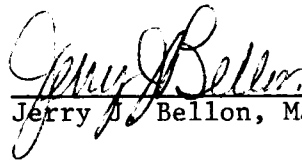


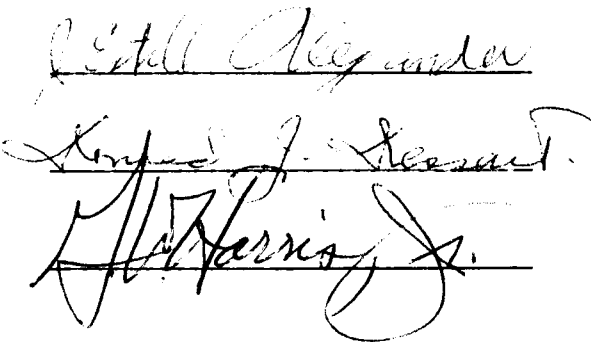
To the Graduate Council:

I am submitting herewith a dissertation written by Nancy Howard Sims entitled "Merit Pay and the Affective Well-Being of Teachers." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.



Jerry J. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:


Vice Provost
and Dean of The Graduate School

MERIT PAY AND THE AFFECTIVE WELL-BEING
OF TEACHERS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Nancy Howard Sims

May 1989

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ACKNOWLEDGMENTS

I wish to express my appreciation to all those who supported and assisted me during the course of this study: Dr. Jerry J. Bellon, my committee chairperson, for his leadership and encouragement throughout my doctoral program, Dr. Estill Alexander for his help with editorial improvements and his friendship, Dr. Don Dessart for his help with the research technicalities of this dissertation, and Dr. George Harris for his encouragement and support. I also appreciate all the words of encouragement I received from Nancy, Elner, Cheryl, Donna, L.D., Mary Ann, and Dot.

A special acknowledgment is given to the principals in each of the fifteen selected schools for permitting me to interview teachers in their schools. A special thanks goes out to the teachers who took time to participate in this research effort. Everyone was helpful and very cooperative.

I also wish to express my very sincere thanks to my Mom and Dad for always supporting my efforts, my sisters, Carol and Jackie, for their moral support, and my husband, Jeff, for his love, support, and encouragement.

ABSTRACT

The purpose of this study was to investigate the merit pay program in Tennessee as it relates to teachers' attitudes and feelings toward the profession.

The sample used in this study was 75 teachers from 15 schools located in different school districts in Tennessee. The 15 selected schools included seven schools from East, and four schools from each Middle and West Tennessee. Ten elementary, two middle, and three secondary schools were included. The selection of teachers included three Probationary, five Apprenctice, 50 Career Level I, three Career Level II, five Career Level III, and nine Non-Career Ladder teachers. Each selected teacher was interviewed using a semistructured interview guide.

An analysis of the responses of those interviewed produced the following major findings:

1. Merit pay has not had an affect on teachers' teaching.
2. Merit pay has had no effect on individuals' decisions to enter or remain in the teaching profession.
3. Teachers' working relationships have changed in a detrimental way since the implementation of merit pay.
4. Merit pay has had a detrimental affect on teachers' attitudes.
5. Teachers do not have the opportunity to observe other teachers teaching; however, they would like to observe others in order to get different teaching ideas.

6. Most teachers are satisfied with their careers as teachers, and would reenter the teaching profession.

7. Teachers agree with some teachers making more money than others.

8. The most important satisfier teachers receive on a daily basis is seeing children learn.

9. There are no major differences between teachers' perceptions of merit pay as it relates to selected demographic variables.

Conclusions

An analysis of the findings produces the following major conclusions:

1. Merit pay has not improved teaching methods or procedures.
2. Merit pay is not an effective incentive to attract or retain individuals in the profession.
3. Merit pay has caused dissension among teachers.
4. Even though merit pay has raised the salary level, teachers are still dissatisfied with their income.
5. Teacher dissatisfaction with salaries will be one of the important reasons for teachers leaving Tennessee.
6. Teachers need to be given the opportunity to observe other teachers in order to reduce teacher isolation and improve work satisfaction.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	4
Purpose of the Study	5
Significance of the Study	5
Assumptions	7
Design and Procedure	8
Analysis of the Data	9
Limitations and Delimitations	9
Definitions	9
Organization of the Study	12
II. REVIEW OF RELATED LITERATURE	13
Introduction	13
Attracting and Retaining Teachers	14
Teacher Work Satisfaction and Dissatisfaction	16
Merit Pay	23
Problems and Issues with Merit Pay	27
Why Merit Pay Plans Have Been Unsuccessful	36
Recommended Actions for Successful Merit Pay Plans	39
Career Ladders	41
Summary	43
III. METHODS AND PROCEDURES	46
Introduction	46
Sources of Data	46
Techniques for Data Collection	49
Techniques for Data Analysis	59
Summary	62
IV. ANALYSIS OF DATA	63
Introduction	63
Research Question 1	65
Research Question 2	69
Research Question 3	71
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	81
Introduction	81
The Problem	82

CHAPTER	PAGE
The Purpose	83
Procedures	83
Findings	84
Conclusions	87
Recommendations for Future Research	88
REFERENCES	89
APPENDICES	100
A. Pilot Interview Guide	101
B. Interview Guide	104
C. Letter to Principals	107
D. Content Analysis	109
E. Frequencies and Percentages of Total Responses	119
F. Rank Order of Responses	130
G. Frequencies and Percentages of Responses by Teaching Level	139
H. Frequencies and Percentages of Responses by Region	150
I. Frequencies and Percentages of Responses by School Setting	161
J. Frequencies and Percentages of Responses by Certification	172
K. Frequencies of Responses by Teaching Position	181
L. Frequencies and Percentages of Responses by Years of Experience	193
M. Frequencies and Percentages of Responses by Sex	202
VITA	213

LIST OF TABLES

TABLE	PAGE
I. Portrayal of the Sample by Demographics	48
II. Selected Schools and School Systems with Demographic Information	50
III. Surveyed Respondents Categorized by Selected Variables	64
E-1. Frequencies and Percentages of Total Responses to Individual Interview Questions	120
F-1. Rank Order of Responses	131
G-1. Frequencies and Percentages of Responses for Teaching Levels	140
H-1. Frequencies and Percentages of Responses by Region	151
I-1. Frequencies and Percentages of Responses by School Setting	162
J-1. Frequencies and Percentages of Responses by Certification	173
K-1. Frequencies of Responses by Teaching Position	182
L-1. Frequencies and Percentages of Responses by Years of Experience	193
M-1. Frequencies and Percentages of Responses by Sex	203

CHAPTER I

INTRODUCTION

Politicians, administrators, teachers, and the general public are concerned with the quality of education. Education is one political issue that gets the attention of the American people. When politicians focus on educational reforms they are attempting to gain both votes and confidence from the public. Many people believe that education is the key to America's future.

At the center of the current educational reform movement is merit pay. Many support the concept that the "best" teachers should be paid more than the "fair" or "poor" teachers. The issue of merit pay cannot go unnoticed when important political figures like the President of the United States, the Secretary of Education, and the former Governor of Tennessee endorse it so wholeheartedly. It is also hard to ignore the issue when the National Commission of Excellence (1983) takes a stand supporting merit pay.

It seems to be a basic premise of American life that good work should be rewarded. During a 1983 Gallup Poll 61% of the Americans surveyed agreed with this premise (Gallup, 1983). Several companies in the business world use merit pay to reward outstanding employees. Since merit pay appears to work successfully in the business world, it would seem that merit pay should be implemented in America's largest business, the public schools.

Merit pay is not a new issue to education. The first merit pay system began in the early 1900s. During the 1960s merit pay reached its peak. By the 1970s the issue of merit pay was abandoned for more important issues such as war, poverty, and drug abuse. However, in the 1980s the merit pay issue returned with much fervor from national and state political leaders (Masters, 1984).

Tennessee was among the first states to endorse the merit pay concept. Tennessee's Governor, Lamar Alexander, presented a state-wide television address in 1983 to outline his educational reform movement. He was a strong advocator of merit pay. He included merit pay in a five step career ladder program. He stated that merit pay would attract and retain talented teachers for Tennessee's schools. Merit pay was also seen as a way to motivate teachers by giving some teachers a monetary reward.

Merit pay was viewed as a way to improve education in Tennessee. Teachers with five or more years of experience could opt to be evaluated to earn Career Level I status. Teachers with eight or more years of experience were eligible to be evaluated for Career Level II status, and teachers with twelve or more years of experience were eligible to be evaluated for Career Level III status. Teacher's opting to go through the evaluation process spent hours preparing detailed lesson plans for focused lessons based on the Tennessee Instructional Model. Many agreed that students would benefit because teachers would be working harder to earn the status of Career Level II or Career Level III. Bonuses ranging from two thousand to three thousand dollars would be granted to Career

Level II and Career Level III teachers respectively based solely on merit. These same teachers would be given the option of working an extended contract and earning from two to four thousand dollars depending on status and length of the extended contract.

Too many teachers are discouraged and dissatisfied with teaching. "Teachers commonly report a sense of discontent and malaise; they feel unappreciated, overworked, and demeaned as professionals" (Barth, 1981, p. 471). Increasing numbers of teachers have become dissatisfied with their career choice (Gallup, 1985; Darling-Hammond, 1984; Metropolitan Life National Poll, 1984; Cooke, Kornbluh, & Abramis, 1982). Low salaries and poor working conditions do little to relieve teachers' dissatisfaction.

The quality of the work place can have an impact on teachers' decisions to remain in the profession, as well as affect their classroom performance. Guest (1979) defines quality of worklife as a process by which an organization attempts to bring out the creative potential of its people by involving them in decisions affecting their worklives. Richardson (1973) reports that school as a workplace, should be satisfying; therefore, changes must be made that will increase the satisfaction of the workers, students, and teachers. The work environment is a significant factor and it enters into others' perceptions of the worth of an occupation (National Association of Secondary School Principals, 1984). Super and Hall (1978) point out that people who feel challenged by their work, have autonomy in carrying out their work, and who are rewarded are more likely to remain in and be

satisfied with their profession (cited in Champman & Lowther, 1982). Job satisfaction is an important indication for the quality of work teachers actually do (Prick & Hantelman, 1986).

Statement of the Problem

The nation is expecting a teacher shortage, and Tennessee will not be exempt from this shortage. The leaders from the state must address the coming shortage in order to prevent Tennessee's educational system from deteriorating. Educational leaders must examine the state's current educational reform movement and decide what impact the Career Ladder Program and Merit Pay are having on teachers' decisions to enter and remain in the teaching profession.

If Tennessee is to have effective schools, it must have effective teachers in the classrooms. Efforts must be directed toward making Tennessee schools a place where teachers want to remain. One way to do this is by addressing problems of the workplace. A need exists for an in-depth analysis of Tennessee's education reform movement, specifically merit pay, to determine its impact on Tennessee teachers.

If teachers are to remain in teaching the rewards must outweigh the frustrations (Rosenholtz & Smylie, 1984). Teachers need to provide support for each other in order to deal with day to day frustrations effectively. In order for schools to function effectively they must be places where teachers work together with shared purposes. Teaching is a profession that depends a great deal on cooperation. The attainment of

merit pay could cause problems among teachers. Teachers may feel that they are competing with their peers rather than sharing and cooperating.

Purpose of the Study

The purpose of this study was to investigate the merit pay program in Tennessee as it relates to teachers' attitudes and feelings toward the profession. This study sought to determine the impact the program has had on teachers in Tennessee according to selected workplace variables. More specifically, the central questions of this study were:

1. How does merit pay impact the affective well-being of teachers?
2. Does merit pay have an impact on attracting and retaining teachers in the profession?
3. Are there important differences between teachers' perceptions of merit pay as it relates to selected demographic variables?

Significance of the Study

One of the most critical questions now facing the teaching profession is how to attract and retain the most talented teachers in the profession. Teacher burnout, retirement, better paying positions outside of teaching, and excessive hours are causing some of the most competent teachers to leave the profession. It appears that the nation's teaching force is dwindling.

One must address the problem of the coming teacher shortage. The new recruits to teaching are less academically qualified; and the number of entrants is not sufficient to meet the demand (Darling-Hammond, 1984). In 1971, more than 20% of the bachelor's degrees conferred were in education. By 1981, the proportion of degrees dropped to 12% (National Center for Education Statistics, 1983).

In 1976 the University of Tennessee admitted 1,279 students into teacher education. In 1986 the number of students dropped to 278 (George, 1988). One must question what effect the decline in teacher education will have on the teaching force. Tennessee will need qualified teachers to fill vacant positions. These qualified teachers will need to be encouraged to remain in Tennessee classrooms. The current educational reform movement may or may not be providing teachers with an incentive to remain.

It is vital that Tennessee classrooms be filled with qualified teachers who are satisfied with the profession. After reviewing the findings of a study designed to examine Tennessee's Career Ladder Program it appears that the current reform program has had more of a detrimental impact than a beneficial impact on teachers' attitudes and feelings toward the profession. The study revealed that about five times more detrimental comments were made than beneficial comments concerning the affective impact of the Career Ladder on teachers. Affective impact included such things as attitude, morale, motivation, sense of accomplishment, sense of failure, stress, divisiveness and

competition among faculty members, cooperation and sharing among faculty members, and self-esteem (Bellon, 1988).

If Tennessee is to attract and retain talented teachers it is important to determine the needs of teachers, how well these needs are being satisfied by the current educational reform movement, and what changes they see as necessary to make Tennessee classrooms a place where they wish to remain. The intent of this study is to extend current research on merit pay as it relates to the affective well-being of teachers. By gathering and analyzing the perceptions of Tennessee teachers, this study should provide a significant contribution to attracting and retaining talented teachers.

Assumptions

This study was based upon the following assumptions:

1. Teachers can identify factors that they regard as satisfiers and dissatisfiers in the workplace.
2. The workplace can be adapted to fulfill the affective needs of teachers.
3. Teachers, based upon their knowledge, attitudes and beliefs at the time of the interviews, will indicate their true feelings about merit pay.
4. An interview instrument can be developed which will provide the data necessary for this study.

5. Responses provided through the interview instrument will be representative of Tennessee teachers.

Design and Procedure

A descriptive approach, utilizing semistructured interviews, was used for this study. The subjects were selected using a sampling plan that consisted of randomly selecting 15 schools in Tennessee. The participating schools represented a wide range of demographic features: rural and urban; East, Middle, and West Tennessee; and elementary, middle, and secondary school units. The participating teachers represented a mixture of teachers in the state based upon position, current teaching level, number of years of experience, sex, and certification status. This sampling plan yielded seven schools in East, four schools in Middle, and four schools in West Tennessee. Ten elementary, two middle, and three secondary schools were included. The selection of teachers from these schools included three Probationary, five Apprentice, 50 Career Level I, three Career Level II, five Career Level III, and nine Non-Career Ladder teachers. A total of 75 teachers from 15 schools were used as participants in this study.

A semistructured interview was used to gather teachers' perceptions of merit pay as it relates to their affective well-being. Open ended questions were used so the respondents could openly talk about their satisfaction and/or dissatisfaction with merit pay. The interview was pilot tested and the notes were subject to content analysis procedures.

Teachers in the pilot study were asked to make suggestions for changes, additional items, or other modifications of the interview guide. Feedback from the pilot testing was used to revise the instrument prior to its use in the study. The revised interview guide was used to interview teachers from all regions of the state.

Analysis of the Data

The interviews were analyzed using content analysis procedures. The frequency and percentage of each response for each of the questions were tabulated for the total population. Responses were also analyzed according to the demographic variables (i.e., teaching position, teaching level, years of experience, certification status, school setting, region, and sex).

Limitations and Delimitations

This study is limited by the sample size. It is delimited to the issue of merit pay as it affects selected teachers in public schools across the state of Tennessee who were interviewed for the study. The findings of this study are generalizable only to teachers in this state.

Definitions

For the purpose of this study, the following definitions were used:

1. Burnout is the perceived state of emotional exhaustion.
2. Career ladder program is a program where promotions and bonuses are based on experience, performance, and additional responsibilities.
3. Collegiality is an atmosphere of equal status among teachers that brings them together to share and solve common problems and goals (Masters & Watts, 1985).
4. Cooperation is working with others toward a common purpose or goal.
5. Divisiveness is disagreement and discord among teachers.
6. Evaluation is making a performance judgement about the quality of teaching (McCarty, Kaufman, & Stafford, 1986).
7. Extrinsic rewards are rewards administered by an external agent. Merit pay is an example.
8. Formal reward systems are those established procedures regarding salaries, benefits, monetary incentives, or promotions. Career ladders and merit pay plans are examples.
9. Inclusion is being an active participant in a group. It also includes the mutual trust existing among colleagues and administrators.
10. Interdependence is the degree to which workers rely on each other to accomplish their tasks (Conley & Mitchell, 1986).
11. Intrinsic rewards are rewards that are executed by the individual to himself/herself rather than by some external agent. Examples include watching students learn, feeling a sense of accomplishment, and feeling one is making a contribution to the society.

12. Job enrichment is the opportunity for teachers to use their abilities to initiate new ideas, to participate in different work experiences, and to assume leadership activities within the teaching role.

13. Merit pay is paying individuals bonuses based on their job performance.

14. Recognition is being acknowledged by parents, administrators, and students for the quality of one's work.

15. Satisfaction results from meeting the needs or desires of an individual.

16. Status is the rank of teachers in Tennessee (i.e., Probationary, Apprentice, Career Level I, Career Level II, Career Level III, and Non-Career Ladder).

17. Stress is a person's affective reaction to a specific situation (Swick & Hanley, 1980).

18. Teacher stress is a response resulting from aspects of the teacher's job which constitute a threat to self-esteem or well-being, resulting in situations which (a) may cause frustration and unhappiness, or (b) may lead to becoming dissatisfied with the teaching position, or (c) may lead to criticism by superiors, or other teachers (Kyriacou & Sutcliffe, 1979).

19. Teacher isolation occurs when teachers are cut off from their peers.

20. Variable is any trait that changes from one condition, structure, or process to another.

21. Working conditions are those aspects of the physical environment, such as adequacy of the facilities, availability of work space, and the quality of maintenance, which affect job performance.

Organization of the Study

Chapter I contains the statement of the problem, the purpose of the study, the specific questions to be answered, the significance of the study, the assumptions, the research design and analysis procedures, the limitations and delimitations of the study, and the definitions of terms to be used. Chapter II includes a review of the related literature which provides the basis for this study. The data collection methodology and analysis procedures are described in Chapter III. Chapter IV includes the presentation and analysis of data. Chapter V contains a summary of the study, the findings and conclusions of the research, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

"School districts across the country are under pressure to improve the performance of their teachers as part of a growing national interest in strengthening the quality of education" (National Association of Secondary School Principals, 1984, p. 1). This pressure is coming from both the general public and politicians (Dunwell, 1986; Masters, 1984; Robinson, 1983; Cramer, 1983; Vogel, 1971). National reports such as, *A Nation at Risk* (1983), and *Action for Excellence* (1983) are advocating the use of career ladder programs and merit pay plans as methods for improving education.

✓ Career ladder programs and merit pay plans are viewed as a way to motivate teachers and improve instruction (Alexander, 1986; Rist, 1983b). Polls have shown that the public favors paying good teachers more than average or poor teachers (Sharpes, 1987; Ligeon & Sailor, 1984; U.S. House of Representatives, 1984). Johnson (1984b) states that taxpayers would be more willing to support public education if teachers were paid according to their performance. Since advancement on career ladders and merit pay is granted or withheld due to a teacher's performance, it is assumed that teachers will improve their teaching,

thus increasing the potential for student learning (Furtwengler, 1987; Sharpes, 1987; Alexander, 1986; Masters, 1984; Schneider, 1984).

When individuals are rewarded financially for doing an outstanding job they may be encouraged to enter and then remain in a profession. Some researchers (e.g., Rosenholtz, 1986; English, 1984; Johnson, 1984b) state that career ladders and merit pay plans will retain good teachers in the classroom. Career ladders and merit pay plans are also seen as a way to attract better candidates into teaching (Furtwengler, 1987; Rosenholtz, 1986; Miller, 1985). Tennessee's former Governor, Lamar Alexander (1983), states that "merit pay would make teaching a full professional career, draw our best young people into education, and keep our best teachers in it" (cited in Heathington, Alexander, & Barker, 1984, p. 30). If the education field is to attract high quality people Koerner (1963) asserts that school boards must discontinue the practice of paying the worst teachers as well as the best by basing salary on individual performance.

Attracting and Retaining Teachers

Attracting and retaining highly qualified and competent teachers is one aim of many educational reformers (Hart & Murphy, 1986; Masters, 1984). According to Hart and Murphy (1986) teaching is highly complex work and it should be recognized as such by performance-appraisal systems. "The ability of schools to attract and retain good teachers depends on the incentives and opportunities that the profession of

teaching offers and on the organizational conditions under which teachers work" (Rosenholtz & Smylie, 1984, p. 150).

Researchers (e.g., Monk & Jacobson, 1985; Darling-Hammond, 1984; Rosenholtz & Smylie, 1984) state that the capacity of the education profession to attract and retain highly competent teachers is diminishing. Low starting salaries, low status, and poor working conditions affect teacher retention, and they appear to be major impediments to attracting people into the profession (Masters & Watts, 1985; Rosenholtz & Smylie, 1984).

To attract and retain talented individuals, teaching must pay salaries comparable with other professions that require a college degree (Cameron, 1985; Edelfelt, 1985). Masters and Watts (1985) state that when monetary rewards are considered, only entry salaries and lifetime career earnings make a difference in attracting teachers to the profession. Intrinsic rewards, such as working with students, seeing students learn and succeed, believing one's job is valuable to others, and being able to grow personally and professionally, are powerful motivational forces that attract and retain teachers in the classroom (Masters & Watts, 1985; Rosenholtz & Smylie, 1984; Bredeson, Fruth, & Kasten, 1983). Even though most people pursue a teaching career for its intrinsic value they still have reasonable expectations about starting pay and potential career earnings (Masters & Watts, 1985).

In order for teachers to remain in the profession the rewards must outweigh the frustrations (Rosenholtz & Smylie, 1984). Career ladder

programs and merit pay plans are systems that reward teachers and encourage them to enter and then remain in the teaching profession.

