis of no statistically significant difference is rejected for one respondent group--teachers vs. administrators. The perceptions of administrators toward mentor teaching was more favorable than that of teachers.

One of the objectives of mentor teaching is to overcome the isolation currently existing in the organization of the teaching profession. Lortie (1975)

found that 45% of elementary and secondary teachers had no contact with other teachers in the course of a day while only 32% reported occasional contact. Howell (1986) concludes that this traditional isolation results in antagonistic relationship demonstrated by these two types of adult interaction in schools: adversarial and competitive relationships. Thus the traditional isolation and concomitant relationship experiences are what result in negative teacher perceptions toward an incentive that promises sharing, guidance and assistance to new as well as experienced teachers. Administrators have higher perceptions toward mentoring because there are organizational benefits resulting from it beyond the growth of the individual mentee. The mentor can pass on the culture of the organization as well as its accepted norms and promote company loyalty (Gerstein, 1985). Research also indicates that mentors create employees who demonstrate appreciation for the interests of the organization, such as concern for cost effectiveness (Farren et al., 1984). Therefore, although all respondent groups held unfavorable perceptions toward mentor teaching, administrators had statistically significantly less unfavorable perceptions than teachers.

Average mean responses from all respondent groups on the issue of merit pay indicate moderately unfavorable respondent perceptions toward this incentive. The average mean response for all five respondent characteristics toward the issue of merit pay was 3.02. This is above the midpoint of the response scale 2.5, but below 3.25, and indicates a moderately unfavorable respondent perception toward the issue.

Specifically, this study answered the following question:

3. Are there significant mean differences in perceptions held on the issue of merit pay based upon the following respondent characteristics:

a. teacher or administrator;

b. male or female;

c. age group;

d. elementary, middle or high school assignment; and

e. years of teaching experience.

The data analysis rejected the null hypothesis of no statistically significant difference for three areas: administrators vs. teachers; males vs. females; and number of years worked 4-7 vs. 8-15, 16-20, 21 and over. In each of these cases the former had more favorable perceptions toward merit pay than the latter.

Research indicates that merit pay is a complex issue that has been presented in various fashions in many school districts over numerous years. In surveying school districts with a population of over 300 students in 1979, the ERS identified 115 different merit pay plans falling into 11 different categories. One of the reasons that there are so many different plans is that there are so many issues to determine regarding design and implementation. Some of these issues are criteria for selection; whether to not to use quotas; whether or not the merit will be temporary or permanent; and how to develop a fair evaluation process (Johnson, 1984). This study found that all groups had moderately unfavorable perceptions to merit pay and that specifically, teachers had statistically significantly more highly unfavorable perceptions toward merit pay than administrators.

Harris (1986) cites teacher criticisms of merit pay that explain these findings.

1. They create artificial and unfortunate distinctions among teachers
2. Methods used to select teachers for the programs are unfair and nonobjective

3. Teachers believe they don't have any real say in the development and operation of the programs (Harris, 1986).

This study also indicated that respondents with 4-7 years of work experience had more favorable perceptions toward merit pay than all other groups with more experience. A possible reason for this could be salary deficiencies. In a 1980-81 study the NEA found that in 27 states the average paid to all teachers was lower than what other industries paid to a new college graduate in mathematics. They found salaries for teachers to be insufficient to attract new workers and they also found that the gap widens as years in the profession increase. Teachers with 4-7 years of work would just be experiencing that widening gap and would be looking toward alternative means of closing it.

The fourth incentive area examined by this study resulted in different findings. The average mean responses toward the incentive area of changes in the work environment indicated that all respondent groups were favorable toward this incentive. The average mean response was 1.74 which is well below the midpoint 2.5 and just below 1.75, the midpoint of the favorable response rage. This indicates a highly to moderately favorable perception of respondents toward the incentive of changes in the work environment.

Specifically, this study answered the following question:

4. Are there significant mean differences in perceptions held on the issue of changes in the work environment based upon the following respondent characteristics:
   a. teacher or administrator;
   b. male or female;
   c. age group;

d. elementary, middle or high school assignment; and

e. years of teaching experience.

The data analysis as it concerns the work environment indicates the null hypothesis of no statistically significant difference is rejected for only one respondent group--gender. Females responded more favorably than males to issues regarding the work environment.

Research relative to the work environment emphasizes the relationship between degree of participation in decision making, the degree of job satisfaction, and stress as they impact on work environment. Stress is the adverse effect of lack of satisfaction with the work environment and can be affected by factors which relate to participation in decision making (Freisen & Richards, 1984) and participation in work through collaboration, collegiality, and coaching (Lieberman, 1986; Showers, 1985). Research also indicates that the desire to participate in decision making varies by level of grade (Alutto & Belasco, 1973; Schneider, 1986). Elementary teachers were more saturated, while secondary teachers were more deprived. Job satisfaction declines when either saturation or deprivation occurs, but increases as a balance is reached between desired and actual levels of decision making participation (Schneider, 1986). Fisher (1986), using Moos's work environment scale, also concluded that elementary school teachers perceived a more favorable work environment than high school teachers.

In this study, all respondent groups based on level of teaching assignment--elementary, mid and high school--responded highly to moderately favorably toward the work environment. Elementary average mean responses were identical to high school at 1.76. This was slightly more favorable than middle school average mean responses which were 1.78. The favorable perceptions toward the work environment are reflected in the positive response

to the questions relative to job satisfaction. Three out of four respondents were satisfied or somewhat satisfied.

Policy Implications

At the present time, the Board of Education is wedded to a single monolithic base of functioning through books and print. This results in failure and frustration for students who are not facile in the print environment. It also results in failure and frustration for his/her teachers and parents, as well as the Board of Education responsible for the education program.

The three incentive areas explored by this study that were highly to moderately unfavorably perceived by the professional work force--career ladders, merit pay, mentor teaching--all warrant alterations in the internal bureaucratic structure of the organization and have minimal impact on altering the monolithic functioning of the organization. The information presented by this study provides a data base which can be used to aid policy makers in their attempt to develop and implement an incentive program that reflects the perceptions held by the professional work force. Based on the findings of this study the board should pursue means of improving the work environment. Specifically, Freisen and Richards (1984) identified resource inadequacy as a factor affecting the perceptions of a work environment. Questions 88 and 89 of the survey refer to additional resources such as teacher centers where teachers can get help and ideas from other teachers and administrators and receive more support from non-teaching professionals. Respondents to this survey overwhelmingly selected the favorable responses toward these two issues.

Ninety percent of the respondents favored establishing teacher centers where colleagues and administrators can share ideas and help each other. It is the ability of teachers to work together that will increase performance, job

satisfaction and the individual's desire to remain a teacher (Lieberman, 1986). It is recommended that this Board of Education consider implementation of a teacher center as warranted by responses of its professional staff to serve this purpose.

Eighty-five percent of respondents identified that receiving more support in dealing with students from the non-teaching professionals in the school system would be favorable. Role overload is a function of teaching contributing to stress (Franz & Dembo, 1984). Utilizing non-teaching professionals in such functions as student evaluation procedures; program evaluation; and preparation of materials would help alleviate the overload. The Board of Education should pursue this avenue of personnel realignment.

Questions 85, 86 and 87 deal with collegial relationships, collaborative work and peer coaching. Questions 85 and 87 address the need for more structured and organized time to talk with colleagues about professional matters. Eighty-five percent of respondents favored these work environment changes. Research is replete with identifying the need to have such collegial sharing,. Work overload is increased by a lack of opportunity to interact with peers (Freisen & Richards, 1984).

Showers (1985) and Lieberman (1986) also support the premise that collaborative work positively affects the work environment by overcoming the traditional isolation of the classroom. Showers specifically identifies the attributes of peer coaching as increased communication, sharing of a common language, and the opportunity to exercise and develop one's skills. Joyce and Showers (1980) identify the efficiency of collaborative work, specifically modeling and feedback. Good and Brophy (1974) also stress the importance of feedback. In a collaborative research effort with a group of teachers, Lieberman addressed the question "What factors enable some teachers to

maintain positive attitudes about their jobs?" Three of the four conditions cited by 60 percent of the "positive" teachers interviewed were indicators of collaborative working conditions. These conditions were a freedom to be creative and innovative, opportunities for feedback, recognition and support from adults and opportunities to share with peers (Lieberman, 1986).