Teacher Work Satisfaction and Dissatisfaction

Most teachers report that teaching is an intrinsically rich and satisfying form of work (Koch, 1982). Teachers can be strongly motivated by intrinsic rewards. English (1984) contends that as a group teachers focus on internal rewards. Teachers gain satisfaction from watching students learn and achieve (Johnson & Riches, 1987; Darling-Hammond, 1984; Bredeson, Fruth, & Kasten, 1983; Hawkes & Dedrick, 1983; Lortie, 1975). Lawler (1970) asserts that intrinsic rewards can satisfy higher order needs such as self-esteem and self-actualization, because they involve such outcomes as feelings of accomplishment and achievement. Hawley (1985) states that "almost every study on teacher motivation, job satisfaction, or attrition concludes that the most important thing teachers want from their work is intrinsic satisfaction derived from contributions made to student achievement" (p. 57). Masters and Watts (1985) conclude that the intrinsic rewards of helping students is a powerful factor in attracting teachers in the profession.

Teacher satisfaction with their jobs can be influenced by the quality of the workplace. The quality of the workplace can have an impact on teachers' decisions to remain in the profession as well as affect their classroom performance. Guest (1979) defines quality of worklife as a process by which an organization attempts to bring out the

creative potential of its people by involving them in decisions affecting their worklives. Richardson (1973) reports that the school as a workplace, should be satisfying, therefore changes must be made that will increase the satisfaction of the workers, students, and teachers. Super and Hantleman (1986) point out that people who feel challenged by their work, who have autonomy in carrying out their work, and who are rewarded are more likely to remain in and be satisfied with their profession. Job satisfaction is an important indicator for the quality of work the teacher will actually do.

Teachers are dissatisfied with their jobs for a variety of reasons. Major dissatisfiers include administration, supervision, salary, interpersonal problems, and working conditions (Hawkes & Dedrick, 1983; Asbaugh, 1982). Herzberg, Mauser, Peterson, and Capwell (1957) refer to these dissatisfiers as hygiene factors. Disruptive students, student apathy, paperwork, nonteaching duties, and lack of support from parents and the community are factors that can contribute to teacher job dissatisfaction (Hawkes & Dedrick, 1983; National Association of Secondary School Principals, 1984). Teachers may also be dissatisfied with teaching because they perceive their work to be unchallenging and they lack the autonomy in certain areas of their work (Asbaugh, 1982). Cooke, Kornbluh, and Arbramis (1982) conclude that the dissatisfaction of teachers could be reduced by improving the organization and the quality of the work environment.

Lack of Recognition

Teachers may become dissatisfied with teaching because they do not get recognition. Briggs (1986) states that many teachers feel intimidated by the current criticism of education, and they believe their efforts have not been recognized nor rewarded. Teachers receive a great deal of negative feedback from the public concerning teacher performance, but they receive little feedback from parents or administrators expressing their work is appreciated (Darling-Hammond, 1984). Teachers may become so dissatisfied by the lack of appreciation they leave the profession (Prick & Hantelman, 1986). According to Sharpes (1987) teachers crave recognition as professionals. Bird and Little (1986) conclude that teachers can spend an entire career in the classroom without receiving the kind of recognition they need.

Teachers can and do leave the profession because of job dissatisfaction. Rosenholtz and Smylie (1984) list lack of opportunity for professional growth, inadequate planning time, lack of administrative support, and student misbehavior as being specific reasons why teachers leave the profession. Teachers also leave because they become dissatisfied with their salaries (Johnson & Riches, 1987; Dunwell, 1986; George & Schaer, 1986; Darling-Hammond, 1984; National Association of Secondary School Principals, 1984).

Teacher Stress

Teacher stress is one factor that influences teachers' job satisfaction or dissatisfaction. Stress is a neutral event until it is

reacted to by an individual (Swick & Hanley, 1980). Everyone experiences stress (Frieser, 1986), but the way an individual responds to stress varies from person to person (Swick & Hanley, 1980). Hunter (1977) states that stress can have a benign or malignant effect on a person depending on the coping behaviors, the duration of stressful events, and the predictability of the stressful situation. Teachers experience stress when the environmental demands are more than they can handle (Alschuler, Carl, Leslie, Schweiger, & Uustal, 1980). Along with air traffic control and surgery, teaching is rated as a potentially stressful occupation (Swick & Hanley, 1980; Hunter, 1977). Teachers are thrust into many stressful situations each day, because they must have high-speed thinking and decision-making skills in order to handle unexpected situations (Hunter, 1977). A certain level of stress is essential for effective functioning, but when stress is excessive it becomes dysfunctional (Schweiger, Carl, Leslie, Schweiger, & Uustal, 1980).

The major complaints heard from teachers have to do with stress (Koch, 1982). Teachers express lack of time to accomplish tasks, disruptive students, financial pressures, student apathy, lack of input into curriculum and administrative decisions, lack of support from parents and the community, lack of recognition for teaching excellence, nonteaching duties, dealing with multiability students, and lack of support from colleagues as main sources of teacher stress (Hawkes & Dedrick, 1983). Kyricona and Sutcliffe (1977) add salaries, poor working conditions, teacher training, and interruptions, as, also being

sources of teacher stress. Potential sources of stress include job responsibilities, student characteristics and needs, classroom and school environments, interpersonal relationships, and personal and professional needs (Taylor & Salend, 1983). According to Coates and Thoresen (1976) "the sources of stress experienced by classroom teachers are real, prevalent, and potentially harmful to both teachers and students" (cited in Swick & Hanley, 1980, p. 17).

Burnout

Teacher burnout can be a result of job dissatisfaction. Teacher burnout has become a growing problem in the educational system (Taylor & Salend, 1983; McGuire, 1979). Teacher burnout can be defined as the perceived state of emotional exhaustion, and as a negative pattern of responding to stressful events associated with teaching (Seidman & Zager, 1987; Frieser, 1986; Anderson & Iwanick, 1984). Frieser (1986) found that job satisfaction is a significant predictor of burnout. The main cause of burnout appears to be the stress-related anxiety caused by teaching (Taylor & Salend, 1983; Styles & Cavanagh, 1977). According to Briggs (1986) teacher burnout is causing some of the most competent teachers to leave the profession at a time when the schools can least afford the loss. "Teacher burnout has become a dominant force decimating the ranks of teachers" (Briggs, 1986, p. 316).

Isolation

Teacher isolation can cause teachers to become dissatisfied with teaching. Teachers are isolated from other teachers most of their

working day. Within the school stands the teacher as an individual in a place of work (Bird & Little, 1986). Many teachers feel alone, because they are cut off from their peers and from decision making (Swick & Hanley, 1980). Barth (1986) states that exclusion from critical choices can erode the profession because teachers have a feeling of inefficacy. Koch (1982) states that job satisfaction can be enhanced by shared decision making. Because of the way schools are organized teachers spend large portions of their days isolated physically from colleagues, without benefit of observing other teachers (Rosenholtz & Smylie, 1984; Chapman & Lowther, 1982). Schools are organized in such a way that they encourage separation instead of centralization (Rothberg, 1984). Isolation is a condition shared by few other professions (Alschuler, Carl, Leslie, Schweiger, & Uustal, 1980). In career ladders and merit pay plans most teachers, regardless of rank, remain solo performers in self-contained classrooms (Edelfelt, 1985). Griffin (1986) concludes that teacher isolation could hinder the implementation of master-teacher plans.

Teachers work alone in most schools. Teachers do not collaborate with teachers of the grades below or above them (Goodlad, 1983). Teachers have their own expectations about what and how much material they must cover. What originally starts as autonomy is felt by many teachers as isolation (Chapman & Hutcheson, 1982; Chapman & Lowther, 1982). Teachers rarely observe each other teach, and as a result they have a limited means to share experiences (Bird & Little, 1986). Rothberg (1984) surveyed teachers in Florida about the issue of teacher

isolation and she reported that very few teachers indicated they visited other classrooms, but they said they would like to. The National Association of Secondary School Principals (1984) also found that about half of the teachers responding to a 1975 study had no contact with other teachers in the course of a day. Rosenholtz and Smylie (1984) assert that because of isolation the beginning teacher's skill acquisition is limited almost entirely to trial-and-error learning. Barth (1986) states "that no profession can survive, let alone flourish, when its members are cut off from others and from the rich knowledge base on which success and excellence depends" (p. 473). According to Rothberg (1984) school improvement is dependent on the reduction of teacher isolation because it is important that new knowledge and information be shared.

[A key to better education is the teacher. Teachers must be a part of all efforts to achieve a higher level of educational excellence. Teachers are at the center of educational experiences and if they are dissatisfied with the profession they may not be performing at the best of their ability. Teachers want to be recognized for their excellence in teaching (Hawkes & Dedrick, 1983), and career ladders and merit pay plans are ways to recognize and reward teachers for their excellence. Dunwell (1986) concludes that "only through a total commitment to a human resource development system can we engage the fundamental motivation of the individual teacher to increase productivity and excellence in schools" (p. 11).

Merit Pay

Merit pay systems are based on the assumption that money will motivate teachers to improve their performance (Conley & Mitchell, 1986; Rosenholtz, 1986; Cameron, 1985; Masters & Watts, 1985). Miller (1985) concludes that "only when dollars are tied to achievement or productivity can school's meritorious teachers be adequately rewarded for their success" (p. 112).

Merit pay is viewed as a means for improving education. Since the amount of pay is determined by the amount of work the teacher actually does it is assumed that the teacher will work harder in order to earn extra money.

Alexander (1986) states that more pay for outstanding teachers is an incentive. Cramer (1983) agrees that under certain conditions money can affect performance. Other researchers (e.g., French, 1985; Cramer, 1983; National Association of Secondary School Principals, 1984) assert that the reward must represent an appreciable amount of money if it is to be used as an incentive, and teachers must believe that their performance actually influences pay (National Association of Secondary School Principals, 1984). According to Rebore (1982) money has varying degrees of importance to individuals based on their backgrounds and experiences, therefore teachers must value income if merit pay is to serve as a motivator (cited in National Association of Secondary School Principals, 1984).

Merit pay recognizes individual teacher performance. Since teachers vary in terms of how much work they actually do, their efficiency, their abilities, and their accomplishments some feel they should be paid accordingly, and merit pay is one way to do this. Merit pay also addresses the issue of teacher accountability because each individual teacher is responsible for his or her success.

Merit Pay Defined

Merit pay often lacks a commonly accepted frame of reference. Differentiated staffing, performance contracting, incentive pay, and career ladder have all been used interchangeably with merit pay. Even though these terms have been used interchangeably with merit pay they do not mean the same. Differentiated staffing plans assign higher salaries to positions considered to be more important, have more responsibility, or be in more demand (Scherer, 1983). Performance contracting is a system where teachers are paid based on met behavioral objectives and performance criteria (Johnson, 1971). Incentive pay is a system which pays teachers according to the amount of service provided rather than for the quality of teaching (Ligeon & Sailor, 1984). Career ladders provide a system for more money and promotions based on experience, performance, and additional responsibilities (French, 1985; English 1984, Bellon & Bellon, 1983; Parish, 1983).

Merit pay has been defined by several researchers as money paid to teachers based on the quality of their teaching (e.g., Lieberman, 1985; Ogletree, 1985; Shanker, 1985; Masters, 1984; Bellon & Bellon, 1983;

Templeton, 1972). Other researchers (e.g., Johnson, 1984; Cramer, 1983; Rist, 1983) add to this definition by stating that merit pay is a bonus paid to teachers who are recognized through evaluation techniques as being effective in the classroom. Good (1959) states that merit pay bases teacher salary on proficiency rather than length of service. Merit pay is a reward system which attempts to base salary on performance and defines the reward in dollar terms (Committee on Education and Labor, 1983, cited in Dunwell, 1986b). For the purpose of this study merit pay is defined as paying teachers bonuses based on their job performance.

Merit Pay Systems

The advantages and disadvantages of merit pay for teachers has been argued for more than fifty years (Porwoll, 1979). Merit pay was popular in the 1920s and 1950s (Porwoll, 1979). In the 1980s merit pay resurfaced due to the increased attention to teacher accountability and the need to improve the management of education (National Association of Secondary School Principals, 1984). According to Bird and Little (1986) teachers should be held accountable and recognized for their performances throughout their careers and merit pay is one way to accomplish this.

Awarding merit pay is one way to recognize and reward classroom teachers (Shannon, 1985). Three-fourths of the U.S. teachers polled by Gallup (1983) admit that some teachers in their schools are outstanding enough to warrant merit pay. Rist (1984) found that nearly two-thirds

of the U.S. teachers surveyed endorsed merit pay for effective teachers. Some researchers (e.g., Miller, 1985; Masters, 1984; Nickerson, 1984) agree that effective teachers should receive more money than ineffective teachers.

Forcing all teachers into a predetermined instructional mold and paying each the same may not be the best use of personnel (Sharpes, 1987). Lieberman (1985) asserts that teachers have no stake in improving their knowledge and skills under a single salary scale. Rosenholtz and Smylie (1984) contend that over time there is no relationship between teachers' years of experience and their classroom effectiveness, nor do advanced degrees have a demonstrable benefit for student learning which is the basis for a single salary scale. Sharpes (1987) concludes that the single-step salary scale actually hinders promotional excellence.

Merit pay is an alternative to the single salary scale. Since the amount of merit pay is determined by the amount of work the teacher actually does it is assumed that the teacher will work harder in order to earn this extra pay. Cramer (1983) contends by applying the merit pay principle an environment could be created in which each teacher recognizes a personal vested interest in achievement. Merit pay could reward teacher excellence instead of penalizing hard work and dedication in relation to minimum performance (Cramer, 1983).

Problems and Issues with Merit Pay

"Merit pay does not seem to foster that which the public, politicians, and parents are seeking--effective school reform" (Ogletree, 1985, p. 19). Merit pay proposals assume that if teachers are given bonuses based on their performance they will work harder (Johnson, 1984b; Schmidt, 1984). The teaching profession does not attract many people who are motivated by money (Schmidt, 1984; Bredeson, Fruth, & Kasten, 1983). Meyer (1975) states that merit pay contributes little or nothing to employee satisfaction with pay. Teachers' widespread dissatisfaction with their pay centers on low salaries rather than on the absence of competitive opportunities (Johnson, 1984b). Brandt (1985) cites findings from a 1985 Metropolitan Life Survey that state that merit pay plans and career ladder programs do not reduce teacher dissatisfaction with pay. Frase, Hetzel, and Grant (1982) conclude that the reason for failure of merit pay has been the basic assumption that money serves as an effective motivator.

Teacher Opposition

Teachers oppose merit pay (Dunwell, 1986; Ligeon & Sailor, 1984; Gallup, 1983) even though they agree with the statement that teachers who are more effective in the classroom should receive larger salary increases than less effective teachers (Gallup, 1983). The main reasons given by teachers for opposing merit pay are they feel it will be difficult to get a fair evaluation, and it can create morale problems

among teachers (Dunwell, 1986; Johnson, 1984b; Nickerson, 1984). They also fear that merit pay will cause teachers to remain silent about problems, foster competition among teachers, and compel teachers to conform to the style of the rater (Ligeon & Sailor, 1984; Adkins, 1983; Calhoun & Protheroe, 1983). The Tennessee Education Association cites poor morale, the difficulty of distinguishing between merit and favoritism, and the difficulty of administering the process as being problems with merit pay (Heathington, Alexander, & Barker, 1984). "Merit pay plans, in rewarding only a few teachers, are likely to leave the majority of teachers feeling dissatisfied, because it appears that management does not recognize their true worth" (Masters & Watts, 1985, p. 10).

Competition

Another problem associated with merit pay is it forces employees to compete for rewards (Dunwell, 1986b; Rosenholtz, 1986; Monk & Jacobson, 1985; Masters, 1984; Rosenholtz & Smylie, 1984; Bacharach, Lipsky, Shedd, 1984; Calhoun & Protheroe, 1983; Meyer, 1975). "Destructive competition is inevitable in a system designed to reward a few, while the majority go unrecognized for their efforts" (Barber & Klein, 1983, p. 247). Merit pay plans foster competition instead of cooperation because they focus on individual performance (Shanker, 1985; Masters 1984; English 1984; Adkins, 1983; Bellon & Bellon, 1983; Frase, Hetzel, & Grant, 1982). The Wall Street Journal (1986) reports that competition for merit pay chills cooperation among teachers and degenerates into an "apple polishing contest".

Merit pay plans can encourage teachers to compete for rewards rather than work collectively. Barth (1986) states that normally competition takes the form of withholding. Competitive rewards inhibit communication and sharing among those who work together (Rosenholtz & Smylie, 1984). Competition for merit pay can influence the way teachers interact with each other (Briggs, 1986; Rosenholtz & Smylie, 1984). The competition for merit pay may cause friction and division among teachers (Briggs, 1986). A performance appraisal system is dysfunctional if it interferes with teacher cooperation (Conley & Mitchell, 1986). Competitive rewards may have a negative impact on teachers efforts to improve because the efforts of teachers to become more effective are highly dependent upon collegial support (Rosenholtz & Smylie, 1984).

Collegiality

Merit pay interferes with the collegial relationships by fostering dissension, rivalry, jealousy, and lowered morale (Masters & Watts, 1985; Johnson, 1984b; Masters, 1984; Scherer, 1983; Thompson & Dalton, 1970). Competitive rewards may also increase professional isolation in schools (Sergiovanni, 1985; Rosenholtz & Smylie, 1984). "If teachers are competing for scarce rewards they will be less trusting and less likely to share their ideas and materials with colleagues" (Johnson, 1984b, p. 27). One of the very worst things to do is set up a system that only rewards individual effort and discourages teachers from sharing ideas. Meyer (1975) concludes that competition among employees is dysfunctional.

Effective schools require that teachers acknowledge their interdependence and work cooperatively (Bellon, Bellon, & Blank, 1986; Johnson, 1984b). Rosenholtz (1986) contends that teachers' skill development relies heavily on collaborative support and the exchange of ideas. Weissman (1969) states that the student is the product of many human influences working in harmony (cited in Bellon & Bellon, 1983). Dunwell (1986) concludes that greater competition will not produce excellence in education, but greater cooperation will.

School Improvement

Educators do not believe that merit pay can improve the quality of education (Schneider, 1984; Adkins, 1983; Calhoun & Protheroe, 1983; Frase, Hetzel, & Grant, 1982). Johnson (1984b) states that since merit pay encourages teachers to work individually rather than as a group, students of exemplary teachers may profit at the expense of students in other classrooms. The quality of education may suffer because of the divisiveness created by merit pay (Rosenholtz, 1986; Masters, 1984). Students may also suffer if the excellent teachers are removed from the classroom in order to perform duties tied to merit pay (Johnson & Riches, 1987). Merit pay could also cause teachers to see students as a means to an end, or as possible barriers to merit pay bonuses (Masters & Watts, 1985). Johnson (1984) concludes that merit pay may actually interfere with efforts to improve schools.

Teacher Retention

Some researchers (e.g., Furtwengler, 1987; Rosenholtz, 1986; English, 1984; Johnson, 1984b) contend that merit pay can be used to attract and retain teachers in the profession. However, a survey of the Tennessee International Reading Association members revealed that 58% of the teachers surveyed were undecided or they disagreed that merit pay would attract individuals in the profession (Heatington, Alexander, & Barker, 1984). Meyer (1975) suggests that merit pay would add a de-motivating factor that could make some teachers leave the profession. Nickerson (1984) agrees that merit pay is a demotivator for teachers. Many factors associated with merit pay decrease teacher motivation (Masters, 1984; Nickerson, 1984), and merit pay may be a disincentive for teachers to improve (Rosenholtz & Smylie, 1984). Meyer (1975) states that since most teachers do not get the salary increase they think they deserve the actual pay increases are likely to be more negative than positive. Merit pay may make teaching less not more attractive to prospective teachers (Masters & Watts, 1985) because it can threaten their self-esteem (Meyer, 1975).

Inclusion

Merit pay plans can cause strained relationships between teachers and administrators (Masters & Watts, 1985; Masters, 1984). Rosenholtz (1986) states that teachers may be isolated from administrators. Geiger and Toscano (1980) state that fears of favoritism and political decisions have been reported by school districts involved in merit pay

systems. According to Schneider (1984) teachers feel administrators are not capable of making objective merit pay decisions. Some researchers (e.g., Adkins, 1983; Calhoun & Protheroe, 1983; Johnson, 1984b; Ligeon & Sailor, 1984) state that there is no way to fairly evaluate the effectiveness of teaching. Carl Megel, past president of the American Federation of Teachers, concludes that "no way for rating the effectiveness of one teacher above another on a dollar-and-cents basis has ever been devised" (cited in Calhoun & Protheroe, 1983, pp. 7-8).

Evaluation

One of the biggest problems associated with merit pay plans is the evaluation system used to measure teacher performance (Sharpes, 1987; Hawley, 1985; Ligeon & Sailor, 1984; Calhoun & Protheroe, 1983; White, 1983). It is difficult to design an evaluation tool that can rate teachers and compare one to another (White, 1983).

Teacher evaluations are being used for the first time to determine promotions and for the distribution of rewards (Hart & Murphy, 1986). Some believe that evaluating teachers more vigorously will lead to better teaching (McCarty, Kaufman, & Stafford, 1986); however, the methods currently used for evaluating teachers are inadequate (Darling-Hammond, 1986; Hart & Murphy, 1986; Soar, Medley, & Coker, 1983). Some of the evaluation systems used are too subjective, unreliable, open to bias, and based on irrelevances (Masters & Watts, 1985; Soar, Medley, & Coker, 1983; Porwoll, 1979).

Teachers are not benefiting from their evaluations due to the methods currently used. Eighty-nine percent of 10,000 teachers surveyed by Kuzsman and Harte (1985) reported no improvements in their teaching due to the supervision they currently received. Turner (1987) also found that the evaluation teachers were currently receiving had little or no effect on their teaching. Current methods of teacher evaluation include tests to measure teacher characteristics, achievement test scores of students, and ratings of teacher performance in the classroom (Soar, Medley, & Coker, 1983). In Tennessee both Career Ladder status and merit pay are tied to performance evaluations (French, 1985).

There are several problems with the evaluation methods currently used to determine who receives merit pay. For example, teacher tests do not predict how much students will learn (Soar, Medley, & Coker, 1983). Student tests do not tell how competent a teacher is, because most of the differences in pupil performance are contributed to influences beyond the teachers control. Masters and Watts (1985) state when performance evaluations are done there is no assurance that the ratings are accurate. This is due in part to the inconsistency among evaluators, and the lack of data to support the evaluation. Merit pay plans that rely solely on periodic classroom observations can reward teachers for the potential for accomplishment rather than the accomplishment itself (Monk & Jacobson, 1985). Rating scales only reveal how well a teacher impresses the rater "a piece of information that has little or no connection with how competent the teacher actually is" (Soar, Medley, & Coker, 1983, p. 246). Ligeon and Sailor (1984)

conclude that presently there is no single measure for evaluating teaching quality that is known to be valid.