The findings of this study in conjunction with the research regarding work environment issues indicate the following three recommendations to the Board of Education:

1. Opportunities for collaborative work should be provided and formalized. Structured and organized time for sharing as well as time to observe other teachers and provide feedback should be integrated with the work environment.
2. Locations for formalized collaborative efforts should be provided in the form of teacher centers.
3. The utilization of non-teaching professionals as support for teachers should be considered as a means of reducing role overload.

In pursuing this end, this study also indicated that the board needs to take into consideration a gender balance throughout the process. All respondents in this study favored change in the work environment but females expressed significantly more favorable responses than males.

Suggestions for Future Research

To complement the changes in the work environment that are recommended by this study, the board might also look at changing the technological substructure of its organization through varied teaching techniques, such as increasing the use of computerization and media techniques. Rather than maintaining and promoting a work force with the

same experience and identical skills as in the current system, the expansion of the technological substructure of the system would result in increased and differentiated skills among the work force; an increase in decision making and responsibility resulting from the individual application of these skills; and an increase in the extrinsic or motivational rewards that were cited by Schneider (1986) in the beginning of this chapter--through student achievement.

It is also recommended that specific means of expanding the role of the teacher based on different levels of training, competence, responsibility and expertise be explored and that incentive rewards be in line with a differentiation among the professional work force based on the level of training, competence, responsibility and expertise demonstrated by the individual as he/she implements the use of multiple technologies in this teaching.

Appendices

Appendix A

Survey Instrument

BOARD OF EDUCATION OF WASHINGTON COUNTY
P.O. BOX 730, COMMONWEALTH AVENUE, HAGERSTOWN, MARYLAND 21741-0730 ■ PHONE: 791-4000

RICHARD T. WHISNER
Superintendent

May 18, 1987

Teacners and administrators in the Washington County School System,

A committee of teachers and administrators has been meeting to recommend ways of keeping qualified professionals in education. A number of significant suggestions have been made by the committee. Some of these are similar to various reforms proposed for education by other study groups around the country. The reforms considered are career ladders, merit pay, mentor teaching, responsibilities of teachers, and school management practices.

Metropolitan Life recently conducted a survey among a sample population of teachers nationwide on some of these issues. You are invited to respond to the same survey as a teacher or administrator in Washington County.

Results will be compiled and reported for Washington County.

No school or individual respondent will be identified in the survey.

Please give your responses on the answer sheet provided and return the questionnaire and the answer sheet, unfolded, to the person designated to collect the material.

Complete the answer sheet within two days. Use a No. 2 pencil only.

An analysis of the questionnaire responses as well as the report from the study committee will suggest a number of activities which will in some cases require additional funding. Given the budget crunch anticipated for this year one should not expect that all those activities with a need for funding will come to fruition immediately.

Finally, though your professional opinions are needed and you are urged to share your convictions, if you choose not to participate in the survey, please return both the questionnaire and the answer sheet to the person designated for the school.

The person designated to collect the materials, generally a teacher selected by the faculty, will package the answer sheets in an 8½ x 11 envelope with no sending school identification to: Survey Analysis, Williamsport High School. If you prefer you may send your questionnaire and answer sheet, unfolded, through the school delivery directly to Williamsport High School. The answer sheets will be processed, analyzed and summarized at the University of Maryland.

If you have questions, please consult with your principal or call 791-4123.

Thank you.

RESTRUCTURING THE PROFESSION

THE FOLLOWING QUESTIONS SEEK DESCRIPTIVE INFORMATION ABOUT YOU.

1. **Are you a**

   a. Teacher
   b. School administrator
   c. Central office administrator

2. **Are you**

   a. Male
   b. Female

3. **How old are you?**

   a. 21-29
   b. 30-39
   c. 40-49
   d. 50-59
   e. 60 and over

4. **Do you teach in an elementary school, a middle school, or a high school?**

   a. Elementary school (Grades K-5)
   b. Middle school (Grades 6-8)
   c. High school (Grades 9-12)
   d. Not sure

5. **Regardless of the number of schools you've taught in, for about how many years, in total, have you worked as a teacher?**

   a. 1-3
   b. 4-7
   c. 8-15
   d. 16-20
   e. 21 or over

6. **Is the area where your school is located considered inner city, urban, suburban, small town, or rural?**

   a. Urban
   b. Suburban
   c. Small town
   d. Rural
   e. Not sure

7. **During your teaching career have you ever changed from one school system to another school system?**

   a. Yes
   b. No
   c. Not sure

8. **Since you first began teaching, how many times have you changed systems?**

   a. 1 time
   b. 2 times
   c. 3 times
   d. 4 or more times

9. **The most recent time you changed districts, did you lose credit in terms of salary for any of your years of past service?**

   a. Yes, lost credit for past service
   b. No, did not lose credit
   c. **Not sure - (Never changed)**

10. **When that happened, approximately how much income would you estimate that it cost you per year?**

    a. $1,000 or less to $2,000
    b. $2,001 to $4,000
    c. $4,001 to $10,000
    d. $10,001 to $15,001 and above
    e. Not sure - (Did not lose credit)

11. **Have you ever decided not to make a change from one school system to another because of fear that you might lose salary credit for years of past service?**

    a. Yes, decided not to make change for this reason
    b. No, never decided
    c. Not sure - (Changed system)

12. **Are you a member of a teachers' union or association such as the AFT or NEA?**

    a. Yes, member
    b. No, not a member
    c. Not sure

13. **What is the last grade or level of school that you yourself completed?**

    a. Four-year college graduate
    b. Some graduate credits
    c. Master's completed
    d. Credits beyond master's
    e. Ph.D. completed

14. **Was your undergraduate college degree in education, or not?**

    a. Yes, education
    b. No, not education
    c. Not sure

15. **Was your graduate training mainly in education, or not?**

a Yes, mainly in education
b. No, not mainly in education
c. Not sure

16 **Do you live in the same school district in which you teach, or do you live in some other school district?**

a. Live in same district
b. Live in other district
c. Not sure

17. **Are you single, married, divorced, widowed, or separated?**

a. Single
b. Married
c. Divorced/widowed/separated
d. Not sure

18. **Which of the following best describes your spouse's current employment situation?**

a. Working full time
b. Working part-time
c. Unemployed but looking for work
d. Unemployed and not looking for work
e. Not sure

19. **Which of the following income categories best describes the 1985 income you derived from teaching, before taxes. Was it...**

a. $15,000 or less to $20,000
b. $20,001 to $25,000
c. $25,001 to $30,000
d. $30,001 to $35,000
e. $35,001 or over

20. **Which of the following income categories best describes your total 1985 household income from all sources, before taxes? Was it...**

a. $15,000 or less to $20,000
b. $20,001 to $25,000
c. $25,001 to $30,000
d. $30,001 to $35,000
e. $35,001 or over

21. **All in all, how satisfied would you say you are with your job as a teacher in the public schools--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

a. Very satisfied
b. Somewhat satisfied
c. Somewhat dissatisfied
d. Very dissatisfied
e. Not sure

22. **How many students are in the typical class that you now teach?**

a. Under 10
b. 10-20
c. 21-25
d. 25-30
e. Over 30

23. **And what do you think a reasonable size for your class ought to be?**

a. Under 10
b. 10-20
c. 21-25
d. 25-30
e. Over 30

24. **What particular educational reform do you think is most important for Washington County to fund or to keep funding?**

a. Increase teachers' salaries
b. Special education programs
c. Raise teacher standards
d. Remedial programs
e. Pre-school programs

WE'D LIKE YOU TO RATE HOW WELL THE FOLLOWING PEOPLE ARE PERFORMING THE ROLE THEY ARE SUPPOSED TO PLAY IN THE EDUCATION SYSTEM.

25. **The principals in your school**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

26. **Superintendents of your school system**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

27. **Leaders of the teachers' unions and teachers' associations in your locality**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

28. **Deans and professors at colleges of education**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

29. **Classroom teachers in your school**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

30. **Parents of the children in your school**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

31. **Members of the school board in your district**

a. Excellent job
b. Pretty good job
c. Only fair job
d. Poor job
e. Not sure

HERE ARE SOME STATEMENTS THAT PEOPLE HAVE MADE ABOUT THE EDUCATION SYSTEM. FOR EACH, PLEASE SAY WHETHER YOU AGREE STRONGLY, AGREE SOMEWHAT, DISAGREE SOMEWHAT, OR DISAGREE STRONGLY.