Evaluation is a necessary component of merit pay plans (National Association of Secondary School Principals, 1984). Teachers should be evaluated as professionals because they deal with complex problems (Soar, Medley, & Coker, 1983). In a more professional conception of teaching, teachers plan, conduct, and evaluate their work (Darling-Hammond, 1986). White (1983) states that an evaluation designed to help teachers become more effective is more beneficial than one designed to weed out incompetent teachers. Darling-Hammond (1986) states that if teachers were carefully selected the presumed need for annual inspections of teacher performance to "catch" incompetence would be greatly reduced.

Teachers are currently receiving summative evaluations that judge the net worth of their performance (Barber & Klein, 1983). According to Barber and Klein (1983) teachers want formative evaluations. Formative evaluation systems can improve instruction by looking for specific behaviors in specific situations that lead to specific student outcomes (Fitzgerald & Muth, 1984). Value judgements are not made, instead teacher dialogs are analyzed to discover causes and effects of teacher performance (Fitzgerald & Muth, 1984; Bellon & Bellon, 1976). Soar, Medley, and Coker (1983) agree that teacher evaluation is necessary and they advocate using low-inference measures of teacher performance that have been developed through research on teacher effectiveness.

Evaluations can help teachers improve their teaching because they can improve communication between teachers and administrators. This is due in part to the feedback the teacher receives concerning the evaluation. Bellon and Bellon (1983) assert that if incentive programs are to succeed school administrators must place high priority on good communication between evaluators and teachers. Kuzsman and Harte (1985) conducted a survey of 10,000 teachers from Florida to Newfoundland concerning teacher evaluation and supervision, and they found that when teachers had excellent rapport with the supervisor improvements were made in their teaching. Donaldson and Posluszny (1985) contend that teachers and administrators should work together as a team. The feedback the teacher receives should be used to develop a plan to improve teaching by strengthening the weaknesses and emphasizing the strengths (Fitzgerald & Muth, 1984; White, 1983; Bellon & Bellon, 1976). A system of growth plans will enable teachers and administrators to begin an on-going goal directed progress.

Gallagher (1978) states the evaluator is the most important part of the evaluation instrument. Evaluators must be trained to be objective and as bias free as possible (Furtwengler, 1987; White, 1983). According to French (1985) all evaluators in Tennessee undergo vigorous training programs in order to be consistent and effective.

Whatever evaluation instrument is selected by a school district teachers must understand what tasks they are responsible for completing. Teacher evaluations should be based on known criteria and it should be shared with the teachers (Furtwengler, 1987; Schneider, 1984; White,

1983). Teachers need to be aware of what data will be collected (White, 1983) as well as how the rating system works (Furtwengler, 1987; White, 1983). Medley (1979) claims that if teachers know the criteria they will strive to meet the criteria if it is humanly possible to do so. Teachers want to be viewed as competent professionals (Bellon & Bellon, 1976), and they want more and better supervision (McCarty, Kaufman, & Stafford, 1986).

Implementation

Merit pay plans are not easy to implement (Cramer, 1983; Meyer, 1975). Adkins (1983) states that although merit pay plans may make perfect sense implementing them successfully requires great skill in human relations and management. Merit pay gives more teachers a little and fewer teachers a lot (Aldrich, 1984). Sharpes (1987) asserts that merit pay is an inferior method of rewarding teachers if it is based solely on comparison.

In the current national context, merit pay is punitive and destructive, and will exacerbate the problem facing teaching rather than ameliorating them. The concept is pretty, the rationale is sweet, but the results are too bitter for the profession, the schools, and the children they serve. (English, 1984, p. 79)

Why Merit Pay Plans Have Been Unsuccessful

Today fewer than 4% of U.S. school systems use merit pay (Adkins, 1983), and the reasons are numerous. One reason for not using merit pay plans involves quotas, because they can prevent some teachers from being

recognized (Johnson, 1984b; Rosenholtz, 1986). Sharpes (1987) and Johnson (1984b) state another reason as being merit pay plans do not address the problem of poor teaching. The National Education Association opposes merit pay plans because they do not reward the really good teachers nor do they rid the profession of incompetent teachers (Cameron, 1985). An environment of mistrust is also a reason why school systems do not use merit pay (National Association of Secondary School Principals, 1984; White, 1983). Other school systems do not implement merit pay plans because they are not cost effective (Johnson, 1984b).

Merit pay plans have failed in schools for several reasons. Researchers (e.g., Masters, 1984; Calhoun & Protheroe, 1983; Porwoll, 1979) assert that when merit pay plans have been unsuccessful, unsatisfactory evaluations and staff dissension have been the major reasons. Merit pay has also failed because of its major assumption that money serves as an effective motivator (Frase, Hetzel, and Grant, 1982). Ogletree (1985) states that merit pay is one-dimensional while human behavior is multidimensional. Merit pay plans also create increased costs for a school district (French, 1988; Ligeon & Sailor, 1984; Masters, 1984). Merit pay systems may not work in education because merit and salary decisions are public record, thus the publicity issue may create a conflict for teachers and serve as a disincentive rather than an incentive (Dennis, 1984). Another reason merit pay has failed is the difficulty in distinguishing between merit and favoritism (Masters, 1984; Calhoun & Protheroe, 1983).

Cramer (1983) blames school boards and school administrators for the failure of merit pay plans. Porwoll (1979) reports that 40% of the 139 school systems using merit pay had serious administrative problems. One reason why school boards and administrators must take the blame is they failed to assess thoroughly the positive and negative attributes of merit pay (Schneider, 1984). Masters (1984) states that lack of leadership can also be attributed to the failure of merit pay plans. Merit pay plans often lack sufficient structure (Porwoll, 1979) and support (Sharpes, 1987). Schneider (1984) contends that without support from all participants merit pay plans may cause more problems than they solve.

"Despite the success of some merit pay plans over the years, more plans have failed than succeeded" (Mickler, 1987, p. 139). Concerns arose about favoritism and lack of objectivity in the evaluation process in the early 1900s. Young (1933) listed lack of agreement on what constitutes efficient teaching, problems with evaluation, prevention of expression of teacher individuality, hindrance of the relationship between teachers and supervisors, and ostracism of teachers who receive merit pay as being reasons why merit pay plans failed (cited in Mickler, 1987). Fifty years later Robinson (1983) cites these same problems plus problems with funding shortages, and the overall expense of merit pay plans. Robinson (1983) also recognized one major difference, that merit pay does not provide incentives to teachers.

Recommended Actions for Successful Merit Pay Plans

In order for merit pay plans to be successful several criteria must be met. The first criteria deals with planning. Merit pay plans must have clearly stated goals and purposes (Bellon & Bellon, 1983). The school system should communicate these goals to the building level and there should be extensive dialog between the two (Goodlad, 1983). Next, teachers, administrators, and school board members should be actively involved in the planning phases of merit pay plans (Hawley, 1985; Schlechtz, Joslin, Leak, & Hanes, 1985; Johnson, 1984; Ligeon & Sailor, 1984; White, 1983). Time spent in planning contributes to the success of merit pay plans (Bellon & Bellon, 1983). High levels of participation and open communication are crucial for successful merit pay plans (Packard & Bierlien, 1986; Bellon & Bellon, 1983). Schneider (1984) asserts that teachers who are involved in the planning process will feel a sense of ownership. Cramer (1983) concludes that merit pay will succeed only if it has the support and active participation of teachers.

Another criteria deals with the financial aspect of merit pay. First, merit pay systems must be adequately financed (Johnson 1984; Ligeon & Sailor, 1984; McKenna, Genck, & Thompson, 1983; Porwoll, 1979; URobinson, 1983). Merit pay bonuses must also be enough to make a difference (Ligeon & Sailor, 1984; Megyeri, 1984; Cramer, 1983; Porwoll, 1979; Voegel, 1971). The school system must first have a good salary schedule before merit pay can be successful (Johnson, 1984; Megyeri, 1984). Schmidt (1984) states that merit bonuses could provide

psychological reinforcement if all pay levels were increased. Bellon and Bellon (1983) conclude that funding, time, and well trained personnel are necessary for successful merit pay implementation.

Evaluation is probably the most important criteria that must be met. The criteria for the evaluation must be clear, fair, and predictable (Hawley, 1985). Principals and other evaluators must be trained to fairly evaluate teachers on agreed upon criteria (Hawley, 1985, Cramer, 1983; McCormick, 1983; McKenna, Genck, & Thompson, 1983; Robinson, 1983; White, 1983). Evaluation, monitoring, and feedback should be frequent (Hawley, 1985). In the Charlotte-Mecklenburg Program, which is a successful career ladder program, teachers have multiple evaluations by numerous people over a long period of time (Schlechtz, Joslin, Leak, & Hanes, 1985). The evaluation procedure must have integrity if merit pay systems are to succeed. Porwoll (1979) states that merit pay plans must be guided by strong dynamic leaders if they are to be successful.

The last criteria deals with public awareness of merit pay plans. The public plays an important role in the success of any new program and merit pay is no exception. This is due in part to the fact that merit pay programs are funded by public tax money; therefore, the public needs to be kept informed, (Ligeon & Sailor, 1984; McKenna, Genck, & Thompson, 1983). The teachers' names who are receiving merit pay should not be made public due to internal school problems such as jealousy (Monk & Jacobson, 1985; Ligeon & Sailor, 1984).

Merit pay plans might be successful if group rewards were offered. Group rewards could reduce competition among faculty members (Monk &

Jacobson, 1985; Rosenholtz & Smylie, 1984; White, 1983). Adkins (1983) proposes to identify meritorious schools and reward all teachers for the success of the school. Since schooling is a shared accomplishment teachers should work together. Schools should structure merit pay systems so they encourage cooperative efforts among teachers (Conley & Mitchell, 1986). Goodlad (1983) asserts that "teaching must be taken out of its cloak of privacy and autonomy to become the business of the entire school and its staff" (p. 557). Effective schools have participants who share purposes, values, and the determination to succeed together (Johnson, 1984).

Career Ladders

"Career ladders can be appropriate and powerful stimuli for the improvement of the overall quality of the teaching force and the improvement of schools" (Hart & Murphy, 1986, p. 26). Career ladders may help recruit and retain teachers with high academic ability because they attempt to meet teachers' needs for growth, recognition, and advancement (Hart & Murphy, 1986; Rosenholtz & Smylie, 1984). Career ladders redefine teaching by providing a system for promotional positions (Hart, 1986; Hart & Murphy, 1986; National Association of Secondary School Principals, 1984).

The basic purposes of career ladders are to counteract stagnation by varying teachers' responsibilities, and to reward and motivate superior teachers through enhanced prestige, responsibility, and more

pay (National Association of Secondary School Principals, 1984). Career ladders encourage the effective teachers to advise, assist, evaluate, and model good teaching for others in the school (Rosenholtz & Smylie, 1984). Currently opportunities do not exist for teachers to receive higher salaries unless they enter administration (Goodlad, 1983). Implementing career ladders is an attempt to enhance the attractiveness of the teaching job by providing more money for doing a good job rather than providing other job options in education (Hart, 1986).

Tennessee's former Governor, Lamar Alexander, was quick to implement a career ladder for the teachers in Tennessee (Shanker, 1985). The comprehensive Career Ladder is designed to attract and retain the best teachers by rewarding them for an outstanding performance (Furtwengler, 1987). The Career Ladder is based on the notion "if you do a better job you get paid more" (Parish, 1983, p. 722). The basis of salary for Tennessee teachers is experience, performance, and additional responsibilities for each of the five teaching roles (i.e., Probationary, Apprentice, Level I, Level II, and Level III).

Problems and Issues with Career Ladders

Career ladders challenge much of what is known about the ways schools work (Griffin, 1986). Freiberg (1985) states that career ladders focus on individual advancement rather than improving the quality of the learning environment throughout the school. Career ladders may foster resentment and competition among teachers as well as affect the sharing of ideas, information, and materials (McLeroy, 1984).

Some career ladders may defeat their goal of improving the quality of student learning by removing teachers from the classroom (Freiberg, 1985). Many teachers are not motivated by career ladders because they can not move up the hierarchy due to financial constraints and quotas (Freiberg, 1985).

Summary

The words merit pay evoke strong emotional reactions from everyone involved in education. Proponents of merit pay claim it will reward excellence in the classroom by financially reinforcing those teachers who exert extra effort teaching. Proponents also claim that merit pay will be an incentive for others to improve their performance. Merit pay is also viewed as an incentive to attract and retain talented teachers in the classroom. Merit pay is seen by many as a motivator for teachers.

More merit pay plans have failed than succeeded (Mickler, 1987), and the reasons for failure are numerous. Unsatisfactory evaluations, staff dissension, inadequate funding, publicizing who receives merit pay, and the difficulty of distinguishing between merit and favoritism have all been cited as reasons for failure. One of the major reasons for failure is the major assumption that money motivates teachers. Several research studies dispute this claim. Intrinsic rewards have been cited more often as motivators for teachers than extrinsic rewards.

Merit pay is not the answer for improving education. Pate-Bain (1983) contends that instead of trying to identify and reward excellent teachers, incompetent teachers should be identified and removed by using the procedures provided by the Tennessee tenure law. The money that is currently spent for merit pay could be better spent in the schools on support-services that directly effects the education of children (Ogletree, 1985). Rosenholtz (1986) contends that reforms will not succeed if they do not directly address the aspect of schooling that are related to student learning. The House Committee on Education and Labor (1983) concluded that "those who view merit pay as some easy, inexpensive, painless method of solving the nation's education problems are not realistic" (cited in Dunwell, 1986b, p. 10). According to Dunwell (1986b) merit pay is an idea whose time has not yet come. The problems of education cannot be improved hastily, in an atmosphere of legislative deadlines, and heated accusations (Pate-Bain, 1983). Improvements can be brought about by careful planning, strong leadership, dedicated teachers, and an educated public. Tennessee's former Governor, Lamar Alexander, (1986) states that "governors do not create excellent schools-local school leaders, teachers, parents, and citizens-do" (p.203). Therefore, teachers and school leaders must have input in school improvement programs.

Teachers can be motivated by things other than money to improve their performance. Decisions about which incentives will best motivate workers depends on the right balance between organizational and individual needs (National Association of Secondary School Principals,

1984). Improving the workplace (Dunwell, 1986b; Packard & Bierlien, 1986; Scherer, 1983); offering educational incentives, such as sabbaticals for advanced study (Brandt, 1985; Freiberg, 1985; Porwoll, 1979); creating programs where the majority of teachers could experience different leadership roles (Freiberg, 1985; National Association of Secondary School Principals, 1984); providing respect, recognition, and reinforcement from principals, parents, students, and colleagues for a job well done (Scherer, 1983); employing paraprofessionals for the classroom to reduce paperwork and provide a more professional work environment for teachers (Freiberg, 1985); and reducing time spent on nonteaching duties and providing time for teachers to meet with their colleagues (Brandt, 1985) are incentives other than money that Tennessee could use to motivate teachers.

School improvement can occur, but it will take more than money (Banner, 1985). Schmidt (1984) states that paying all teachers more would not hurt anyone's teaching, but higher salaries are only part of the solution according to Darling-Hammond (1984). Incentive strategies should focus on the workplace instead of pay (Johnson 1984). Darling-Hammond (1984) suggests upgrading the quality of teacher preparation programs and creating more professional working conditions as being part of the solution for improvement. Teachers should also be given the opportunity to learn again (Banner, 1985). Bird and Little (1986) conclude the time spent sharing with colleagues is crucial for improvement. School improvement will take commitment, hard work, and cooperation (Alexander, 1986).

CHAPTER III

METHODS AND PROCEDURES

Introduction

This research sought to determine the effect of merit pay as it relates to the affective well-being of teachers in Tennessee. It also examined the impact of merit pay on attracting and retaining teachers in the profession, and whether the perceptions of teachers varied according to selected demographic variables.

Sources of Data

The Sample

The total population for this study was 47,619 full time classroom teachers from 1,745 public schools in Tennessee. The sampling plan was designed so each group was in proportion to its relative size. The sample was representative of schools across the state. The sample contained elementary, middle, and secondary schools from rural and urban areas from East, Middle, and West Tennessee. Five teachers were randomly selected from each of the 15 schools. The sample of teachers consisted of Probationary, Apprentice, Career Level I, Career Level II, and Career Level III, and Non-Career Ladder teachers. This was done so

each group would be represented. Table I provides a portrayal of the sample.

The total sample consisted of 75 teachers from 15 schools. Since the researcher chose to interview teachers from all regions of the state the sample size had to be small due to the cost of travel and time. The researcher determined that 15 schools was a feasible sample size.

According to Best and Kahn (1986) it is sometimes advisable to subdivide the population into smaller homogenous groups in order to get a more accurate representation. The sampling plan used was a technique of sampling that selected simple random samples from each subgroup.

The sampling plan consisted of several steps. First the total population was defined as 47,619 public school teachers in Tennessee. Next, the desired sample size was determined. The desired sample size was 75 teachers from 15 schools. Next, classification for each strata was completed by using a proportional allocation formula recommended by McCall (1980). This was done to determine the number of schools needed from East, Middle, and West Tennessee, the number of schools from urban and rural areas, and the number of elementary, middle, and high schools needed from each of these areas. The number of Apprentice, Probationary, Career Level I, Career Level II, Career Level III, and Non-Career Ladder teachers was also determined. This selection yielded 75 teachers. Last the researcher randomly selected seven counties in East, and four counties from both Middle and West Tennessee. Then the researcher randomly selected 10 elementary, two middle or junior high schools, and three secondary schools from these 15 counties. After the

TABLE I

Portrayal of the Sample by Demographics

Stratum	Sample Size
Schools:	
Elementary	10
Middle/J.H.S.	2
Secondary	3
	n=15
Region:	
East	7
Middle	4
West	4
	n=15
Setting:	
Rural	10
Urban	5
	n=15
Teachers:	
Probationary	3
Apprentice	5
Career Level I	50
Career Level II	3
Career Level III	5
Non-Career Ladder	9
	n=75

n= total number in the sample

schools were selected five teachers were randomly selected from each school based on their certification status (i.e., Probationary, Apprentice, Career Level I, Career Level II, Career Level III, and Non-Career Ladder). This selection yielded 75 teachers. Table II provides a full portrayal of the demographic characteristics of the sample.

Techniques for Data Collection

The decision to use an interview to collect data for this study was based on a review of the literature concerning the strengths of the interviewing process. Best and Kahn (1986) state that the interview is often superior to other data gathering techniques. This is true due to the fact that the interview allows for direct verbal communication between the interviewer and the respondent (Borg & Gall, 1983; Gay, 1981; Ary, Jacobs, & Razavich, 1972; Good, 1963). The interview allows the researcher to obtain exact information from a number of individuals through face-to-face interaction (Hillway, 1969). Since interviewing also allows the researcher to gather valuable information concerning a person's beliefs, attitudes, and values (Good, 1963) it is an appropriate instrument to gather data from teachers concerning merit pay and their affective well-being.

Other advantages cited for using interviews include the following:

TABLE II

Selected Schools and School Systems with Demographic Information

Selected System	Region	Setting	School Type	Selected School
Claiborne	East	Rural	Secondary	Claiborne County
Cocke	East	Rural	Elementary	Cosby Elementary
Davidson	Middle	Urban	Elementary	Dalewood
Decatur	West	Rural	Elementary	Parsons
Franklin	Middle	Rural	Secondary	Franklin County
Gibson	West	Rural	Elementary	Yorkville
Hamilton	East	Urban	Elementary	Orchard Knob
Jackson	Middle	Rural	Elementary	Gainsboro
Knox	East	Urban	Elementary	Norwood
Madison	West	Rural	Middle	Southside J.H.S.
Montgomery	Middle	Rural	Elementary	Barksdale
Monroe	East	Rural	Elementary	Tellico Plains
Roane	East	Rural	Middle	Cherokee
Shelby	West	Urban	Secondary	Oakhaven
Washington	East	Urban	Elementary	North Side

1. The interviewer can often obtain confidential information that the respondent would not reveal under any other circumstance (Best & Kahn, 1986; Borg & Gall, 1983; Gay, 1981; Hillway, 1969; Good, 1963).

2. The interview allows the interviewer to follow-up leads, probe for more information, and clarify the data (Best & Kahn, 1986; Borg & Gall, 1983; Good, 1963).

3. Interview questions can be cross checked at various stages of the interview, thus checking for reliability of the responses (Best & Kahn, 1986; Borg & Gall, 1983).

4. The interview reduces the chance that the subject will misinterpret the questions being asked (Good, 1963).

Disadvantages include the process is time consuming; the responses given by a subject may be biased, either negatively or positively, because of the subject's reaction to the interviewer; and the interview requires a high level of skill (Gay, 1981). For the purpose of this study, however, it was believed that the sample size was appropriate, and since the researcher had worked on a prior research project where she interviewed numerous subjects she had the necessary skills and experience to lessen or eliminate the cited disadvantages.

Specific guidelines suggested by Borg and Gall (1983), Gay (1981), and Good (1963) were followed in the development of the interview guide. These guidelines offer general recommendations for interview formulations, as well as specific recommendations concerning format, and the recording of responses. Eight general recommendations were particularly

influential in the development of the interview guide used for this study. They include the following:

1. Establish a good rapport with the subject before the interview begins.
2. Write a statement explaining the purpose of the research.
3. Open the interview with nonthreatening questions.
4. Obtain the data by asking semistructured lead questions, using probes and clarifying when necessary in order to eliminate generalities.
5. Emphasize that all responses are confidential and the subjects will remain anonymous.
6. Record responses manually so the respondents feel their responses are confidential.
7. Conduct the interview in a comfortable and relaxing setting.
8. Pilot the interview guide and analysis procedures before the actual interviewing begins.

Development of the Interview Guide

The questions on the interview guide were designed to gather the perceptions of selected teachers concerning the study's three research questions as outlined below:

Research Questions	Corresponding Question Number
1. How does merit pay impact the affective well-being of teachers?	1, 2, 3, 4, 5, 6, 8, 11, 12
2. Does merit pay have an impact on attracting and retaining teachers in the profession?	7, 9, 10, 13, 14, 15

3. Are there important differences between teachers perceptions of merit pay as it relates to certain demographic variables? 1-16

The interview questions were open ended in format to allow the respondents to freely express their perceptions. This reduced the likelihood that the researcher might influence or precondition the responses. More direct questions were included to gather the demographic information. The questions were limited in number to ensure that the interview could be conducted in a thirty minute time period without interrupting instruction.

Pilot Testing

According to Borg and Gall (1983) a pilot study is the best insurance the researcher has against bias and flaws in the interview design. The pilot study can help the researcher decide on the feasibility of the study and whether or not it is worthwhile to continue (Ary, Jacobs, & Razavieh, 1972). Gay (1981) states that a pilot study can identify potential problems that can be corrected before the actual study. In a pilot study the entire research procedure is carried out including analysis of the data collected.