32. **School districts should have a team approach to school management that involves the superintendents, and the principals and the teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

33. **In my school district now; the superintendents, principals and teachers all do share in the management of the schools**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

34. Principals should recognize and develop the teachers' leadership potential by involving them in decision-making about school organization and curriculum

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

35. In my school now, the principals do recognize and develop the teacher's leadership potential by involving them in decision-making about school organization and curriculum

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

36. Tenure should be as difficult for teachers to get as it is for them to lose

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree stongly
e. Not sure

37. A teacher's years of experience should be recognized with the corresponding salary when a teacher moves from one school district to another

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

THESE NEXT QUESTIONS EACH HAVE TWO PARTS. FOR QUESTIONS 38-47, WE'RE ASKING YOU WHO <u>SHOULD</u> HAVE THE MAJOR ROLE IN DOING VARIOUS THINGS. THEN FOR QUESTIONS 48-57 WE'RE ASKING WHO <u>ACTUALLY</u> DOES HAVE THE MAJOR ROLE.

Who do you think should have the major role - the principal, the teachers, or someone else?

38. For the hiring of new teachers

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

39. For choosing which text books are to be used

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

40. For evaluating how new teachers are performing

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

41. For evaluating how more experienced teachers are performing

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

42. In disciplining students

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

43. In designing and conducting inservice training

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

44. In assigning students and scheduling classes

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

45. **In handling the non-educational problems that students bring with them to school**

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

46. **For selecting new principals**

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

47. **In deciding about budget allocation for the school**

a. Principal should
b. Teachers should
c. Both
d. Someone else
e. Not sure

At the present time who actually does have the major role - the principal, the teachers, or someone else?

48. **For the hiring of new teachers**

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

49. **For choosing which text books are to be used**

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

50. **For evaluating how new teachers are performing**

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

51. For evaluating how more experienced teachers are performing

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

52. In disciplining students

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

53. In designing and conducting inservice training

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

54. In assigning students and scheduling classes

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

55. In handling the non-education problems that students bring with them to school

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

56. For selecting new principals

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

57. **In deciding about budget allocation for the school**

a. Principal does
b. Teachers do
c. Both
d. Someone else
e. Not sure

NOW SOME QUESTIONS ABOUT CAREER LADDER PROGRAMS. THESE PROGRAMS DIVIDE TEACHING INTO DIFFERENT JOBS AND THEN PROVIDE DIFFERENT RANKS AND DIFFERENT SALARIES ACCORDING TO THE LEVEL OF RESPONSIBILITY.

58. **Are you familiar or not too familiar with career ladder programs?**

a. Familiar
b. Not too familiar
c. Not sure

59. **Career ladder programs improve teachers' chances for professional growth and development**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

60. **The methods used to select teachers for career ladder programs are unfair and non-objective**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

61. **Teachers have had a real say in the development and operation of the career ladder program in Washington County**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

62. **Career ladder programs create artificial and unfortunate distinctions among teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

63. **Overall, do you personally favor or oppose career ladder programs?**

a. Favor
b. Oppose
c. Not sure

NOW SOME QUESTIONS ABOUT MERIT PAY SYSTEMS. THESE SYSTEMS SELECT A CERTAIN NUMBER OF TEACHERS AS MERITORIOUS AND THEN PAY THEM A GREATER AMOUNT OF MONEY WITH NO CHANGE IN THEIR DUTIES.

64. **Are you familiar or not too familiar with merit pay systems?**

a. Familiar
b. Not too familiar
c. Not sure

65. **Merit pay systems provide valuable incentives for teachers to improve their performance**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

66. **Merit pay systems create artificial and unfortunate distinctions among teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

67. **Merit pay systems recognize and reward outstanding quality teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

68. **The means that are used to select the teachers for merit pay tend to be unfair and non-objective**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

69. **Overall, do you personally favor or oppose merit pay systems?**

a. Favor
b. Oppose
c. Not sure

NOW SOME QUESTIONS ABOUT MENTOR TEACHER PROGRAMS. THESE PROGRAMS DESIGNATE CERTAIN TEACHERS TO PERFORM SPECIAL ONE-ON-ONE PROFESSIONAL COACHING FOR OTHER TEACHERS.

70. **Are you familiar or not too familiar with mentor teacher programs?**

a. Familiar
b. Not too familiar
c. Not sure

HERE ARE SOME STAEMENTS REGARDING MENTOR TEACHER PROGRAMS. FOR EACH, PLEASE INDICATE IF YOU AGREE STRONGLY, AGREE SOMEWHAT, DISAGREE SOMEWHAT, OR DISAGREE STRONGLY.