Before the interview guide was used for the pilot study it was critically reviewed by an experienced researcher, who revised and improved the questions. Next, the interview guide was pilot tested with seven teachers from Middle and East Tennessee. These teachers were selected from elementary, middle, and secondary school settings. The

certification status of these teachers ranged from Probationary to Career Level III. The researcher used several criteria suggested by Borg and Gall (1983) to analyze the pilot interviews. The criteria included whether the interview questions would produce the desired data; noting if the questions needed to be rephrased for clarity, and evaluating the data collection and analysis methods. After the interview was conducted each respondent was asked for feedback concerning the questions. These comments were considered when the interview guide was revised. A comparison was also made of the verbal log kept by the researcher and the taped interview to determine accuracy. The pilot interview is included in Appendix A.

Revisions were made to the interview guide based upon the results of the pilot testing. The content analysis revealed that some of the questions were yielding little information beyond a yes-no response so probes were added. The order of some of the questions was changed because the interview did not flow well. No questions were added or deleted. The final interview guide is located in Appendix B.

The Interview Guide

In order to fulfill the purposes of the study, answer the research questions, and gather demographic data necessary to compare responses for the total population, it was necessary to develop an instrument based on the most current information and research concerning merit pay. A wide range of literature was reviewed to identify common strengths and weaknesses of merit pay plans.

The following questions were included on the interview guide. The purpose for including each question is also presented.

Question 1: How often do you observe other teachers teaching? How has this observation affected you as a teacher? or If you have not observed other teachers teaching would you like to? and How would this observation affect you as a teacher?

These questions were included to check for teacher isolation and to see how interdependent teachers were on each other.

Question 2: Has there been any change in your working relationships with other teachers since the implementation of merit pay?

Responses to this question could reveal problems with teacher cooperation. This question also addresses problems with competition and divisiveness.

Question 3: Has merit pay had any effect on your teaching?

This question was included because proponents of merit pay claim that it will improve teaching. The researcher wanted to see if Tennessee teachers agreed with this claim.

Question 4: How do you feel about some teachers earning more money than others?

This question addresses the issue of the fairness of merit pay and the issue of merit pay creating jealousy among teachers.

Question 5: Describe the climate in your school. Has it been affected in any way by merit pay? Please explain.

Responses to this question could reveal if the school climate has been improved or if it has deteriorated since the implementation of merit pay.

Question 6: Has merit pay had any affect on your attitude as a teacher or on the attitudes of others with whom you work? Please explain.

This question was included because the Bellon Study (1988) revealed that teachers' attitudes were negatively affected when they tried and failed to obtain higher levels on the Career Ladder. This question was intended as a follow-up question. This question also addresses the issue of money being a factor in improving both teacher attitudes and morale. This question is also a cross check for question number five.

Question 7: Has merit pay had an effect on your decision to remain in teaching? Has it had any effect on others to remain in teaching? Please explain.

Answers to this question could reinforce or dispute the claim that merit pay is a motivator and it will cause teachers to remain in the profession.

Question 8: Do you believe merit pay is an incentive for teachers to improve their teaching?

This question has a twofold purpose. First, it is a cross check for question number three. It also deals with the issue of money influencing performance.

Question 9: What can be done to retain teachers in the classroom?

This question was included because the literature revealed that many teachers were leaving the teaching profession. The responses could reveal what improvements and incentives teachers felt would cause them and their peers to remain in the profession.

Question 10: How do you judge your success in the profession? Is this a motivator for you to remain in the profession?

The first part of the question was included to see if teachers listed extrinsic or intrinsic things as being measures of success. The second part of the question was included to see if extrinsic or intrinsic motivators were enough to cause them to remain in the profession.

Question 11: What satisfiers or dissatisfiers do you receive on a day to day basis? How important is this to you?

Satisfiers and dissatisfiers play an important role in job satisfaction and job retention. This question was included to see what types of satisfiers and dissatisfiers Tennessee teachers were receiving.

Question 12: Has merit pay had any effect on your workload?
(Probe: What are you doing differently? Are you working more or less?)

This question was included because the Bellon Study (1988) revealed that teachers felt their workload had increased since the implementation of the Career Ladder. This question could reveal if merit pay contributed to this increased workload.

Question 13: Are you satisfied with your career as a teacher? Why or why not?

This question was included to see if teachers in Tennessee were satisfied with teaching because the research suggests that job satisfaction is important for effective schools.

Question 14: If given the same opportunity would you reenter the teaching profession? Why?

It has been reported in the research that many teachers would not reenter the teaching profession if they were given the same opportunity. This question was included to see how many teachers in Tennessee would reenter or not reenter the profession and the reason(s) why.

Question 15: What can be done to attract individuals to enter the teaching profession?

This question was included to reveal what Tennessee teachers believed would be motivators or improvements in the workplace needed to attract talented individuals into classrooms.

Question 16: Do you have any other comments concerning merit pay or this interview?

This question was included to allow the respondent a chance to offer additional information not directly covered in the interview or make additional comments.

Procedures

Having selected the sample, developed the interview guide, conducted a pilot study, and designed a composite of related correspondence, the actual data collection was carried out.

Principals from each participating school system were notified by letter regarding the project (see Appendix C). After this initial contact, each principal was contacted by phone to discuss the details of the project and request permission to conduct the study. At this time, an appointment was made for the researcher to interview the teachers.

Techniques for Data Analysis

Content analysis procedures were used to analyze the data collected in the interviews. Berelson (1971) defines content analysis as a "research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). It involves classifying verbal comments according to established criteria. Organizing and classifying data is a fundamental step in descriptive research (Ary, Jacobs, & Razaviek, 1972). According to Best and Kahn (1986) content analysis serves as a means for discovering the relative importance of or interest in specific topics.

Content analysis is an appropriate procedure for small scale educational research projects (Borg & Gall, 1983). Holsti (1969) recognizes it as an effective technique for interpreting the content of interviews. Borg and Gall (1983) recommend using content analysis for the following objectives: producing descriptive information, cross-validating research findings, and testing hypotheses.

Content analysis has a variety of uses. Content analysis procedures may be used to determine the characteristics, causes, or

content of the communication (Berelson, 1971). Berelson (1971) identifies attitudes, interests, and values among given populations as themes often reflected by content analysis. Content analysis procedures can be used effectively to interpret interview guides.

Factors Used In Content Analysis

When doing content analysis each response has a code. These numbers are referred to as the coding scheme for the variable. For each respondent one or more of these numbers was entered into the computer to represent the response(s) to each of the questions. By using a computer to analyze the data, one greatly reduces both the possibility of error and the time required (Norusis, 1986).

A computer program was written using SAS. The program was written to count the frequency and percentage of each response. The program also tabulated frequencies and percentages for each demographic variable. First, a practice set of data were entered into the computer to check the program for accuracy. After the practice data were analyzed and no mistakes were found the rest of the data were entered. Each interview guide had an identification number so it could be recognized in order to find errors or unusual values. When all of the responses had been entered into the computer a printout was obtained for the total number of responses for each question, and for each demographic variable.

The researcher developed an analysis system consisting of possible responses. The possible response categories were derived from the

literature and a preliminary analysis of the interviews. Space was provided for additional responses not listed in the choices of possible responses. This analysis form was revised several times in order to reduce the items appearing in the "other" category which contained responses not included on the form. The final form used for the analysis appears in Appendix D.

Each interview question had different responses; therefore, there were no major categories instead the responses were analyzed according to each question asked in the interview. When possible the responses were categorized as being either beneficial or detrimental. The lowest possible number of responses for one question was nine, while the highest number of possible responses was 49. The "other" category was only used if the response did not relate to the question.

The frequencies were tabulated for the total responses to each individual interview question. These frequencies and percentages are located in Appendix E. Next, the frequencies were tabulated according to each of the demographic variables (i.e., teaching position, teaching level, years of teaching experience, certification status, school setting, region of the state, and sex). Percentages for each of these demographic variables were also figured. Appendices G through M contains the frequencies and percentages for each of the demographic variables.

Patterns of responses were studied to identify factors affecting the well-being of teachers. The effects of merit pay on the attraction and retention of teachers were also identified using these patterns.

Patterns were also identified according to selected demographic variables.

Summary

The descriptive research method was used to analyze the perceptions of teachers in Tennessee regarding merit pay and their affective well-being. Fifteen schools from East, Middle, and West Tennessee were chosen for the study. The schools represented elementary, middle, and secondary levels. Seventy-five teachers were randomly chosen from these schools. The certification status of the teachers included Apprentice, Probationary, Career Level I, Level II, Level III, and Non-Career Ladder. The sampling plan was designed so each group was in proportion to its relative size. The sample was in proportion to school type, region, school setting, and teacher status. The researcher determined that 15 schools was a feasible sample size.

The data were analyzed by content analysis procedures. The categories for each question differed according to the response(s) the respondent gave. When possible the responses were categorized as being either beneficial or detrimental. As a result of the analysis, patterns were identified that related merit pay to the affective well-being of teachers in Tennessee.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This study was designed to gather the perceptions of Tennessee teachers concerning merit pay. Fifteen schools representing a wide range of demographic characteristics, participated in the research. The data presented in this chapter were gathered through a semistructured interview. A total of 75 teachers were interviewed.

The characteristics of the sample population who responded to the semistructured interview were obtained from the demographic questions 1A-7A of the interview guide. A description of the respondents appears in Table III.

The data from the interview guides were analyzed according to content analysis procedures (see Appendix D). Responses were tabulated and ordered by rank based upon the frequency of response regarding each of the content analysis factors (see Appendix F).

The data were further analyzed by each demographic variable (i.e., teaching position, teaching level, years of experience, certification status, school setting, region, and sex). Patterns of similarities and differences were identified for each of the groups. Data related to the three research questions are presented in this chapter. A complete portrayal of the teacher responses appears in Appendices G through M.

TABLE III
 Surveyed Respondents Categorized by Selected Variables

Selected Variable	N	%
Teaching Postition:		
Classroom Teacher	67	89%
Librarian	1	1%
Special Education	2	3%
Other (i.e., P.E., Music)	5	7%
TOTAL	75	100%
Teaching Level:		
Elementary	50	67%
Middle School/J.H.S.	10	13%
Secondary	15	20%
TOTAL	75	100%
Years of Teaching Experience:		
One - Five	12	16%
Six - Ten	13	18%
Eleven - Fifteen	26	35%
Sixteen - Twenty	9	11%
Twenty-one - Twenty-five	8	10%
Twenty-six - Thirty	5	7%
Over Thirty	2	3%
TOTAL	75	100%
Certification Status:		
Probationary	3	4%
Apprentice	5	7%
Career Level I	50	67%
Career Level II	3	4%
Career Level III	5	7%
Non-Career Ladder	9	11%
TOTAL	75	100%
School Setting:		
Rural	50	67%
Urban	25	33%
TOTAL	75	100%
Region of the State:		
East	35	46%
Middle	20	27%
West	20	27%
TOTAL	75	100%
Sex:		
Male	11	15%
Female	64	85%
TOTAL	75	100%

N--corresponds to those persons who responded to each category

X--is based on the number of persons who responded to each category

Research Question 1

How does merit pay impact the affective well-being of teachers?

Nine questions on the interview guide were used to answer this question. The first question dealt with teachers observing other teachers. Eighty-seven percent of the teachers interviewed seldom or never had the opportunity to observe other teachers teaching. Sixty-three percent of these teachers expressed a desire to observe other teachers. The majority of teachers, 61%, stated that by observing other teachers they could get different teaching ideas, techniques, and methods. Teachers also stated that by observing others they could improve their teaching, get new classroom management techniques, and get creative ideas.

The next question dealt with teachers working relationships since the implementation of merit pay. The majority of teachers, 88%, stated that there had not been a change in working relationships. However, when this question was cross checked teachers made 105 detrimental comments about how merit pay had affected the attitudes of teachers. Their comments included such things as moral has decreased, teachers are resentful of each other, and Level II and III teachers are no better than those who did not apply. Twelve percent of the teachers expressed that the working relationship had changed. Four percent of the teachers stated that the working relationship had improved while the other 8% stated that the working relationship between teachers had changed in a detrimental way. Statements like we are closer than we once were and

upper level teachers stick together more were statements made by teachers who stated that the working relationship had improved. Detrimental comments included such statements as teachers are not as supportive or willing to share ideas as they once were, upper level teachers are no better than lower level teachers, and there is hostility toward upper level teachers.

The third question addressed the effect that merit pay has had on teaching. Eighty-four percent of the teachers interviewed stated that merit pay has had no effect on their teaching. They expressed that they were still teaching the same as they were before the implementation of merit pay. A few of the teachers who had made the upper levels of the Career Ladder stated they did more detailed plans to prepare for the evaluation but returned to their regular planning methods after the evaluation process was completed. The other 16% of teachers said that merit pay had effected their teaching in a positive way. They said they were more conscientious, more enthusiastic, and did more detailed plans.

The next question examined how teachers felt about some teachers making more money than others. The majority of teachers interviewed, 65%, agreed that good teachers and teachers who work harder should get paid more. Others stated that teachers with more experience and education should get paid more. The teachers that disagreed stated that all teachers regardless of experience, education, and the amount of work they do should get paid more. A few were opposed to other teachers making more money because they felt that some undeserving teachers were getting extra money while deserving teachers were not. These teachers

also expressed a concern about the current evaluation system not being fair in determining who should and should not receive extra money.

The fifth question dealt with the school climate. The majority of teachers, 55%, stated that the climate was cooperative and teachers worked and shared well. Eighty-four percent of the teachers interviewed expressed that the school climate had not changed since merit pay was implemented. Those that stated that the school climate had changed said that some teachers were more competitive and they were not sharing ideas as well since the implementation of merit pay.

The sixth question dealt with merit pay affecting teachers' attitudes. Sixty-seven percent of the teachers stated that merit pay had affected their attitude or the attitudes of other teachers with whom they worked. The highest percentage of the comments were detrimental. Twenty-four percent of the teachers stated that they had negative attitudes toward teaching. Comments like morale has decreased, teachers are resentful of each other, Level II and III teachers are no better than those who did not apply, the evaluation system does not identify excellent teachers, and I resent the extra busy work required to receive the merit pay are examples of the detrimental comments made by teachers. A few teachers, 8%, stated that their attitudes were more positive because they had an opportunity to earn extra money.

The next question addressed merit pay and improving teaching. Sixty-one percent of teachers interviewed stated that merit pay was not an incentive to improve teaching. Forty-three percent of these teachers stated that money did not influence their performance in the classroom.

Others said that money was not a motivator. These teachers said that they improve their teaching because they like to teach and they are interested in their students progress and success not because of money. Twenty-seven percent said that after the evaluation process teachers go back to their old ways, so any improvement is only temporary.

The next question addressed the satisfiers and dissatisfiers teachers receive on a daily basis. Fifty-six percent of the teachers said that helping children learn is their most important satisfier. Other satisfiers included students having a desire to learn, positive comments from parents, students, peers, and administrators, a feeling that one has helped students, liking the people one works with, and seeing children excel. The biggest dissatisfiers that teachers reported were behavior problems and apathetic students. Other dissatisfiers that teachers reported were lack of parental respect and support, negative comments from parents, noncooperative faculty members, outside interruptions, paperwork, and lack of funds to operate programs.

Teachers stated that the satisfiers were very important to them. Some of the teachers said they remained in the profession because of the satisfiers they received. Other teachers stated that the dissatisfiers were not only discouraging but they could cause them to quit teaching.

The last question in this section addressed merit pay and its' effect on the teacher's workload. Sixty-four percent of the teachers interviewed said that their workload had not changed since the implementation of merit pay. The other 35% stated that their workload had increased because of extra paperwork, and more detailed plans.

Others said that they were working longer hours or extra months to earn the extended contract pay for Career Level II or Career Level III.

Research Question 2

Does merit pay have an impact on attracting and retaining teachers in the profession?

Five questions were used to address this research question. Teachers were first asked if merit pay had had any effect on their decision to remain in the teaching profession. Eighty-eight percent of the teachers interviewed said that merit pay had not affected their decision to remain. The majority of these teachers 52%, said they liked to teach and would remain in the profession regardless of merit pay. Twenty-three percent of the teachers said they were not in teaching for money. Some teachers said that the amount of merit pay they currently received was not enough to influence their decision to remain or leave. Another 15% said they would remain in teaching until they could retire regardless of merit pay.

The next question addressed what can be done to retain individuals in the teaching profession. Seventy-one percent of the teachers responded with higher salaries. Teachers also suggested lowering the teacher-pupil ratio, increasing parental support and respect, providing more money for books and supplies, improving the image of teachers, and providing better working conditions as ways to retain teachers in the teaching profession.

The third question in this section dealt with how teachers judge their success in the teaching profession. Children's progress was the largest response. Seventy-six percent of the teachers judged their success by the childrens' comments, while 21% used comments from parents as their judge of success. Teachers also mentioned their personal feelings, comments from peers, student test scores, and their evaluations as being ways they judged their success. Ninety-seven percent of the teachers interviewed stated that childrens' progress, and positive comments from children parents, peers, and administrators, were motivators for them to remain in teaching profession.

When asked if they were satisfied with their careers as teachers 84% stated that they were satisfied. When asked why they were satisfied with the teaching profession 41% responded with the comment that they liked to teach, 32% said that they enjoyed working with young people, another 32% said that teaching is rewarding, satisfying and challenging, and 16% reported they liked the hours and vacation time. Only 13% of the teachers interviewed were dissatisfied with teaching. They listed poor pay and poor working conditions as being the main reasons for their dissatisfaction.

When teachers were asked if they would reenter the teaching profession if given the same opportunity the majority of teachers, 64%, responded that they would reenter the profession because they liked to teach. Twenty-seven percent said they would not reenter, and 11% were undecided. The reason most frequently given for not reentering the profession was poor salaries.

The last question in this section asked teachers what could be done to attract individuals to enter the teaching profession. Eighty-one percent of the teachers interviewed stated higher salaries were needed. Many teachers, 40%, said that the image of teachers should be improved. Another 16% stated that the preservice training should be improved while others said that better working conditions were necessary.

Research Question 3

Are there important differences between teachers perceptions of merit pay as it relates to certain demographic variables?

Each of the sixteen interview questions were analyzed to address this research question. The demographic variables included teaching level, region of the state, school setting, teacher certification, teaching position, and sex. The responses varied little within each demographic variable, so only the differences will be discussed.

Perceptions of Teachers by Teaching Level

Fifty elementary, 10 middle, and 15 secondary teachers were interviewed and their responses were analyzed for this section. Appendix G contains a complete portrayal of the frequencies and percentages for each response.

When asked if merit pay had had any effect on their teaching the majority of teachers said it had not changed their teaching. A higher percentage of middle school teachers said that merit pay had had no effect than did secondary or elementary teachers.

When asked to describe the school climate both middle and elementary teachers reported that the school climate was cooperative. Only 20% of secondary teachers interviewed said the climate was cooperative. However, all three groups said that the school climate had not changed since the implementation of merit pay.

The majority of elementary, 70%, and secondary, 67%, reported that merit pay had had an effect on their attitudes or the attitudes of others with whom they worked. The top reasons given by elementary teachers were detrimental and consisted of comments like some teachers have more negative attitudes and merit pay has decreased morale for some teachers. Secondary teachers reported that the Level II and III teachers are no better than those who did not apply, merit pay has made some teachers resentful of other teachers, and teachers have more negative attitudes toward teaching. They said that merit pay had been beneficial in that teachers were given an opportunity to earn more money. Middle school teachers had a 50% mixed response. They stated that some teachers had more negative attitudes, some teachers fear the evaluation system, and the evaluation system does not identify excellent teachers as being detrimental reasons for the change in teacher attitudes. The beneficial reason given was teachers' attitudes have improved.

Ninety-four percent of elementary, 80% of middle, and 73% of secondary teachers stated that merit pay had not had an effect on their decision to remain in teaching. Eighty percent of middle and 56% of elementary teachers reported that they like to teach and will stay

regardless of merit pay. However, only 20% of secondary teachers made this same comment. All three groups stated that merit pay had not affected others decisions to remain in teaching.

Sixty percent of middle school teachers believed that merit pay is an incentive for teachers to improve their teaching. They stated that the evaluation process makes teachers do a self-evaluation and it motivates them to do a better job as reasons for this improvement. However, the majority of elementary, 68%, and secondary, 53%, teachers reported that merit pay is not an incentive for teachers to improve their teaching. They stated that money would not influence performance.

When asked what can be done to retain teachers in the classroom all three groups responded with higher salaries. A higher percentage of secondary teachers responded with higher salaries than did middle or elementary teachers.

One hundred percent of middle school teachers reported that they were satisfied with their careers as teachers. Eighty-six percent of elementary and 73% of secondary teachers also stated that they were satisfied with teaching as a career. Ninety percent of middle and 64% of elementary teachers said they would reenter the profession if given the same opportunity. However, 53% of secondary teachers would not reenter the teaching profession. They listed poor salary as the main reason for not reentering the profession.

When asked what could be done to attract individuals to enter the teaching profession the majority of teachers responded with higher pay. One hundred percent of middle, 82% of elementary, and 73% of secondary

teachers stated that higher pay was needed. Secondary teachers, 53%, also believed that the image of teachers needed to be improved in order to attract individuals into the profession.

Perceptions of Teachers by Region of the State

Teachers were interviewed from all regions of the state. Thirty-five teachers were interviewed from East, and 20 from both Middle and West Tennessee. Their responses were analyzed and are included in this section. Appendix H contains the frequencies and percentages for each response.

A high percentage of teachers from East, 94%, and West, 90%, Tennessee reported that merit pay had not affected their decision to remain in the teaching profession. Teachers from Middle Tennessee, 75%, also commented that merit pay had not had an influence in their decision to remain in the profession. Teachers in West, 75%, and East, 54%, Tennessee reported that they liked to teach and would stay regardless of merit pay. However, only 25% of teachers from Middle Tennessee made this same comment. Teachers from all regions of the state were in agreement that merit pay had not had any effect on others' decisions to remain in the teaching profession.

A larger percentage of teachers from West Tennessee stated that merit pay was not an incentive to improve their teaching. While 60% of Middle and 57% of East Tennessee teachers made this same comment. Teachers from all three groups said that money would not influence performance.

Perceptions of Teachers by School Setting

The school setting consists of schools in rural and urban settings. A total of 50 schools in rural settings and 25 schools in urban settings were used for this study. All responses are contained in Appendix I.