71. **Mentor teacher programs help to improve the teaching skills of new teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

72. **Mentor teacher programs create artificial and unfortunate distinctions among teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

73. **Mentor teacher programs are a good way to continue coaching for all teachers**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

74. **Becoming a mentor teacher is too much of a short-term position instead of a permanent career advancement**

a. Agree strongly
b. Agree somewhat
c. Disagree somewhat
d. Disagree strongly
e. Not sure

75. **Overall, do you favor or oppose mentor teacher programs?**

a. Favor
b. Oppose
c. Not sure

SOME PEOPLE HAVE SUGGESTED THE ESTABLISHMENT OF SPECIALTY CERTIFICATION BOARDS, SUCH AS EXIST FOR SOME OTHER PROFESSIONS LIKE ACCOUNTANTS, ARCHITECTS, AND LAWYERS. THESE BOARDS WOULD CERTIFY EXPERIENCED TEACHERS IN THEIR OWN SPECIALTY, BASED ON FORMAL TRAINING AND EXPERIENCE AND RIGOROUS EXAMINIATION OR OTHER EVIDENCE OF OUTSTANDING PERFORMANCE.

76. Do you personally favor or oppose establishing such specialty certification boards?

a. Favor
b. Oppose
c. Not sure

IF SUCH SPECIALTY CERTIFICATION BOARDS WERE ESTABLISHED, THEY MIGHT BE USED IN SEVERAL DIFFERENT POSSIBLE WAYS. DO YOU THINK SPECIALTY CERTIFICATION BOARDS SHOULD, OR SHOULD NOT...

77. Be used as an alternative to merit pay systems?

a. Should
b. Should not
c. Not sure

78. Be used as an alternative to career ladder programs?

a. Should
b. Should not
c. Not sure

79. Be used as a means of advancing through a career ladder program?

a. Should
b. Should not
c. Not sure

80. If such specialty certification boards were established, do you think that increased salary should, or should not, be given to those teachers who become certified in a specialty?

a. Should
b. Should not
c. Not sure

81. If advanced training is needed for specialty certification, do you think that teachers should pay for the training themselves, or do you think that teachers should be reimbursed in some way?

a. Pay by themselves
b. Be reimbursed
c. Not sure

82. **Have you ever seriously considered leaving teaching to go into some other occupation?**

a. Yes, considered
b. No, not considered
c. Not sure

83. **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation?**

a. Very likely
b. Fairly likely
c. Not too likely
d. Not at all likely
e. Not sure

84. **Within the next two years how likely is it that you will leave teaching to go into some different occupation?**

a. Very likely
b. Fairly likely
c. Not too likely
d. Not at all likely
e. Not sure

HERE ARE SOME THINGS THAT MIGHT POSSIBLY IMPROVE WORKING CONDITIONS FOR TEACHERS. FOR EACH, PLEASE SAY WHETHER YOU THINK IT WOULD HELP A LOT, HELP A LITTLE, OR WOULD NOT HELP AT ALL.

85. **Having more structured and organized time to talk with colleagues about professional matters**

a. Would help a lot
b. Would help a little
c. Would not help at all
d. Not sure

86. **Having teachers help each other with troublesome students**

a. Would help a lot
b. Would help a little
c. Would not help at all
d. Not sure

87. **Having teachers able to observe each other in the classroom and provide feedback to each other**

a. Would help a lot
b. Would help a little
c. Would not help at all
d. Not sure

88. **Having a formal system, such as "teacher centers", where teachers can get help and ideas from other teachers and administrators**

a. Would help a lot
b. Would help a little
c. Would not help at all
d. Not sure

89. **Receiving more support in dealing with students from the non-teaching professionals in the school system**

a. Would help a lot
b. Would help a little
c. Would not help at all
d. Not sure

SOME PEOPLE HAVE SUGGESTED THAT, WHEN A SCHOOL DISTRICT HIRES TEACHERS, THE DISTRICT SHOULD GIVE FULL CREDIT FOR A TEACHER'S TOTAL YEARS OF PAST TEACHING SERVICE. IF SCHOOL DISTRICTS DID GIVE FULL CREDIT FOR PAST SERVICE, DO YOU THINK IT WOULD, OR WOULD NOT..