Rural teachers, 60%, reported that they worked in a good school climate. Only 48% of urban teachers made this same comment. Both groups reported that the school climate had not changed since the implementation of merit pay; however, teachers in both rural and urban settings made the comment that merit pay had affected their attitudes and/or the attitudes of other teachers. The comments with the highest frequency were merit pay has decreased the morale for some teachers, since the implementation of merit pay some teachers are resentful of other teachers, and some teachers have more negative attitudes.

Perceptions of Teachers by Certification

Tennessee teachers are certified by their position on the Career Ladder. Teachers are certified as Probationary, Apprentice, Career Level I, Career Level II, Career Level III, or Non-Career Ladder. For the purpose of this study three Probationary, five Apprentice, 50 Career Level I, three career Level II, and five Career Level III, and nine Non-Career Ladder teachers were interviewed. Since the sample size was small in all areas except Career Level I the data will be reported in frequencies instead of percentages in order to prevent misleading the reader (see Appendix J for the frequencies of each response).

Career Level I (30/50), Career Level III (3/5), and Non-Career Ladder (5/9) teachers described their school climates as good. Three out of five Apprentice teachers said that teachers in their schools worked and shared well together. Career Level II teachers (2/3) stated that teachers in their schools did not work well together.

Career Level I (48/50), Career Level II (2/3) and Non-Career Ladder (7/9) teachers reported that the school climate had not changed since the implementation of merit pay. However Career Level III (3/5) teachers said that the school climate had changed in a detrimental way.

Every certification level except Apprentice reported that merit pay had had an effect on their attitudes or on the attitudes with other teachers with whom they worked. Career Level II teachers stated that merit pay had caused some teachers to be resentful of other teachers. Career Level III teachers reported that some teachers had more negative attitudes since the implementation of merit pay. Most of the comments made by all certification levels were detrimental.

Career Level I (33/50), Career Level II (2/3), Career Level III (4/5), and Non-Career Ladder (5/9) teachers did not believe that merit pay was an incentive for teachers to improve their teaching. They said that money would not influence performance. However, Apprentice teachers said that merit pay was an incentive to improve teaching. Their reasons were varied.

Apprentice (5/5) and Career Level I (37/50) teachers stated that merit pay had not had an effect on their workload; however, Career Level II (3/3) and Career Level III (4/5) reported that their workload had

increased. They cited extra paperwork and working extra hours to earn extended contract money has being reasons for the increased workload.

The highest percentage of all teachers in all certification levels were satisfied with their careers as teachers. Probationary (2/3), Apprentice (5/5), Career Level I (30/50), Career Level III (4/5), and Non-Career Ladder (6/9) teachers stated they would reenter the teaching profession. Career Level II teachers (2/3) stated they would not reenter the profession because of poor salaries and lack of respect.

Perceptions of Teachers by Teaching Position

The teaching position consisted of sixty-seven classroom teachers, one librarian, two special education teachers, and five teachers who were classified as physical education, music, or vocational teachers. When the sample was selected it was not stratified for teaching position. This is the reason for the large number of classroom teachers and the small number of teachers teaching in other areas. Because of this the data were not analyzed by teaching position. Appendix K contains the frequencies of responses made by each group.

Perceptions of Teachers by Years of Experience

The number of years of teaching experience was grouped into seven groups. The first group contained teachers who had 0 to 5 years of experience. Twelve teachers made up this first group. The second group had 13 teachers who had taught 6 to 10 years. The third group was the largest. It contained teachers with 11 to 15 years of experience.

Twenty-six teachers were in this group. Nine teachers made up the group of teachers who had taught between 21 to 25 years. Five teachers were in the group that had 26 to 30 years of experience. The last group contained two teachers who had taught over 31 years. Appendix L contains a complete portrayal of frequencies and percentages for each response.

Teachers had mixed responses when asked how they felt about some teachers making more than other teachers. Teachers in the 0 to 5 group (11/12) and 20 out of 26 in the 11 to 15 group agreed, as did teachers in the 16 to 20 and 26 to 30 group. However, more teachers in the 6 to 10 group (7/13) and the 21 to 25 group (4/8) disagreed. Some who disagreed stated that all teachers should earn more, while others said that all teachers should earn the same.

All groups except the 6 to 10 group said that their attitudes or the attitudes of other teachers had changed in a detrimental way since the implementation of merit pay. Their comments included the following: merit pay had made some teachers resentful of other teachers, some teachers have more negative attitudes, teacher morale has decreased, and the evaluation system does not identify excellent teachers.

Teachers had mixed feelings about merit pay being an incentive for teachers to improve. Eight out of 12 teachers in the 0 to 5 group and four out of eight in the 21 to 25 group believed that merit pay was an incentive to improve. They made comments like the evaluation process makes teachers do a self evaluation, and if teachers continue teaching like they did for the evaluation process their teaching will improve.

All groups except the 31 and over group stated that merit pay was not an incentive to improve. The teachers in the 31 and over group had mixed views.

Teachers in every group except the 26 to 30 group reported that higher salaries were necessary to retain teachers in the classroom. The teachers in the 26 to 30 group had a variety of responses. For example they listed higher salaries, lowering the teacher-student ratio, and better working conditions as ways to retain teachers.

Teachers in the 11 to 15 group (15/26) said that merit had had an effect on their workload. They cited extra paper work as the cause for their increased workload. Teachers in the 31 and over category gave varied answers. However, the majority of teachers in the other five groups said that merit pay had not effected their workload.

Teachers in each group responded that they were satisfied with their careers as teachers; however, teachers in the 21 to 25 group (4/8) said they would not reenter the profession if given the same opportunity. They cited poor salaries as the main reason for not reentering. The majority of teachers in the other groups said they would reenter the teaching profession.

Perceptions of Teachers by Sex

Sixty-four female and eleven male teachers were interviewed for this study. They gave similar responses to most of the questions. Only the differences will be discussed in this section. The frequencies and responses for each response can be seen in Appendix M.

More women, 59%, described their school climates as being good, while only 36% of the men made this comment.

Fifty-five percent of women said they would stay in teaching regardless of merit pay. Only 36% of men made this comment. However, some men said that they were not in teaching for money.

Both men and women said that merit pay was not an incentive for teachers to improve their teaching. Forty-five percent of the men interviewed said that money would not influence performance.

More men, 45%, reported that the dissatisfier they received on a daily basis was apathetic students. They also listed lack of parental support and respect as being dissatisfiers. Women reported behavior problems as being their main dissatisfier.

Fifty-five percent of the men interviewed said that merit pay had had an effect on their workload. They cited more work for the evaluation process and extra paperwork as being reasons for the increased workload.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Politicians, administrators, teachers, and the general public are concerned with the quality of education in Tennessee schools. Merit pay was viewed as a way to improve education in Tennessee by financially rewarding teachers for a job well done. Depending on years of teaching experience and Career Ladder status teachers could earn bonuses ranging from one to three thousand dollars based solely on merit. Career Level II and III teachers could opt to work an extended contract and earn from two to four thousand dollars depending on status and length of the extended contract.

Merit pay was implemented in Tennessee for a variety of reasons. First, it was viewed as a way to improve education by encouraging teachers to work harder in order to earn Career Level I, II, or III status. By working longer hours preparing special lessons, and by attending workshops on the Tennessee Instructional Model it was believed that teachers' teaching would improve. Merit pay was also seen as a way to attract and retain talented teachers for Tennessee's schools. Merit pay was a way to motivate teachers by rewarding the "better" teachers with a monetary reward.

This chapter contains a summary of the findings of the study. It also presents the major conclusions which were drawn from these findings. Recommendations for further research are also contained in this chapter.

The Problem

The nation is expecting a teacher shortage and Tennessee will not be exempt from this shortage. It is important that the educational leaders examine the state's current educational reform movement and decide what impact the Career Ladder Program and Merit Pay are having on teachers' decisions to enter and remain in the teaching profession.

In order for Tennessee to have effective schools it must have effective classroom teachers. Efforts must be made to make Tennessee schools a place where teachers want to remain.

Teaching is a profession that depends a great deal on cooperation. Teachers need to provide support for each other in order to deal with the day to day frustrations encountered in the profession. The attainment of merit pay could cause problems among teachers because they may feel they are competing with their peers rather than sharing and cooperating.

The Purpose

The purpose of this study was to investigate the merit pay program in Tennessee as it relates to teachers' attitudes and feelings toward the profession. This study sought to determine the impact the program has had on teachers in Tennessee according to selected workplace variables. More specifically, the central questions of this study were:

1. How does merit pay impact the affective well-being of teachers?
2. Does merit pay have an impact on attracting and retaining teachers in the profession?
3. Are there important differences between teachers' perceptions of merit pay as it relates to selected demographic variables?

Procedures

A descriptive study was conducted by interviewing teachers using a semistructured interview guide. The interview guide was designed by the researcher and used to determine the affective impact of merit pay on Tennessee teachers.

The population used for this study was 75 teachers randomly selected from 15 schools across the state of Tennessee. The selected schools consisted of 10 elementary, two middle, and three secondary. Seven of the schools were in East, and four schools were from Middle, and four were from West Tennessee. Ten of these schools were located in rural settings while the other five were in urban settings. The

participating teachers represented a mixture of teachers in the state based upon position, current teaching level, number of years of experience, certification status, and sex.

Each principal from the selected schools was contacted by a letter explaining the study. A follow-up phone call was made to tell the principal which teachers had been selected to be interviewed, to answer any questions, and to set a date for the interviewing.

Data generated by the semistructured interview were analyzed in order to answer the three research questions posed in this study.

Findings

Research Question 1: How does merit pay impact the affective well-being of teachers?

Teachers do not get a chance to observe other teachers teaching. Teachers would like the opportunity to observe other teachers so they could get different teaching ideas.

Teachers reported that there had been no change in their working relationships since the implementation of merit pay; however, when this question was cross checked this statement was contradicted. Teachers reported that their attitudes or the attitudes of others had been affected in a negative way. They said that teacher morale had decreased, teachers have more negative attitudes, teachers are more resentful of each other, and Level II and III teachers are no better than those who did not apply.

Merit pay has had no effect on teachers' teaching. Teachers have not improved their teaching as a result of obtaining merit pay. Most teachers' workloads have not changed since the the implementation of merit pay.

Teachers agree with some teachers making more money than others. They stated that this practice had been in effect for years because teachers' salaries are determined by the number of years of experience and the level of education. Even though teachers said that they agreed with some teachers making more money than other teachers they did not say they agreed with the concept of merit pay.

The most important satisfier that teachers receive on a daily basis is seeing children learn. This satisfier is a motivator for them to remain in the teaching profession. The biggest dissatisfiers that teachers receive are apathetic students and discipline problems.

Research Question 2: Does merit pay have an impact on attracting and retaining teachers in the profession?

Merit pay has had no effect on teachers' decisions to remain in the teaching profession. Teachers reported that they would remain in teaching regardless of merit pay.

Merit pay was not mentioned as a way to retain teachers in the classroom. Higher salaries, lowering the teacher-pupil ratio, increasing parental support and respect, providing more money for books and supplies, improving the image of teachers, and improving the working

conditions were suggested by teachers as ways to retain them in the classroom.

Most teachers are satisfied with their careers as teachers and would reenter the teaching profession if given the same opportunity. Those teachers who would not reenter would not do so because of poor salaries.

Higher salaries are needed to attract individuals into the teaching profession. No mention was made of merit pay. Teachers also suggested improving both the image of teachers and preservice training programs.

Research Question 3: Are there important differences between teachers perceptions of merit pay as it relates to certain demographic variables?

The perceptions of teachers by teaching level were very similar on all the interview questions except for one. Secondary teachers did not view their school climates as cooperative.

The perceptions of teachers by region of the state, school setting, and by years of experience were very similar on all the interview questions.

The perceptions of teachers by certification were very similar on most of the interview questions. Differences were that Career Level III teachers saw a change in the school climate. They said it had changed in a detrimental way since the implementation of merit pay. Only Apprentice teachers reported that merit pay had not affected their attitudes toward teaching. Career Level II and III teachers reported an

increased workload due to extra paperwork and working extra hours to earn extended contract pay.

The perceptions of teachers by sex varied very little. More women than men described the school climate as good, and a larger number of women would remain in the teaching profession. Men said their workload had increased as a result of merit pay.

The data were not analyzed by teaching position because the sample was not stratified for teaching position, and as a result most of the teachers were classified as classroom teachers.

Conclusions

An analysis of the findings produces the following major conclusions:

1. Merit pay has not improved teaching methods or procedures.
2. Merit pay is not an effective incentive to attract or retain individuals in the profession.
3. Merit pay has caused dissension among teachers.
4. Even though merit pay has raised the salary level, teachers are still dissatisfied with their income.
5. Teacher dissatisfaction with salaries will be one of the important reasons for teachers leaving Tennessee.
6. Teachers need to be given the opportunity to observe other teachers in order to reduce teacher isolation and improve work satisfaction.

Recommendations for Future Research

The findings and conclusions of this study generated the following recommendations for further study:

1. The extent to which a negative evaluation affects teachers' well-being.
2. What incentives, other than money, can teachers be given to improve their well-being.
3. A study to investigate the differences of the affective impact of merit pay plans where group rewards are offered rather than individual rewards.
4. A similar study on merit pay where salaries are higher than in Tennessee.
5. A study to see, if the affective impact of merit pay plans differ from locally controlled plans to state controlled plans.

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APPENDICES

APPENDIX A

PILOT INTERVIEW GUIDE

Pilot Interview Guide

Introductory Statement

Hello, I'm Nancy Sims, a research assistant at the University of Tennessee. I am conducting a study about the effects of merit pay on teachers. You are one of seventy-five teachers selected at random from the over 40,000 member teaching force in Tennessee to participate in this interview process. Your responses are very important and they will be used to develop recommendations for improvement. I appreciate your help with this project and want to assure you that your comments will be kept in strict confidence with total anonymity. Do you have any questions about the purpose of this interview?

Demographics

What is your current teaching position?

What is your your current teaching level?

How many years have you taught?

What is your certification status?

School Setting

Region of the State

Sex

1. How often do you observe other teachers teaching?
How has this observation affected you as a teacher?
2. Describe the climate in your school?
Has it been affected in any way by merit pay?
3. Has merit pay had any effect on your workload?
4. Has there been any change in your working relationships with other teachers since the implementation of merit pay? (Please explain)
5. Has merit pay had any effect on your teaching?
6. How do you feel about some teachers earning more money than other teachers? (Explain)
7. Has merit pay had an effect on your decision to remain in teaching? (Explain)
Has it had any effect on others to remain in teaching? (Explain)
8. Do you believe merit pay is an incentive for teachers to improve their teaching? (Explain)

9. What can be done to retain teachers in the classroom?
10. How do you judge your success in the profession?
Is this a motivator for you to remain in the profession?
11. What satisfiers or dissatisfiers do you receive on a day to day basis?
How important is this to you?
12. Has merit pay had any effect on your attitude as a teacher or on the attitudes of other teachers with whom you work? (Please explain)
13. Are you satisfied with your career as a teacher? Why or Why Not?
14. If given the same opportunity would you reenter the teaching profession? Why?
15. What can be done to attract individuals to enter the teaching profession?
16. Do you have any other comments concerning merit pay or this interview?

APPENDIX B

INTERVIEW GUIDE

Interview Guide

Introductory Statement

Hello, I'm Nancy Sims, a research assistant at the University of Tennessee. I am conducting a study about the effects of merit pay on teachers. You are one of seventy-five teachers selected at random from the over 40,000 member teaching force in Tennessee to participate in this interview process. Your responses are very important and they will be used to develop recommendations for improvement. I appreciate your help with this project and want to assure you that your comments will be kept in strict confidence with total anonymity. Do you have any questions about the purpose of this interview?

Demographics

What is your current teaching position?

Classroom Teacher	Teaching Principal
Librarian	Guidance Counselor
Speech Therapist	School Psychologist
Special Education Teacher	Other

What is your current teaching level?

K-Elementary	Middle/J.H.S.- H.S.
Middle School/J.H.S.	K-High School
High School	K-4
K-Middle School/J.H.S.	Other

How many years have you taught?

1-5	16-20
6-10	21-25
11-15	26-30
	31+

What is your certification status?

Probationary	Career Level II
Apprentice	Career Level III
Career Level I	Non-Career Ladder

School Setting

Rural
Urban

Region of the State

East
Middle
West

Sex

Male
Female

Interview Questions

1. How often do you observe other teachers teaching?
How has this observation affected you as a teacher?
If you haven't observed other teachers teaching would you like to?
How would this observation affect you as a teacher?
2. Has there been any change in your working relationships with other teachers since the implementation of merit pay?
3. Has merit pay had any effect on your teaching?
4. How do you feel about some teachers earning more money than others?
5. Describe the climate in your school. Has it been affected in any way by merit pay? Please explain.
6. Has merit pay had any effect on your attitude as a teacher or on the attitudes of other teachers with whom you work? Please explain.
7. Has merit pay had an effect on your decision to remain in teaching?
Explain.
Has it had any effect on others to remain in teaching? Explain.
8. Do you believe merit pay is an incentive for teachers to improve their teaching? Explain.
9. What can be done to retain teachers in the classroom?
10. How do you judge your success in the profession?
Is this a motivator for you to remain in the profession?
11. What satisfiers or dissatisfiers do you receive on a day to day basis?
How important is this to you?
12. Has merit pay had any effect on your workload?
Probe: (What are you doing differently? Are you working more or less?) Explain.
13. Are you satisfied with your career as a teacher? Why or why not?
14. If given the same opportunity, would you reenter the teaching profession?
Why?
15. What can be done to attract individuals to enter the teaching profession?
16. Do you have any other comments concerning merit pay or this interview?

APPENDIX C

LETTER TO PRINCIPALS

Letter to Principals

Dear _____,

I am writing to request your help with a research project that I am conducting. Earlier this year I was a member of the UTK project team that was established by Education Commissioner, Charles E. Smith, to evaluate the Career Ladder Program in Tennessee. As a follow up to that project I am studying the effect of Merit Pay on teachers' attitudes about their work and their satisfaction with teaching. I believe the information from this study will be helpful to all of us working in education in Tennessee. I am doing this research as a part of my doctoral studies under the direction of my major professor, Dr. Jerry Bellon, who is also the project director for the state study.

The State Department of Education has helped me draw a random sample of schools that would be representative of all Tennessee schools. Your school was one that was identified to be included in the study. As a result I would appreciate having your permission to interview several of your teachers who were also randomly selected using the same sampling process. I can assure you that in no way will my interview interfere with the teachers' regular responsibilities.

I will be contacting you by telephone to see if I may schedule your school in this study. I will, at that time, have the names of the teachers who were drawn for the interview sample. I will also be happy to answer any questions you may have about the study.

I look forward to talking with you and having the opportunity to visit you and your school.

Sincerely,

Nancy Howard Sims
Research Assistant

APPENDIX D

CONTENT ANALYSIS

Content Analysis

Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?

001 NOT VERY OFTEN

002 NEVER

003 OFTEN-CASUAL OBSERVATION

Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?

004 GOT NEW TEACHING IDEAS

005 SECURITY OF SEEING OTHER TEACHERS DOING THE SAME THINGS (CONTINUITY OF PROGRAMS)

006 GOT CLASSROOM MANAGEMENT IDEAS

007 DID A SELF-EVALUATION

008 LEARNED FROM OTHERS

009 IT HAS NOT AFFECTED ME

Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?

010 YES

011 NO

Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?

012 IMPROVE MY TEACHING

013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES

014 GET CREATIVE IDEAS (i.e., bulletin boards, learning centers

015 WE COULD LEARN FROM EACH OTHER

016 GET DIFFERENT TEACHING IDEAS, TECHNIQUES, METHODS

017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN

018 SECURITY OF SEEING OTHERS DOING THE SAME THINGS

019 IT WOULD NOT AFFECT ME

Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?

020 YES

021 NO

022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM

023 I FEEL I HAVE BEEN USED BY TEACHERS GOING FOR UPPER LEVELS

024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER

025 NONE OF US LIKE MERIT PAY

025 TEACHERS ARE NOT AS SUPPORTIVE (WILLING TO SHARE IDEAS)

027 WE ARE ALL ON THE SAME LEVEL HERE

028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS

029 BETTER WORKING RELATIONSHIP WITH PEERS

Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?

030 YES

031 NO

BENEFICIAL

- 032 I AM MORE CONSCIENTIOUS
- 033 THE MONEY IS AN INCENTIVE TO DO BETTER
- 034 MADE ME MORE ENTHUSIASTIC
- 035 KEEPS MORALE UP
- 036 OTHER

DETRIMENTAL

- 037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS
- 038 MERIT PAY HAS LOWERED MORALE
- 039 IT TAKES TIME AWAY FROM MY STUDENTS

Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?

- 040 I AGREE
- 041 I DISAGREE

AGREE

- 042 GOOD TEACHERS SHOULD GET MORE
- 043 TEACHERS WHO WORK MORE SHOULD GET PAID MORE
- 044 THOSE WHO GO THROUGH THE EVALUATION PROCESS SUCCESSFULLY DESERVE MORE
- 045 SOME DESERVE MORE THAN OTHERS BASED ON EXPERIENCE AND EDUCATION
- 046 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED
- 047 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE
- 048 THE EVALUATION SYSTEM NEEDS TO BE FAIR

DISAGREE

- 049 ALL TEACHERS SHOULD EARN THE SAME
- 050 ALL TEACHERS SHOULD EARN MORE
- 051 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY
- 052 CURRENT SYSTEM TO DETERMINE WHO SHOULD GET EXTRA MONEY IS NOT FAIR
- 053 BEGINNING TEACHERS SHOULD NOT MAKE MORE THAN EXPERIENCED TEACHERS
- 054 OTHER

Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?

BENEFICIAL

- 055 GOOD CLIMATE (i.e., cooperative)
- 056 TEACHERS WORK AND SHARE TOGETHER
- 057 WE SHARE MATERIALS REGARDLESS OF CERTIFICATION STATUS
- 058 MORALE IS HIGH

DETRIMENTAL

- 059 TEACHERS DO NOT WORK WELL TOGETHER
- 060 WE ARE ISOLATED
- 061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER
- 062 MORALE IS LOW HERE
- 063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK
- 064 ADMINISTRATORS ARE NOT SUPPORTIVE
- 065 OTHER

Q5B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?

066 YES

067 NO

068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)

YES

069 WE WORK TOGETHER MORE

070 TEACHERS ARE MORE COMPETITIVE (THEY AREN'T SHARING)

071 UPPER LEVEL TEACHERS ARE MISTREATED

072 STRESS

073 NEGATIVE ATTITUDES TOWARD THE ONE'S WHO MADE UPPER LEVELS

074 MORE NEGATIVE ATTITUDES TOWARD TEACHING

NO

075 NO ONE WENT FOR UPPER LEVELS HERE

076 WE HAVE ALWAYS HAD HELPFUL TEACHERS

Q6 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?

077 YES

078 NO

BENEFICIAL-YES

079 IT HAS ENCOURAGED ME TO DO BETTER

080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY

081 MORE POSITIVE ATTITUDE

082 OTHER

DETRIMENTAL

083 MONEY IS NOT MY MOTIVATOR

084 I WOULD TEACH REGARDLESS OF MERIT PAY

085 SOME TEACHERS MADE UPPER LEVELS THAT SHOULDN'T HAVE

086 LEVEL II & III TEACHERS ARE NO BETTER THAN THOSE WHO DID NOT APPLY

087 MERIT PAY HAS MADE SOME TEACHERS RESENTFUL OF OTHER TEACHERS

088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES

089 DECREASED MORALE FOR SOME

090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM

091 SOME TEACHERS FEAR THE EVALUATION PROCESS

092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM

093 RESENT THE EXTRA BUSY WORK

094 STRESS

095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS (GAME PLAYING)

096 COMPETITION AND JEALOUSY

097 OTHER

Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?

098 YES

099 NO

BENEFICIAL-YES

- 100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD
- 101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION
- 102 I LIKE THE EXTRA MONEY
- 103 IT IS A WAY TO ADVANCE

DETRIMENTAL-NO

- 104 I PLAN TO RETIRE
- 105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY
- 106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE
- 107 I AM NOT HERE BECAUSE OF THE MONEY
- 108 IF CL WERE MANDATORY I WOULD LEAVE
- 109 IT IS NOT MEERIT PAY-YOU HAVE TO WORK FOR IT
- 110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION
- 111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY
- 112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY

Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?

- 113 YES
- 114 NO
- 115 I DO NOT KNOW
- 116 PROBABLY NOT

BENEFICIAL-YES

- 117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY
- 118 HIGHER STATUS-RECOGNIZES EFFORTS
- 119 YOUNGER TEACHERS LIKE MERIT PAY

DETRIMENTAL-NO

- 120 MERIT PAY IS NOT ENOUGH TO MATTER
- 121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY
- 122 IF IT WERE MANDATORY SOME WOULD LEAVE
- 123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL
- 124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION

Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?

- 125 YES
- 126 NO
- 127 MAYBE

BENEFICIAL-YES

- 128 EVALUATAION PROCESS MAKES TEACHERS DO A SELF-EVALUATION (CAUSES IMPROVEMENT)
- 129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED
- 130 TEACHERS CREATE NEW PROGRAMS
- 131 IF TEACHERS CONTINUE TEACHING LIKE THEY DID FOR EVALUATION THEIR TEACHIING WILL IMPROVE
- 132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB

- 133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)
- 134 DO WORKSHOPS
- 135 OTHER

DETRIMENTAL-NO

- 136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION
- 137 MONEY WILL NOT INFLUENCE PERFORMANCE
- 138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY
- 139 AFTER THE EVALUATION PROCESS TEACHERS GO BACK TO THEIR OLD WAYS
- 140 MERIT PAY IS NOT A MOTIVATOR
- 141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING

Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?

- 142 HIGHER SALARIES
- 143 IMPROVE IMAGE OF TEACHERS
- 144 LOWER PUPIL-RATIO
- 145 BETTER WORKING CONDITIONS
- 146 INCREASE PARENTAL SUPPORT AND RESPECT
- 147 MORE MONEY FOR BOOKS AND SUPPLIES
- 148 BETTER COMMUNICATION FROM LOCAL AND STATE
- 149 NEED STRONG LEADERSHIP (ADMINISTRATORS)
- 150 REDUCE PAPERWORK
- 151 IMPROVE DISCIPLINE OF STUDENTS
- 152 BETTER BENEFITS (i.e., insurance, personal days)
- 153 MORE EMPHASIS ON TEACHING AND STUDENTS
- 154 PLAN TIME
- 155 MORE INSTRUCTIONAL AIDES FOR TEACHERS
- 156 MERIT PAY
- 157 DROP MERIT PAY
- 158 DECREASE WORKLOAD
- 159 REDUCE NON-TEACHING DUTIES
- 160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES
- 161 IMPROVE TEACHER MORALE
- 162 OTHER INCENTIVES
- 163 PRAISE FOR A JOB WELL DONE
- 164 CONTINUE THE CI.
- 165 MORE STAFF DEVELOPMENT OPPORTUNITIES
- 166 BUILD AN ALTERNATIVE SCHOOL
- 167 REDUCE STRESS
- 168 OTHER

Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?

- 169 CHILDREN'S PROGRESS
- 170 POSITIVE COMMENTS FROM PARENTS
- 171 CHILDREN'S COMMENTS
- 172 PERSONAL FEELINGS (SELF-EVALUATION)
- 173 COMMENTS FROM PEERS

- 174 COMMENTS FROM THE PRINCIPAL
- 175 TEST SCORES OF STUDENTS
- 176 EVALUATION
- 177 OTHER

Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?

- 178 YES
- 179 NO
- 180 SATISFIERS ARE THE ONLY REASON I AM HERE
- 181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA

Q11A WHAT SATISFIERS DO YOU RECIEVE ON A DAY TO DAY BASIS?

- 182 SEEING CHILDREN LEARN
- 183 KNOWING I HAVE HELPED STUDENTS
- 184 FEELING LIKE I AM MAKING A CONTRIBUTION
- 185 SEEING CHILDREN EXCEL
- 186 POSITIVE COMMENTS FROM PARENTS
- 187 POSITIVE COMMENTS FROM CHILDREN
- 188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL
- 189 LIKE THE PEOPLE I WORK WITH
- 190 LIKE WORKING WITH YOUNG PEOPLE
- 191 GOOD PARENTAL SUPPORT
- 192 STUDENTS THAT HAVE A DESIRE TO LEARN
- 193 OTHER

Q11B WHAT DISSATISFIERS DO YOU RECIEVE ON A DAY TO DAY BASIS?

- 194 BEHAVIOR PROBLEMS
- 195 APATHIC STUDENTS
- 196 LACK OF PARENTAL SUPPORT AND RESPECT
- 197 NEGATIVE COMMENTS FROM PARENTS
- 198 LOW SALARY
- 199 OUTSIDE INTERRUPTIONS
- 200 LACK OF FUNDS TO OPERATE PROGRAM
- 201 PAPERWORK
- 202 DISRESPECT FROM THE PUBLIC
- 203 LACK OF TIME OF GET EVERYTHING DONE
- 204 NON-COOPERATIVE FACULTY MEMBERS
- 205 STUDENTS THAT ARE NOT PREPARED FOR CLASS
- 206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL
- 207 LARGE CLASS SIZE
- 208 NON-TEACHING DUTIES
- 209 NONE
- 210 INCONSISTENCY OF OTHER TEACHERS
- 211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS
- 212 ROUTINE OF JOB
- 213 OTHER

Q11C HOW IMPORTANT IS THIS TO YOU?

214 VERY IMPORTANT

SATISFIERS

215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION

216 SATISFIERS ARE WHAT DRIVE ME

217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY

218 OTHER

DISSATISFIERS

219 DISSATISFIERS COULD MAKE ME QUIT

220 DISSATISFIERS ARE DISCOURAGING

221 DISSATISFIERS LIMITS WHAT I CAN DO

222 I WORK TO OVERCOME THE DISSATISFIERS

223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY

Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?

224 YES

225 NO

YES

226 EVALUATION PROCESS REQUIRES MORE WORK

227 INCREASED WORKLOAD

228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY

229 EXTRA PAPERWORK

230 MORE DETAILED PLANS

231 OTHER

NO

232 I AM DOING THINGS THE SAME WAY

233 LEVEL I DOES NOT REQUIRE EXTRA WORK

234 MERIT PAY HAS ALWAYS EXISTED FOR ME

235 I DO NOT GET MERIT PAY

Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?

236 YES

237 NO

WHY? POSITIVE-BENEFICIAL

238 I LIKE TO TEACH

239 I ENJOY WORKING WITH YOUNG PEOPLE

240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING

241 I LIKE THE HOURS AND VACATION TIME

242 WAY TO BE CREATIVE

243 PROUD TO BE A TEACHER

244 FEEL I HAVE HELPED STUDENTS

245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN

246 I LIKE TO SEE CHILDREN LEARN

247 I HAVE ALWAYS WANTED TO TEACH
248 OTHER

WHY NOT? NEGATIVE-DETRIMENTAL

249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE
250 BAD IMAGE OF THE TEACHING PROFESSION
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)
252 FEEL FRUSTRATED WITH TEACHING
253 LACK OF PARENTAL SUPPORT
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)
255 DISCIPLINE PROBLEMS
256 APATHIC STUDENTS
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS
258 STRESS
259 OTHER

Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU REENTER THE TEACHING PROFESSION?

260 YES
261 NO
262 PROBABLY
263 PROBABLY NOT

WHY?--YES

264 I LIKE TEACHING
265 I HAVE ALWAYS WANTED TO TEACH
266 I ENJOY WORKING WITH CHILDREN
267 GOOD HOURS-VACATION
268 REWARDING PROFESSION
269 OTHER

WHY NOT?--NO

270 POOR SALARY
271 LACK OF RESPECT
272 LACK OF PARENTAL SUPPORT
273 APATHIC STUDENTS
274 DISCIPLINE PROBLEMS
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION
278 NO WAY TO ADVANCE

Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?

279 HIGHER PAY
280 IMPROVE IMAGE OF TEACHERS
281 IMPROVE PRESERVICE TRAINING
282 INCREASE BENEFITS (i.e., insurance, personal days)

283 DECREASE WORKLOAD
284 LOWER PUPIL-TEACHER RATIO
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)
286 IMPROVE DISCIPLINE
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)
288 IMPROVE CURRICULUM IN SCHOOLS
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS
290 HAVE A CAREER DAY
291 PROVIDE OTHER INCENTIVES
292 IMPROVE PARENTAL SUPPORT
293 SUPPORTIVE ADMINISTRATORS
294 MAKE TEACHING A PROFESSION
295 NEED A WAY TO ADVANCE
296 I DO NOT KNOW
297 CONTINUE CURRENT PROGRAM
298 PROVIDE AIDES
299 OTHER

Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?

300 MERIT PAY DOES NOT WORK
301 DROP MERIT PAY
302 EVALUATION PROCESS IS NOT FAIR
303 MERIT PAY IS NOT FAIR
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TEACHERS
305 MERIT PAY ENCOURAGES COMPETITION
306 MERIT PAY MONEY COULD BE BETTER SPENT IN THE CLASSROOM
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS
310 DO NOT DISCARD MERIT PAY
311 CONTINUE THE CURRENT EVALUATION PROCESS
312 I APPRECIATE BEING INTERVIEWED
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE
314 STUDENTS SUFFER BECAUSE OF THE CL
315 EVALUATION SHOULD BE LOCAL NOT STATE
316 I LIKE MERIT PAY
317 DISCONTINUE THE CL
318 TEACHERS NEED TO RECEIVE MORE PRAISE
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT
320 OTHER

APPENDIX E

FREQUENCIES AND PERCENTAGES
OF TOTAL RESPONSES

Table E-1

Frequencies and Percentages of Total Responses to Individual Interview Questions

RESPONSE	FREQUENCY	PERCENTAGE
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?		
001 NOT VERY OFTEN	29	39%
002 NEVER	36	48%
003 OFTEN-CASUAL OBSERVATION	10	13%
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?		
004 GOT NEW TEACHING IDEAS	20	27%
005 CONTINUITY OF PROGRAMS	3	4%
006 GOT CLASSROOM MANAGEMENT IDEAS	4	5%
007 DID A SELF-EVALUATION	3	4%
008 LEARNED FROM OTHERS	4	5%
009 IT HAS NOT AFFECTED ME	1	1%
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?		
010 YES	47	63%
011 NO	1	1%
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?	8	11%
012 IMPROVE MY TEACHING		
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES	12	16%
014 GET CREATIVE IDEAS	4	5%
015 WE COULD LEARN FROM EACH OTHER	8	11%
016 GET DIFFERENT TEACHING METHODS	46	61%
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN	2	3%
018 CONTINUITY OF PROGRAMS	1	1%
019 IT WOULD NOT AFFECT ME	1	1%
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?		
020 YES	9	12%
021 NO	66	88%
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM	5	7%
023 I FEEL I HAVE BEEN USED BY TS GOING FOR UPPER LEVELS	1	1%
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER	2	3%
025 NONE OF US LIKE MERIT PAY	1	1%
025 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS	3	4%
027 WE ARE ALL ON THE SAME LEVEL HERE	3	4%
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS	2	3%
029 BETTER WORKING RELATIONSHIP WITH PEERS	3	4%
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?		
030 YES	12	16%
031 NO	63	84%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
BENEFICIAL:		
032 I AM MORE CONSCIENTIOUS	4	5%
033 THE MONEY IS AN INCENTIVE TO DO BETTER	2	3%
034 MADE ME MORE ENTHUSIASTIC	2	3%
035 KEEPS MORALE UP	1	1%
036 OTHER	1	1%
DETRIMENTAL:		
037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS	1	1%
038 MERIT PAY HAS LOWERED MORALE	1	1%
039 IT TAKES TIME AWAY FROM MY STUDENTS	1	1%
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?		
040 I AGREE	49	65%
041 I DISAGREE	25	33%
AGREE:		
042 GOOD TEACHERS SHOULD GET MORE	19	25%
043 TEACHERS WHO WORK MORE SHOULD GET PAID MORE	17	23%
044 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE	9	12%
045 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION	10	13%
046 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED	5	7%
047 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE	1	1%
048 THE EVALUATION SYSTEM NEEDS TO BE FAIR	3	4%
DISAGREE:		
049 ALL TEACHERS SHOULD EARN THE SAME	8	11%
050 ALL TEACHERS SHOULD EARN MORE	14	19%
051 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY	11	15%
052 CURRENT EVAL. SYSTEM IS NOT FAIR	9	12%
053 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS	1	1%
054 OTHER	2	3%
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?		
BENEFICIAL:		
055 GOOD CLIMATE	41	55%
056 TEACHERS WORK AND SHARE TOGETHER	30	40%
057 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS	4	5%
058 MORALE IS HIGH	2	3%
DETRIMENTAL:		
059 TEACHERS DO NOT WORK WELL TOGETHER	12	16%
060 WE ARE ISOLATED	7	9%
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER	2	3%
062 MORALE IS LOW HERE	2	3%
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK	1	1%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
064 ADMINISTRATORS ARE NOT SUPPORTIVE	2	3%
065 OTHER	1	1%
05B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?		
066 YES	8	11%
067 NO	63	84%
068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)	2	3%
YES:		
069 WE WORK TOGETHER MORE	3	4%
070 TEACHERS ARE MORE COMPETITIVE	4	5%
071 UPPER LEVEL TEACHERS ARE MISTREATED	1	1%
072 STRESS	1	1%
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS	1	1%
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING	1	1%
NO:		
075 NO ONE WENT FOR UPPER LEVELS HERE	2	3%
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS	2	3%
06 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?		
077 YES	50	67%
078 NO	25	33%
BENEFICIAL-YES:		
079 IT HAS ENCOURAGED ME TO DO BETTER	4	5%
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY	6	8%
081 MORE POSITIVE ATTITUDE	3	4%
082 OTHER	1	1%
DETRIMENTAL-NO:		
083 MONEY IS NOT MY MOTIVATOR	5	7%
084 I WOULD TEACH REGARDLESS OF MERIT PAY	1	1%
085 SOME UNDESERVING TS MADE UPPER LEVELS	7	9%
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY	10	13%
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS	13	17%
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES	18	24%
089 DECREASED MORALE FOR SOME	14	19%
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM	2	3%
091 SOME TEACHERS FEAR THE EVALUATION PROCESS	4	5%
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM	5	7%
093 RESENT THE EXTRA BUSY WORK	7	9%
094 STRESS	5	7%
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS	8	11%
096 COMPETITION AND JEALOUSY	4	5%
097 OTHER	6	8%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?		
098 YES	9	12%
099 NO	66	88%
BENEFICIAL-YES:		
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD	5	7%
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION	1	1%
102 I LIKE THE EXTRA MONEY	1	1%
103 IT IS A WAY TO ADVANCE	1	1%
DETRIMENTAL-NO:		
104 I PLAN TO RETIRE	11	15%
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY	39	52%
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE	11	15%
107 I AM NOT HERE BECAUSE OF THE MONEY	17	23%
108 IF CL WERE MANDATORY I WOULD LEAVE	2	3%
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT	1	1%
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION	3	4%
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY	2	3%
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY	1	1%
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?		
113 YES	13	17%
114 NO	47	63%
115 I DO NOT KNOW	11	15%
116 PROBABLY NOT	1	1%
BENEFICIAL-YES:		
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY	8	11%
118 HIGHER STATUS-RECOGNIZES EFFORTS	1	1%
119 YOUNGER TEACHERS LIKE MERIT PAY	2	3%
DETRIMENTAL-NO:		
120 MERIT PAY IS NOT ENOUGH TO MATTER	15	20%
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY	9	12%
122 IF IT WERE MANDATORY SOME WOULD LEAVE	1	1%
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL	9	12%
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION	2	3%
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?		
125 YES	27	36%
126 NO	46	61%
127 MAYBE	1	1%
BENEFICIAL-YES:		
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION	7	9%
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED	4	5%
130 TEACHERS CREATE NEW PROGRAMS	3	4%
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE	5	7%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB	7	9%
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)	11	15%
134 DO WORKSHOPS	1	1%
135 OTHER	2	3%
DETRIMENTAL-NO:		
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION	4	5%
137 MONEY WILL NOT INFLUENCE PERFORMANCE	32	43%
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY	6	8%
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS	20	27%
140 MERIT PAY IS NOT A MOTIVATOR	6	8%
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING	4	5%
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?		
142 HIGHER SALARIES	53	71%
143 IMPROVE IMAGE OF TEACHERS	13	17%
144 LOWER TEACHER-PUPIL RATIO	25	33%
145 BETTER WORKING CONDITIONS	12	16%
146 INCREASE PARENTAL SUPPORT AND RESPECT	18	24%
147 MORE MONEY FOR BOOKS AND SUPPLIES	13	17%
148 BETTER COMMUNICATION FROM LOCAL AND STATE	3	4%
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)	11	15%
150 REDUCE PAPERWORK	11	15%
151 IMPROVE DISCIPLINE OF STUDENTS	11	15%
152 BETTER BENEFITS (i.e., insurance, personal days)	3	4%
153 MORE EMPHASIS ON TEACHING AND STUDENTS	10	13%
154 PLAN TIME	5	7%
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS	4	5%
156 MERIT PAY	1	1%
157 DROP MERIT PAY	3	4%
158 DECREASE WORKLOAD	4	5%
159 REDUCE NON-TEACHING DUTIES	3	4%
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES	1	1%
161 IMPROVE TEACHER MORALE	3	4%
162 PROVIDE OTHER INCENTIVES	1	1%
163 PRAISE FOR A JOB WELL DONE	2	3%
164 CONTINUE THE CL	1	1%
165 MORE STAFF DEVELOPMENT OPPORTUNITIES	2	3%
166 BUILD AN ALTERNATIVE SCHOOL	1	1%
167 REDUCE STRESS	1	1%
168 OTHER	3	4%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?		
169 CHILDREN'S PROGRESS	57	76%
170 POSITIVE COMMENTS FROM PARENTS	16	21%
171 CHILDREN'S COMMENTS	25	33%
172 PERSONAL FEELINGS (SELF-EVALUATION)	8	11%
173 COMMENTS FROM PEERS	8	11%
174 COMMENTS FROM THE PRINCIPAL	3	4%
175 TEST SCORES OF STUDENTS	7	9%
176 EVALUATION	3	4%
177 OTHER	1	1%
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?		
178 YES	73	97%
179 NO	2	3%
180 SATISFIERS ARE THE ONLY REASON I AM HERE	2	3%
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA	1	1%
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?		
182 SEEING CHILDREN LEARN	42	56%
183 KNOWING I HAVE HELPED STUDENTS	11	15%
184 FEELING LIKE I AM MAKING A CONTRIBUTION	4	5%
185 SEEING CHILDREN EXCEL	4	5%
186 POSITIVE COMMENTS FROM PARENTS	12	16%
187 POSITIVE COMMENTS FROM CHILDREN	7	9%
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL	9	12%
189 LIKE THE PEOPLE I WORK WITH	5	7%
190 LIKE WORKING WITH YOUNG PEOPLE	12	16%
191 GOOD PARENTAL SUPPORT	2	3%
192 STUDENTS THAT HAVE A DESIRE TO LEARN	15	20%
193 OTHER	3	4%
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?		
194 BEHAVIOR PROBLEMS	21	28%
195 APATHETIC STUDENTS	21	28%
196 LACK OF PARENTAL SUPPORT AND RESPECT	17	23%
197 NEGATIVE COMMENTS FROM PARENTS	11	15%
198 LOW SALARY	3	4%
199 OUTSIDE INTERRUPTIONS	6	8%
200 LACK OF FUNDS TO OPERATE PROGRAM	6	8%
201 PAPERWORK	4	5%
202 DISRESPECT FROM THE PUBLIC	4	5%
203 LACK OF TIME OF GET EVERYTHING DONE	4	5%
204 NON-COOPERATIVE FACULTY MEMBERS	10	13%
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS	9	12%
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL	2	3%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
207 LARGE CLASS SIZE	1	1%
208 NON-TEACHING DUTIES	1	1%
209 NONE	1	1%
210 INCONSISTENCY OF OTHER TEACHERS	3	4%
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS	1	1%
212 ROUTINE OF JOB	1	1%
213 OTHER	1	1%
Q11C HOW IMPORTANT IS THIS TO YOU?		
214 VERY IMPORTANT	64	85%
SATISFIERS:		
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION	16	21%
216 SATISFIERS ARE WHAT DRIVE ME	7	9%
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY	1	1%
218 OTHER	1	1%
DISSATISFIERS:		
219 DISSATISFIERS COULD MAKE ME QUIT	7	9%
220 DISSATISFIERS ARE DISCOURAGING	14	19%
221 DISSATISFIERS LIMIT WHAT I CAN DO	7	9%
222 I WORK TO OVERCOME THE DISSATISFIERS	4	5%
223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY	3	4%
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?		
224 YES	26	35%
225 NO	48	64%
YES:		
226 EVALUATION PROCESS REQUIRES MORE WORK	7	9%
227 INCREASED WORKLOAD	10	13%
228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY	7	9%
229 EXTRA PAPERWORK	12	16%
230 MORE DETAILED PLANS	3	4%
231 OTHER	2	3%
NO:		
232 I AM DOING THINGS THE SAME WAY	2	3%
233 LEVEL I DOES NOT REQUIRE EXTRA WORK	5	7%
234 MERIT PAY HAS ALWAYS EXISTED FOR ME	3	4%
235 I DO NOT GET MERIT PAY	1	1%
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?		
236 YES	63	84%
237 NO	10	13%
BENEFICIAL:		
238 I LIKE TO TEACH	31	41%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
239 I ENJOY WORKING WITH YOUNG PEOPLE	24	32%
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING	24	32%
241 I LIKE THE HOURS AND VACATION TIME	12	16%
242 WAY TO BE CREATIVE	5	7%
243 PROUD TO BE A TEACHER	3	4%
244 FEEL I HAVE HELPED STUDENTS	4	5%
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN	3	4%
246 I LIKE TO SEE CHILDREN LEARN	2	3%
247 I HAVE ALWAYS WANTED TO TEACH	6	8%
248 OTHER	2	3%
DETIMENTAL:		
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE	6	8%
250 BAD IMAGE OF THE TEACHING PROFESSION	2	3%
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)	6	8%
252 FEEL FRUSTRATED WITH TEACHING	3	4%
253 LACK OF PARENTAL SUPPORT	5	7%
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)	3	4%
255 DISCIPLINE PROBLEMS	2	3%
256 APATHETIC STUDENTS	1	1%
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS	2	3%
258 STRESS	1	1%
259 OTHER	1	1%
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?		
260 YES	48	64%
261 NO	20	27%
262 PROBABLY	2	3%
263 PROBABLY NOT	6	8%
BENEFICIAL:		
264 I LIKE TEACHING	32	43%
265 I HAVE ALWAYS WANTED TO TEACH	6	8%
266 I ENJOY WORKING WITH CHILDREN	23	31%
267 GOOD HOURS-VACATION	10	13%
268 REWARDING PROFESSION	12	16%
269 OTHER	2	3%
DETIMENTAL:		
270 POOR SALARY	19	25%
271 LACK OF RESPECT	10	13%
272 LACK OF PARENTAL SUPPORT	5	7%
273 APATHETIC STUDENTS	4	5%
274 DISCIPLINE PROBLEMS	3	4%
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)	6	8%
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE	2	3%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION	1	1%
278 NO WAY TO ADVANCE	1	1%
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?		
279 HIGHER PAY	61	81%
280 IMPROVE IMAGE OF TEACHERS	30	40%
281 IMPROVE PRESERVICE TRAINING	12	16%
282 INCREASE BENEFITS (i.e., insurance, personal days)	7	9%
283 DECREASE WORKLOAD	8	11%
284 LOWER TEACHER-PUPIL RATIO	7	9%
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)	10	13%
286 IMPROVE DISCIPLINE	4	5%
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)	7	9%
288 IMPROVE CURRICULUM IN SCHOOLS	3	4%
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS	2	3%
290 HAVE A CAREER DAY	1	1%
291 PROVIDE OTHER INCENTIVES	3	4%
292 IMPROVE PARENTAL SUPPORT	1	1%
293 SUPPORTIVE ADMINISTRATORS	3	4%
294 MAKE TEACHING A PROFESSION	1	1%
295 NEED A WAY TO ADVANCE	1	1%
296 I DO NOT KNOW	1	1%
297 CONTINUE CURRENT PROGRAM	1	1%
298 PROVIDE AIDES	1	1%
299 OTHER	5	7%
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?		
300 MERIT PAY DOES NOT WORK	9	12%
301 DROP MERIT PAY	3	4%
302 EVALUATION PROCESS IN NOT FAIR	13	17%
303 MERIT PAY IS NOT FAIR	7	9%
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS	10	13%
305 MERIT PAY ENCOURAGES COMPETITION	2	3%
306 MERIT PAY S COULD BE BETTER SPENT IN THE CLASSROOM	2	3%
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY	1	1%
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING	3	4%
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS	3	4%
310 DO NOT DISCARD MERIT PAY	4	5%
311 CONTINUE THE CURRENT EVALUATION PROCESS	1	1%
312 I APPRECIATE BEING INTERVIEWED	1	1%
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE	3	4%
314 STUDENTS SUFFER BECAUSE OF THE CL	1	1%