90. **Encourage those who have left teaching to return to the classroom**

a. Would
b. Would not
c. Not sure

91. **Attract teachers into high shortage geographic areas like the inner cities**

a. Would
b. Would not
c. Not sure

92. **Make some school districts top heavy with senior teachers whose salaries are at the upper end of the scale**

a. Would
b. Would not
c. Not sure

93. **Give teachers economic mobility to move between districts**

a. Would
b. Would not
c. Not sure

94. **Deprive poorer school districts of many of their best teachers**

a. Would
b. Would not
c. Not sure

Appendix B

Item Counts for 94 Questions

Appendix B

Item Counts for 94 Questions

Question	A	B	C	D	E	NR	Total
1	778	32	10	1	0	1	822
2	257	561	1	0	1	2	822
3	70	367	241	116	25	3	822
4	331	187	274	11	1	18	822
5	49	78	325	168	196	6	822
6	154	147	292	206	10	13	822
7	322	490	2	2	0	3	822
8	293	73	58	24	15	359	822
9	63	269	362	2	7	119	822
10	37	27	19	2	509	228	822
11	134	517	89	3	1	78	822
13	28	160	336	290	5	3	822
14	711	99	7	2	0	3	822
15	650	143	18	2	0	9	822
16	512	298	7	1	0	4	822
17	130	600	79	7	1	5	822
18	500	50	18	46	76	132	822
19	178	292	241	61	30	20	822
20	83	92	124	112	394	17	822
21	208	393	160	44	12	5	822
22	65	137	346	193	40	41	822
23	80	326	357	29	5	25	822
24	532	59	92	75	34	30	827
25	227	374	160	64	6	18	822
26	126	410	141	23	104	18	827
28	48	417	178	31	114	34	822
29	245	509	51	4	8	5	822
30	20	296	345	142	15	4	822
31	45	443	234	42	53	5	822
32	480	284	29	16	9	4	822
33	39	288	253	204	30	8	822
34	606	195	10	5	4	2	822
35	164	349	160	118	13	18	822
36	263	323	126	71	32	7	822
37	661	120	16	14	12	9	822
38	451	19	190	118	32	12	822
39	7	393	406	9	4	3	822
40	341	18	365	62	28	8	822
41	350	22	329	83	31	7	822
42	62	46	694	14	1	5	822
43	53	63	621	63	14	8	822
44	94	93	568	55	9	3	822
45	79	22	375	305	34	7	822
46	17	73	175	514	52	9	822
47	94	26	439	201	51	11	822
48	379	5	13	363	49	13	822

Appendix B (Continued)

49	38	247	226	243	58	10	822
50	693	3	12	68	24	22	822
51	732	5	14	40	15	16	822
52	113	121	511	57	17	3	822
53	358	8	212	196	32	16	822
54	335	57	257	160	9	4	822
55	83	150	341	181	61	6	822
56	22	3	10	711	71	5	822
57	198	4	40	478	98	4	822
58	113	600	91	4	11	3	822
59	60	237	62	43	404	16	822
60	41	104	56	10	589	22	822
61	11	25	65	202	501	18	822
62	106	183	54	15	445	19	822
63	111	159	351	3	180	18	822
64	407	368	34	2	8	3	822
65	79	337	153	151	97	5	822
66	292	313	88	25	102	2	822
67	64	310	179	145	122	5	822
68	171	242	65	19	320	5	822
69	151	420	200	4	44	3	822
70	163	518	106	4	18	13	822
71	142	387	24	11	248	10	822
72	33	206	203	68	300	12	822
73	80	338	83	34	275	12	822
74	48	193	98	17	452	14	822
75	259	86	336	3	129	9	822
76	243	278	264	1	28	8	822
77	149	287	336	4	37	9	822
78	105	245	403	2	57	10	822
79	123	228	399	4	57	11	822
80	404	148	230	2	27	11	822
81	62	665	73	2	15	5	822
82	530	258	21	3	5	5	822
83	125	134	310	208	40	5	822
84	70	88	320	304	31	9	822
85	388	367	40	18	5	4	822
86	415	314	46	35	6	6	822
87	269	357	114	67	13	2	822
88	385	351	37	38	7	4	822
89	442	260	48	51	13	8	822
90	516	149	140	2	8	7	822
91	223	322	259	2	12	4	822
92	232	233	324	3	21	9	822
93	670	38	97	1	8	8	822
94	308	169	318	1	14	12	822

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