Table E-1 (continued)

RESPONSE	FREQUENCY	PERCENTAGE
315 EVALUATION SHOULD BE LOCAL NOT STATE	2	3%
316 I LIKE MERIT PAY	2	3%
317 DISCONTINUE THE CL	2	3%
318 TEACHERS NEED TO RECEIVE MORE PRAISE	2	3%
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT	2	3%
320 OTHER	2	3%

APPENDIX F

RANK ORDER OF RESPONSES

Table F-1

Rank Order of Responses

RANK	RESPONSE	# OF RESPONSES
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?		
1	NEVER	36
2	NOT VERY OFTEN	29
3	OFTEN-CASUAL OBSERVATIONS	10
HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?		
1	GOT NEW TEACHING IDEAS	20
2	GOT CLASSROOM MANAGEMENT IDEAS	4
2	LEARNED FROM OTHERS	4
3	SEEING CONTINUITY OF PROGRAMS	3
3	DID A SELF-EVALUATION	3
4	IT HAS NOT AFFECTED ME	1
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?		
1	YES	47
2	NO	1
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?		
1	GET DIFFERENT TEACHING IDEAS AND TECHNIQUES	46
2	COULD GET CLASSROOM MANAGEMENT TECHNIQUES	12
3	IMPROVE MY TEACHING	8
3	WE LEARN FROM EACH OTHER	8
4	GET CREATIVE IDEAS	4
5	GET A BETTER FEEL FOR HOW I CAN HELP CHILDREN	2
6	SECURITY OF SEEING OTHERS DO THE SAME THINGS	1
6	IT WOULD NOT AFFECT ME	1
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?		
1	NO	66
2	YES	9
3	I HAVE ALWAYS WORKED UNDER THE CL PROGRAM	5
4	TEACHERS ARE NOT AS SUPPORTIVE	3
4	WE ARE ALL ON THE SAME LEVEL	3
4	BETTER WORKING RELATIONSHIPS	3
5	SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS	2
5	I DON'T FEEL UPPER LEVEL TEACHERS ARE BETTER	2
6	I FEEL I'VE BEEN USED BY UPPER LEVEL TEACHERS	1
6	NONE OF US LIKE MERIT PAY	1
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?		
1	NO	63
2	YES	12
BENEFICIAL COMMENTS:		
1	I AM MORE CONSCIENTIOUS	4
2	THE MONEY IS AN INCENTIVE TO DO BETTER	2
2	IT HAS MADE ME MORE ENTHUSIASTIC	2
3	KEEPS MORALE UP	1
3	OTHER	1
DETRIMENTAL COMMENTS:		
1	I HAVE LOST INITIATIVE TO DO EXTRA THINGS	1
1	MERIT PAY HAS LOWERED MORALE	1
1	IT TAKES TIME AWAY FROM MY STUDENTS	1
Q4 HOW DO YOU FEEL ABOUT TEACHERS EARNING MORE MONEY THAN OTHERS?		
1	I AGREE	49
2	I DISAGREE	25

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
ACREE:		
1	GOOD TEACHERS SHOULD GET MORE	19
2	TEACHERS WHO WORK MORE SHOULD GET PAID MORE	17
3	SOME DESERVE MORE-EXPERIENCE & EDUCATION	10
4	THOSE WHO GO THROUGH EVAL. PROC. SHOULD GET MORE	9
5	POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED	5
6	THE EVALUATION SYSTEM NEEDS TO BE FAIR	3
7	TEACHERS IN CERTAIN SUBJECTS SHOULD EARN MORE	1
DISAGREE:		
1	ALL TEACHERS SHOULD EARN MORE	14
2	SOME UNDESERVING TEACHERS ARE GETTING EXTRA \$	11
2	ALL TEACHERS SHOULD GET THE SAME	11
3	CURRENT EVAL. METHODS ARE UNFAIR	9
4	OTHER	2
5	BEGINNING TS SHOULDN'T GET MORE THAN EXPER. TS	1
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?		
BENEFICIAL COMMENTS:		
1	GOOD CLIMATE	41
2	TEACHERS WORK WELL TOGETHER	30
3	WE SHARE IDEAS REGARDLESS OF STATUS	4
4	MORALE IS HIGH	2
DETRIMENTAL COMMENTS:		
1	TEACHERS DO NOT WORK WELL TOGETHER	12
2	WE ARE ISOLATED	7
3	WE DO NOT HAVE TIME TO MEET TOGETHER	2
3	MORALE IS LOW HERE	2
3	ADMINISTRATORS ARE NOT SUPPORTIVE	2
4	SOME TEACHERS DON'T WANT TO DO EXTRA WORK	1
4	OTHER	1
Q5B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?		
1	NO	63
2	YES	8
3	I DON'T KNOW-I WASN'T HERE BEFORE MERIT PAY	2
YES COMMENTS:		
1	TEACHERS ARE MORE COMPETITIVE	4
2	WE WORK TOGETHER MORE	3
3	UPPER LEVEL TEACHERS ARE MISTREATED	1
3	MORE STRESS	1
3	NEGATIVE ATTITUDES TOWARD UPPER LEVEL TEACHERS	1
3	MORE NEGATIVE ATTITUDES TOWARD TEACHING	1
NO COMMENTS:		
1	NO ONE WENT FOR UPPER LEVELS HERE	2
1	WE HAVE ALWAYS HAD HELPFUL TEACHERS	2
Q6 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTUTDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?		
1	YES	50
2	NO	25
BENEFICIAL COMMENTS:		
1	GIVES TEACHERS THE OPPORTUNITY TO EARN MORE \$\$	6
2	IT HAS ENCOURAGED ME TO DO BETTER	4
3	MORE POSITIVE ATTITUDE	3
4	OTHER	1

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
DETRIMENTAL COMMENTS:		
1	SOME TEACHERS HAVE MORE NEGATIVE ATTITUDES	18
2	DECREASED MORALE FOR SOME TEACHERS	14
3	SOME TEACHERS ARE RESENTFUL OF OTHER TEACHERS	13
4	LEVEL II & III ARE NO BETTER THAN OTHER TS	10
5	EVALUATION SYSTEM DOESN'T IDENT. EXCELL. TS	8
6	SOME TEACHERS MADE UPPER LEV. THAT SHOULDN'T	7
6	RESENT THE EXTRA BUSY WORK	7
7	OTHER	6
8	MONEY ISN'T MY MOTIVATOR	5
8	DISCOURAGED BY LACK OF SUPPORT FOR THE PROGRAM	5
8	MORE STRESS	5
9	SOME TEACHERS FEAR THE EVAL. PROCESS	4
9	MORE COMPETITION AND JEALOUSY	4
10	CONFUSED ABOUT THE ENTIRE PROGRAM	2
11	I WOULD TEACH REGARDLESS OF MERIT PAY	1
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?		
1	NO	66
2	YES	9
BENEFICIAL COMMENTS:		
1	CAN EARN MORE MONEY IN MY FIELD	5
2	FEEL I SHOULD STAY IN THE PROFESSION	1
2	I LIKE THE EXTRA MONEY	1
2	IT IS A WAY TO ADVANCE	1
DETRIMENTAL COMMENTS:		
1	I WILL TEACH REGARDLESS OF MERIT PAY	39
2	I AM NOT HERE BECAUSE OF MONEY	17
3	I PLAN TO RETIRE	11
3	MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE	11
4	I COULD MAKE MORE \$\$ OUTSIDE THE PROFESSION	3
5	IF THE CL WERE MANDATORY I WOULD LEAVE	2
5	THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY	2
6	IT'S NOT MERIT PAY-YOU HAVE TO WORK FOR IT	1
6	I MAY LEAVE THE PROF. BECAUSE OF THE CL & MP	1
Q7B HAS IT HAD ANY EFFECT ON OTHERS' DECISIONS TO REMAIN IN TEACHING?		
1	NO	47
2	YES	13
3	I DO NOT KNOW	11
4	PROBABLY NOT	1
BENEFICIAL COMMENTS:		
1	GIVES TEACHERS A CHANCE TO EARN MORE MONEY	8
2	YOUNGER TEACHERS LIKE MERIT PAY	2
3	HIGHER STATUS-RECOGNIZES EFFORTS	1
DETRIMENTAL COMMENTS:		
1	MERIT PAY ISN'T ENOUGH TO MATTER	15
2	REMAIN BECAUSE THEY LIKE TO TEACH NOT FOR \$\$	9
2	SOME HAVE LEFT THE PROF. BECAUSE OF THE CL	9
3	COULD EARN MORE MONEY OUTSIDE THE PROFESSION	2
4	IF IT WERE MANDATORY I WOULD LEAVE THE PROF.	1

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?		
1	NO	46
2	YES	27
3	MAYBE	1
BENEFICIAL COMMENTS:		
1	TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)	11
2	EVAL. PROC. MAKES TEACHER DO A SELF EVALUATION	7
2	MERIT PAY WILL MOTIVATE TS TO DO A BETTER JOB	7
3	IF TS CONT. TO TEACH LIKE THEY DID FOR EVAL. PRO.	5
4	TEACHERS FEEL THEIR EFFORTS ARE REWARDED	4
5	TEACHERS CREATE NEW PROGRAMS	3
6	OTHER	2
7	TEACHERS PRESENT WORKSHOPS	1
DETRIMENTAL COMMENTS:		
1	MONEY WILL NOT INFLUENCE PERFORMANCE	32
2	AFTER THE EVAL. PROC. TS RETURN TO OLD WAYS	20
3	IMPROVE BECAUSE WE LIKE TO TEACH NOT \$\$	6
3	MERIT PAY IS NOT A MOTIVATOR	6
4	EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION	4
4	THE EVAL. PROC. DOESN'T MEASURE GOOD TEACHING	4
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?		
1	HIGHER SALARIES	53
2	LOWER TEACHER-PUPIL RATIO	25
3	INCREASE PARENTIAL SUPPORT AND RESPECT	18
4	IMPROVE IMAGE OF TEACHERS	13
4	MORE MONEY FOR BOOKS AND SUPPLIES	13
5	BETTER WORKING CONDITIONS	12
6	NEED STRONG LEADERSHIP	11
6	REDUCE PAPERWORK	11
6	IMPROVE DISCIPLINE OF STUDENTS	11
7	MORE EMPHASIS ON TEACHING AND STUDENTS	10
8	PLAN TIME	5
9	MORE INSTRUCTIONAL AIDES FOR TEACHERS	4
9	DECREASE WORKLOAD	4
10	BETTER BENEFITS (i.e., insurance, per. days)	3
10	DROP MERIT PAY	3
10	REDUCE NON-TEACHING DUTIES	3
10	IMPROVE TEACHER MORALE	3
10	OTHER	3
10	BETTER COMMUNICATION FROM LOCAL AND STATE	3
11	PRAISE	2
11	MORE STAFF DEVELOPMENT OPPORTUNITIES	2
12	MERIT PAY	1
12	LESS EMPHASIS ON EXTRA-CURR. ACTIVITIES	1
12	PROVIDE OTHER INCENTIVES	1
12	CONTINUE THE CL	1
12	BUILD AN ALTERNATIVE SCHOOL	1
12	REDUCE STRESS	1
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?		
1	CHILDREN'S PROGRESS	53
2	CHILDREN'S COMMENTS	25
3	POSITIVE COMMENTS FROM PARENTS	16
4	PERSONAL FEELINGS	8
4	COMMENTS FROM PEERS	8
5	TEST SCORES OF STUDENTS	7

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
6	COMMENTS FROM THE PRINCIPAL	3
6	EVALUATION	3
7	OTHER	1
Q10B	IS THIS A MOTIVATOR FOR YOU TO REMANIN IN THE PROFESSION?	
1	YES	73
2	NO	2
2	SATISFIERS ARE THE ONLY REASON I AM HERE	2
3	I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA	1
Q11A	WHAT SATISFIERS DO YOU RECIEVE ON A DAY TO DAY BASIS?	
1	SEEING CHILDREN LEARN	42
2	STUDENTS THAT HAVE A DESIRE TO LEARN	15
3	POSITIVE COMMENTS FROM PARENTS	12
3	LIKE WORKING WITH YOUNG PEOPLE	12
4	KNOWING I HAVE HELPED STUDENTS	11
5	POSITIVE COMMENTS FROM PEERS AND PRINCIPAL	9
6	POSITIVE COMMENTS FROM STUDENTS	7
7	LIKE THE PEOPLE I WORK WITH	5
8	FEELING LIKE I AM MAKING A CONTRIBUTION	4
8	SEEING CHILDREN EXCEL	4
9	OTHER	3
10	GOOD PARENTAL SUPPORT	2
Q11B	WHAT DISSATISFIERS DO YOU RECIEVE ON A DAY TO DAY BASIS?	
1	BEHAVIOR PROBLEMS	21
1	APATHIC STUDENTS	21
2	LACK OF PARENTAL SUPPORT AND RESPECT	17
3	NEGATIVE COMMENTS FROM PARENTS	11
4	NON-COOPERATIVE FACULTY MEMBERS	10
5	STUDENTS THAT ARE NOT PREPARED FOR CLASS	9
6	OUTSIDE INTERRUPTIONS	6
6	LACK OF FUNDS TO OPERATE PROGRAM	6
7	PAPERWORK	4
7	DISRESPECT FROM THE PUBLIC	4
7	LACK OF TIME TO GET EVERYTHING DONE	4
8	LOW SALARY	3
8	INCONSISTENCY OF OTHER TEACHERS	3
9	TOO MUCH RESP. FOR THINGS OUT OF MY CONTROL	2
10	LARGE CLASS SIZE	1
10	NON-TEACHING DUTIES	1
10	NONE	1
10	LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS	1
10	ROUTINE OF JOB	1
10	OTHER	1
Q11C	HOW IMPORTANT IS THIS TO YOU?	
1	VERY IMPORTANT	64
	SATISFIERS:	
1	SATISFIERS MAKE ME REMAIN IN THE PROFESSION	16
2	SATISFIERS ARE WHAT DRIVE ME	7
3	SATISFIERS ENABLE ME TO FUNCTION BETTER	1
4	OTHER	1
	DISSATISFIERS:	
1	DISSATISFIERS ARE DISCOURAGING	14
2	DISSATISFIERS COULD MAKE ME QUIT	7
2	DISSATISFIERS LIMIT WHAT I CAN DO	7

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
3	I WORK TO OVERCOME THE DISSATISFIERS	4
4	SAT. OR DISSAT. EITHER MAKE OR BREAK MY DAY	3
Q12	HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?	
1	NO	48
2	YES	26
	YES COMMENTS:	
1	EXTRA PAPERWORK	12
2	INCREASED WORKLOAD	10
3	EVALUATION PROCESS REQUIRES MORE WORK	7
3	WORK EXTRA TO EARN EXTENDED CONTRACT MONEY	7
4	MORE DETAILED PLANS	3
5	OTHER	2
	NO COMMENTS:	
1	LEVEL I DOESN'T REQUIRE EXTRA WORK	5
2	MERIT PAY HAS ALWAYS EXISTED FOR ME	3
3	I AM DOING THINGS THE SAME WAY	2
4	I DO NOT GET MERIT PAY	1
Q13	ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?	
1	YES	63
2	NO	10
	BENEFICIAL COMMENTS:	
1	I LIKE TO TEACH	31
2	I ENJOY WORKING WITH YOUNG PEOPLE	24
2	TEACHING IS REWARDING, SATISFYING, CHALLENGING	24
3	I LIKE THE HOURS AND VACATION TIME	12
4	I HAVE ALWAYS WANTED TO TEACH	6
5	WAY TO BE CREATIVE	5
6	FEEL I HAVE HELPED STUDENTS	4
7	PROUD TO BE A TEACHER	3
7	POSITIVE COMMENTS FROM PARENTS AND CHILDREN	3
8	I LIKE TO SEE CHILDREN LEARN	2
8	OTHER	2
	DETRIMENTAL COMMENTS:	
1	I DON'T FEEL I'M GETTING THE PAY I DESERVE	6
2	POOR WORKING CONDITIONS	6
3	LACK OF PARENTAL SUPPORT	5
4	FEEL FRUSTRATED WITH TEACHING	3
4	PROBLEMS BEYOND MY CONTROL	3
5	BAD IMAGE OF THE TEACHING PROFESSION	2
5	DISCIPLINE PROBLEMS	2
5	LACK OF FINANCIAL SUPPORT FOR SCHOOLS	2
6	APATHETIC STUDENTS	1
6	STRESS	1
6	OTHER	1
Q14	IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?	
1	YES	48
2	NO	20
3	PROBABLY NOT	6
4	PROBABLY	2
	YES COMMENTS:	
1	I LIKE TEACHING	32
2	I ENJOY WORKING WITH CHILDREN	23
3	REWARDING PROFESSION	12

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
4	GOOD HOURS-VACATION	10
5	I HAVE ALWAYS WANTED TO TEACH	6
6	OTHER	2
NO COMMENTS:		
1	POOR SALARY	19
2	LACK OF RESPECT	10
3	POOR WORKING CONDITIONS	6
4	LACK OF PARENTAL SUPPORT	5
5	APATHETIC STUDENTS	4
6	DISCIPLINE PROBLEMS	3
7	TEACHING IS NOT WHAT I THOUGHT IT WOULD BE	2
8	COULD GET MORE RECONGNITION & RESPECT IN ANOTHER PROF.	1
8	NO WAY TO ADVANCE	1
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?		
1	HIGHER PAY	61
2	IMPROVE IMAGE OF TEACHERS	30
3	IMPROVE PRESERVICE TRAINING	12
4	BETTER WORKING CONDITIONS	10
5	DECREASE WORKLOAD	8
6	INCREASE BENEFITS	7
6	LOWER TEACHER-PUPIL RATIO	7
6	PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)	7
7	OTHER	5
8	IMPROVE DISCIPLINE	4
9	IMPROVE CURRICULUM IN SCHOOLS	3
9	PROVIDE OTHER INCENTIVES	3
9	SUPPORTIVE ADMINISTRATORS	3
10	PROVIDE SCHOLARSHIPS FOR ED. MAJORS	2
11	HAVE A CAREER DAY	1
11	IMPROVE PARENTAL SUPPORT	1
11	MAKE TEACHING A PROFESSIONS	1
11	I DON'T KNOW	1
11	NEED A WAY TO ADVANCE	1
11	CONTINUE CURRENT PROGRAM	1
11	PROVIDE CLASSROOM AIDES	1
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?		
1	EVALUATION PROCESS IS NOT FAIR	13
2	MERIT PAY DOESN'T REWARD THE BEST TEACHERS	10
3	MERIT PAY DOES NOT WORK	9
4	MERIT PAY IS NOT FAIR	7
5	DO NOT DISCARD MERIT PAY	4
6	DROP MERIT PAY	3
7	TEACHERS NEED TO BE INVOLVED IN DECISION MAKING	3
7	STATE NEEDS BETTER COMMUNICATION WITH TEACHERS	3
7	INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE	3
8	MERIT PAY ENCOURAGES COMPETITION	2
8	MERIT PAY \$\$ COULD BE BETTER SPENT IN THE CLASSROOM	2
8	EVALUATION SHOULD BE LOCAL NOT STATE	2
8	I LIKE MERIT PAY	2
8	DISCONTINUE THE CAREER LADDER	2
8	TEACHERS NEED TO RECEIVE MORE PRAISE	2
8	DETRIMENTAL FOR THOSE WHO APPLY AND FAIL	2
8	OTHER	2
9	EXTENDED CONTRACT IS NOT USED EFFECTIVELY	1
9	CONTINUE THE CURRENT EVALUATION PROCESS	1

Table F-1 (continued)

RANK	RESPONSE	# OF RESPONSES
9	I APPRECIATE BEING INTERVIEWED	1
9	STUDENTS SUFFER BECAUSE OF THE CL	1

APPENDIX G

FREQUENCIES AND PERCENTAGES OF RESPONSES
BY TEACHING LEVEL

Table G-1

Frequencies and Percentages of Responses for Teaching Levels

RESPONSE	LEVEL # of Teachers	ELEM. 50		MIDDLE 10		H.S. 15	
		F	%	F	%	F	%
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?							
001 NOT VERY OFTEN							
002 NEVER							
003 OFTEN-CASUAL OBSERVATION							
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?							
004 GOT NEW TEACHING IDEAS							
005 CONTINUITY OF PROGRAMS							
006 GOT CLASSROOM MANAGEMENT IDEAS							
007 DID A SELF-EVALUATION							
008 LEARNED FROM OTHERS							
009 IT HAS NOT AFFECTED ME							
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?							
010 YES							
011 NO							
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?							
012 IMPROVE MY TEACHING							
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES							
014 GET CREATIVE IDEAS							
015 WE COULD LEARN FROM EACH OTHER							
016 GET DIFFERENT TEACHING METHODS							
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN							
018 CONTINUITY OF PROGRAMS							
019 IT WOULD NOT AFFECT ME							
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?							
020 YES							
021 NO							
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM							
023 I FEEL I HAVE BEEN USED BY TS GOING FOR UPPER LEVELS							
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER							
025 NONE OF US LIKE MERIT PAY							
025 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS							
027 WE ARE ALL ON THE SAME LEVEL HERE							
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS							
029 BETTER WORKING RELATIONSHIP WITH PEERS							
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?							
030 YES							
031 NO							

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
BENEFICIAL:				
032 I AM MORE CONSCIENTIOUS		1-2%	1-10%	2-13%
033 THE MONEY IS AN INCENTIVE TO DO BETTER		0	0	2-13%
034 MADE ME MORE ENTHUSIASTIC		1-2%	0	1-7%
035 KEEPS MORALE UP		1-2%	0	0
036 OTHER		1-2%	0	0
DETRIMENTAL:				
037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		0	0	1-7%
038 MERIT PAY HAS LOWERED MORALE		1-2%	0	0
039 IT TAKES TIME AWAY FROM MY STUDENTS		1-2%	0	0
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?				
040 I AGREE		31-62%	8-80%	10-67%
041 I DISAGREE		18-36%	2-20%	5-33%
AGREE:				
042 GOOD TEACHERS SHOULD GET MORE		13-26%	2-20%	4-27%
043 TEACHERS WHO WORK MORE SHOULD GET PAID MORE		11-22%	5-50%	1-7%
044 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE		6-12%	1-10%	2-13%
045 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION		7-14%	1-10%	2-13%
046 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED		5-10%	0	0
047 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE		0	0	1-7%
048 THE EVALUATION SYSTEM NEEDS TO BE FAIR		3-6%	0	0
DISAGREE:				
049 ALL TEACHERS SHOULD EARN THE SAME		7-14%	0	1-7%
050 ALL TEACHERS SHOULD EARN MORE		9-18%	2-20%	3-20%
051 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY		8-16%	2-20%	3-20%
052 CURRENT EVAL. SYSTEM IS NOT FAIR		7-14%	1-10%	1-7%
053 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS		1-2%	0	0
054 OTHER		2-4%	0	0
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?				
BENEFICIAL:				
055 GOOD CLIMATE		31-62%	8-80%	3-20%
056 TEACHERS WORK AND SHARE TOGETHER		23-46%	2-20%	6-40%
057 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS		3-6%	0	1-7%
058 MORALE IS HIGH		2-4%	0	0
DETRIMENTAL:				
059 TEACHERS DO NOT WORK WELL TOGETHER		6-12%	1-10%	5-33%
060 WE ARE ISOLATED		2-4%	1-10%	4-27%
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER		2-4%	0	0
062 MORALE IS LOW HERE		2-4%	0	0
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK		0	0	1-7%

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
064 ADMINISTRATORS ARE NOT SUPPORTIVE		1-2%	0	1-7%
065 OTHER		0	0	2-13%
066 HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?				
067 YES		3-6%	1-10%	3-20%
068 NO		45-90%	8-80%	12-80%
069 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)		2-4%	1-10%	0
YES:				
069 WE WORK TOGETHER MORE		2-4%	0	0
070 TEACHERS ARE MORE COMPETITIVE		2-4%	1-10%	1-7%
071 UPPER LEVEL TEACHERS ARE MISTREATED		1-2%	0	0
072 STRESS		1-2%	0	0
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS		1-2%	0	0
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING		0	0	1-7%
NO:				
075 NO ONE WENT FOR UPPER LEVELS HERE		2-4%	0	0
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS		2-4%	0	0
06 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?				
077 YES		35-70%	5-50%	10-67%
078 NO		15-30%	5-50%	5-33%
BENEFICIAL-YES:				
079 IT HAS ENCOURAGED ME TO DO BETTER		2-4%	0	2-13%
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		3-6%	0	3-20%
081 MORE POSITIVE ATTITUDE		2-4%	1-10%	0
082 OTHER		1-2%	0	0
DETRIMENTAL-NO:				
083 MONEY IS NOT MY MOTIVATOR		4-8%	1-10%	0
084 I WOULD TEACH REGARDLESS OF MERIT PAY		1-2%	0	2-13%
085 SOME UNDESERVING TS MADE UPPER LEVELS		4-8%	1-10%	2-13%
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		6-12%	0	4-27%
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		8-16%	1-10%	4-27%
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		12-24%	2-20%	4-27%
089 DECREASED MORALE FOR SOME		12-24%	1-10%	1-7%
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		1-2%	0	1-7%
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		3-6%	0	1-7%
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		3-6%	2-20%	0
093 RESENT THE EXTRA BUSY WORK		4-8%	1-10%	2-13%
094 STRESS		4-8%	0	1-7%
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		4-8%	2-20%	2-13%
096 COMPETITION AND JEALOUSY		3-6%	0	1-7%
097 OTHER		4-8%	0	2-13%

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?				
Q98 YES		3-6%	2-20%	4-27%
Q99 NO		47-94%	8-80%	11-73%
BENEFICIAL-YES:				
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		1-2%	1-10%	3-20%
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		0	0	1-7%
102 I LIKE THE EXTRA MONEY		0	1-10%	0
103 IT IS A WAY TO ADVANCE		0	1-10%	0
DETRIMENTAL-NO:				
104 I PLAN TO RETIRE		8-16%	0	3-20%
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		28-56%	8-80%	3-20%
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		6-12%	0	5-33%
107 I AM NOT HERE BECAUSE OF THE MONEY		13-26%	2-20%	2-13%
108 IF CL WERE MANDATORY I WOULD LEAVE		2-4%	0	0
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		0	0	1-7%
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		1-2%	0	2-13%
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		1-2%	1-10%	0
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY		0	0	1-7%
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?				
113 YES		10-20%	0	3-20%
114 NO		33-66%	6-60%	9-60%
115 I DO NOT KNOW		7-14%	2-20%	2-13%
116 PROBABLY NOT		0	0	1-7%
BENEFICIAL-YES:				
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		4-8%	1-10%	3-20%
118 HIGHER STATUS-RECOGNIZES EFFORTS		1-2%	0	0
119 YOUNGER TEACHERS LIKE MERIT PAY		2-4%	0	0
DETRIMENTAL-NO:				
120 MERIT PAY IS NOT ENOUGH TO MATTER		10-20%	0	6-40%
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		6-12%	1-10%	2-13%
122 IF IT WERE MANDATORY SOME WOULD LEAVE		1-2%	0	0
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		8-16%	0	1-7%
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		0	1-10%	1-7%
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?				
125 YES		16-32%	6-60%	6-40%
126 NO		34-68%	4-40%	8-53%
127 MAYBE		0	0	1-7%
BENEFICIAL-YES:				
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		4-8%	3-30%	1-7%
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		1-2%	1-10%	2-13%
130 TEACHERS CREATE NEW PROGRAMS		4-8%	0	0
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		3-6%	1-10%	1-7%

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %	
				F %	F %
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		3-6%	3-30%	1-7%	
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		6-12%	2-20%	3-20%	
134 DO WORKSHOPS		1-2%	0	0	
135 OTHER		1-2%	0	1-7%	
DETRIMENTAL-NO:					
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		3-6%	0	1-7%	
137 MONEY WILL NOT INFLUENCE PERFORMANCE		24-48%	3-30%	5-33%	
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		3-6%	1-10%	2-13%	
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		15-30%	1-10%	4-27%	
140 MERIT PAY IS NOT A MOTIVATOR		5-10%	0	1-7%	
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		3-6%	0	1-7%	
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?					
142 HIGHER SALARIES		33-66%	7-70%	13-87%	
143 IMPROVE IMAGE OF TEACHERS		9-18%	1-10%	3-20%	
144 LOWER TEACHER-PUPIL RATIO		16-32%	5-50%	4-27%	
145 BETTER WORKING CONDITIONS		7-14%	3-30%	2-13%	
146 INCREASE PARENTAL SUPPORT AND RESPECT		10-20%	3-30%	5-33%	
147 MORE MONEY FOR BOOKS AND SUPPLIES		8-16%	1-10%	4-27%	
148 BETTER COMMUNICATION FROM LOCAL AND STATE		3-6%	0	0	
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		6-12%	2-20%	3-20%	
150 REDUCE PAPERWORK		9-18%	1-10%	1-7%	
151 IMPROVE DISCIPLINE OF STUDENTS		6-12%	2-20%	3-20%	
152 BETTER BENEFITS (i.e., insurance, personal days)		2-4%	0	1-7%	
153 MORE EMPHASIS ON TEACHING AND STUDENTS		5-10%	3-30%	2-13%	
154 PLAN TIME		4-8%	1-10%	0	
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS		3-6%	0	1-7%	
156 MERIT PAY		0	1-10%	0	
157 DROP MERIT PAY		3-6%	0	0	
158 DECREASE WORKLOAD		2-4%	1-10%	1-7%	
159 REDUCE NON-TEACHING DUTIES		1-2%	1-10%	1-7%	
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		0	0	1-7%	
161 IMPROVE TEACHER MORALE		3-6%	0	0	
162 PROVIDE OTHER INCENTIVES		1-2%	0	0	
163 PRAISE FOR A JOB WELL DONE		2-4%	0	0	
164 CONTINUE THE CL		1-2%	0	0	
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		1-2%	0	0	
166 BUILD AN ALTERNATIVE SCHOOL		2-4%	0	0	
167 REDUCE STRESS		2-4%	1-10%	0	
168 OTHER					

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?				
169 CHILDREN'S PROGRESS		37-74%	10-100%	10-67%
170 POSITIVE COMMENTS FROM PARENTS		12-24%	0	4-27%
171 CHILDREN'S COMMENTS		16-32%	2-20%	7-47%
172 PERSONAL FEELINGS (SELF-EVALUATION)		6-12%	2-20%	0
173 COMMENTS FROM PEERS		6-12%	0	1-7%
174 COMMENTS FROM THE PRINCIPAL		2-4%	0	1-7%
175 TEST SCORES OF STUDENTS		6-12%	0	1-7%
176 EVALUATION		2-4%	0	1-7%
177 OTHER		1-2%	0	0
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?				
178 YES		48-96%	10-100%	15-100%
179 NO		2-4%	0	0
180 SATISFIERS ARE THE ONLY REASON I AM HERE		1-2%	0	1-7%
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		1-2%	0	0
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?				
182 SEEING CHILDREN LEARN		30-60%	7-70%	5-33%
183 KNOWING I HAVE HELPED STUDENTS		6-12%	1-10%	4-27%
184 FEELING LIKE I AM MAKING A CONTRIBUTION		2-4%	0	2-13%
185 SEEING CHILDREN EXCEL		3-6%	1-10%	0
186 POSITIVE COMMENTS FROM PARENTS		9-18%	2-20%	1-7%
187 POSITIVE COMMENTS FROM CHILDREN		5-10%	1-10%	2-13%
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		7-14%	1-10%	1-7%
189 LIKE THE PEOPLE I WORK WITH		4-8%	1-10%	0
190 LIKE WORKING WITH YOUNG PEOPLE		6-12%	2-20%	4-27%
191 GOOD PARENTAL SUPPORT		1-2%	1-10%	0
192 STUDENTS THAT HAVE A DESIRE TO LEARN		11-22%	2-20%	2-13%
193 OTHER		1-2%	0	2-13%
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?				
194 BEHAVIOR PROBLEMS		15-30%	3-30%	3-20%
195 APATHETIC STUDENTS		6-12%	7-70%	8-53%
196 LACK OF PARENTAL SUPPORT AND RESPECT		13-26%	1-10%	3-20%
197 NEGATIVE COMMENTS FROM PARENTS		7-14%	2-20%	2-13%
198 LOW SALARY		2-4%	0	1-7%
199 OUTSIDE INTERRUPTIONS		3-6%	2-20%	1-7%
200 LACK OF FUNDS TO OPERATE PROGRAM		3-6%	0	3-20%
201 PAPERWORK		3-6%	1-10%	0
202 DISRESPECT FROM THE PUBLIC		3-6%	0	1-7%
203 LACK OF TIME OF GET EVERYTHING DONE		3-6%	0	1-7%
204 NON-COOPERATIVE FACULTY MEMBERS		6-12%	2-20%	2-13%
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		7-14%	2-20%	0
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		4-8%	0	0

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
207 LARGE CLASS SIZE		1-2%	0	1-7%
208 NON-TEACHING DUTIES		0	1-10%	0
209 NONE		1-2%	0	0
210 INCONSISTENCY OF OTHER TEACHERS		2-4%	0	1-7%
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		1-2%	0	0
212 ROUTINE OF JOB		1-2%	0	0
213 OTHER		0	1-10%	0
Q11C HOW IMPORTANT IS THIS TO YOU?				
214 VERY IMPORTANT		45-90%	6-60%	14-93%
SATISFIERS:				
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION		11-22%	3-30%	12-80%
216 SATISFIERS ARE WHAT DRIVE ME		4-8%	3-30%	0
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY		1-2%	0	0
218 OTHER		0	1-10%	0
DISSATISFIERS:				
219 DISSATISFIERS COULD MAKE ME QUIT		4-8%	1-10%	2-13%
220 DISSATISFIERS ARE DISCOURAGING		12-24%	1-10%	1-7%
221 DISSATISFIERS LIMIT WHAT I CAN DO		5-10%	1-10%	1-7%
222 I WORK TO OVERCOME THE DISSATISFIERS		3-16%	1-10%	0
223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY		0	1-10%	2-13%
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?				
224 YES		17-34%	2-20%	7-47%
225 NO		33-66%	8-80%	8-53%
YES:				
226 EVALUATION PROCESS REQUIRES MORE WORK		5-10%	1-10%	1-7%
227 INCREASED WORKLOAD		7-14%	1-10%	2-13%
228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY		4-8%	0	3-20%
229 EXTRA PAPERWORK		8-16%	1-10%	3-20%
230 MORE DETAILED PLANS		1-2%	1-10%	1-7%
231 OTHER		2-4%	0	0
NO:				
232 I AM DOING THINGS THE SAME WAY		1-2%	0	1-7%
233 LEVEL I DOES NOT REQUIRE EXTRA WORK		3-6%	0	2-13%
234 MERIT PAY HAS ALWAYS EXISTED FOR ME		1-2%	0	2-13%
235 I DO NOT GET MERIT PAY		1-2%	0	0
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?				
236 YES		43-86%	10-100%	11-73%
237 NO		7-14%	0	4-27%
BENEFICIAL:				
238 I LIKE TO TEACH		21-42%	5-50%	5-33%

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
239 I ENJOY WORKING WITH YOUNG PEOPLE		12-24%	6-60%	6-40%
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING		16-32%	1-10%	7-47%
241 I LIKE THE HOURS AND VACATION TIME		4-8%	1-10%	4-27%
242 WAY TO BE CREATIVE		4-8%	0	1-7%
243 PROUD TO BE A TEACHER		2-4%	1-10%	0
244 FEEL I HAVE HELPED STUDENTS		3-6%	0	1-7%
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN		2-4%	0	1-7%
246 I LIKE TO SEE CHILDREN LEARN		2-4%	0	0
247 I HAVE ALWAYS WANTED TO TEACH		5-10%	0	1-7%
248 OTHER		2-4%	0	0
DETIMENTAL:				
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE		4-8%	0	2-13%
250 BAD IMAGE OF THE TEACHING PROFESSION		1-2%	0	1-7%
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)		5-10%	0	1-7%
252 FEEL FRUSTRATED WITH TEACHING		3-6%	0	0
253 LACK OF PARENTAL SUPPORT		3-6%	0	2-13%
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)		3-6%	0	0
255 DISCIPLINE PROBLEMS		2-4%	0	0
256 APATHETIC STUDENTS		1-2%	0	0
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS		2-4%	0	0
258 STRESS		1-2%	0	0
259 OTHER		0	0	1-7%
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?				
260 YES		32-64%	9-90%	7-47%
261 NO		12-24%	1-10%	8-53%
262 PROBABLY		2-4%	0	0
263 PROBABLY NOT		5-10%	0	1-7%
BENEFICIAL:				
264 I LIKE TEACHING		21-42%	6-60%	5-33%
265 I HAVE ALWAYS WANTED TO TEACH		4-8%	1-10%	1-7%
266 I ENJOY WORKING WITH CHILDREN		14-28%	6-60%	3-20%
267 GOOD HOURS-VACATION		5-10%	2-20%	3-20%
268 REWARDING PROFESSION		10-20%	2-20%	0
269 OTHER		2-4%	0	0
DETIMENTAL:				
270 POOR SALARY		10-20%	1-10%	9-60%
271 LACK OF RESPECT		8-16%	0	2-13%
272 LACK OF PARENTAL SUPPORT		4-8%	0	1-7%
273 APATHETIC STUDENTS		3-6%	0	1-7%
274 DISCIPLINE PROBLEMS		3-6%	0	0
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		4-8%	0	2-13%
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		0	0	2-13%

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		1-2%	0	0
278 NO WAY TO ADVANCE		0	0	1-7%
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?				
279 HIGHER PAY			10-100%	11-73%
280 IMPROVE IMAGE OF TEACHERS		41-82%	18-36%	8-53%
281 IMPROVE PRESERVICE TRAINING		5-10%	4-40%	5-33%
282 INCREASE BENEFITS (i.e., insurance, personal days)		5-10%	2-20%	2-13%
283 DECREASE WORKLOAD		6-12%	0	2-13%
284 LOWER TEACHER-PUPIL RATIO		6-12%	0	1-7%
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		6-12%	1-10%	3-20%
286 IMPROVE DISCIPLINE		3-6%	0	1-7%
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		4-8%	2-20%	1-7%
288 IMPROVE CURRICULUM IN SCHOOLS		3-6%	0	0
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		2-4%	0	0
290 HAVE A CAREER DAY		1-2%	0	0
291 PROVIDE OTHER INCENTIVES		3-6%	0	0
292 IMPROVE PARENTAL SUPPORT		1-2%	0	0
293 SUPPORTIVE ADMINISTRATORS		1-2%	0	0
294 MAKE TEACHING A PROFESSION		3-6%	0	0
295 NEED A WAY TO ADVANCE		0	1-10%	0
296 I DO NOT KNOW		0	1-10%	0
297 CONTINUE CURRENT PROGRAM		1-2%	0	0
298 PROVIDE AIDES		1-2%	0	0
299 OTHER		3-6%	0	1-7%
			2-13%	2
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?				
300 MERIT PAY DOES NOT WORK		5-10%	1-10%	3-20%
301 DROP MERIT PAY		2-4%	0	1-7%
302 EVALUATION PROCESS IN NOT FAIR		9-18%	3-30%	1-7%
303 MERIT PAY IS NOT FAIR		4-8%	0	3-20%
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS		6-12%	1-10%	3-20%
305 MERIT PAY ENCOURAGES COMPETITION		2-4%	0	0
306 MERIT PAY \$ COULD BE BETTER SPENT IN THE CLASSROOM		1-2%	0	1-7%
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY		0	0	1-7%
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING		2-4%	0	1-7%
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS		2-4%	0	0
310 DO NOT DISCARD MERIT PAY		1-2%	0	0
311 CONTINUE THE CURRENT EVALUATION PROCESS		2-4%	0	0
312 I APPRECIATE BEING INTERVIEWED		3-6%	0	0
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE		1-2%	0	0
314 STUDENTS SUFFER BECAUSE OF THE CL		2-4%	0	1-7%
		1-2%	0	0

Table G-1 (continued)

RESPONSE	LEVEL # of Teachers	ELEM. 50 F %	MIDDLE 10 F %	H.S. 15 F %
315 EVALUATION SHOULD BE LOCAL NOT STATE		1-2%	0	1-7%
316 I LIKE MERIT PAY		0	1-10%	1-7%
317 DISCONTINUE THE CL		2-4%	0	0
318 TEACHERS NEED TO RECEIVE MORE PRAISE		2-4%	0	0
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT		0	0	2-13%
320 OTHER		2-4%	0	0

APPENDIX H

FREQUENCIES AND PERCENTAGES OF RESPONSES

BY REGION

Table H-1

Frequencies and Percentages of Responses by Region

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?				
001 NOT VERY OFTEN		3-37%	9-45%	7-35%
002 NEVER			9-45%	9-45%
003 OFTEN-CASUAL OBSERVATION		4-11%	2-10%	4-20%
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?				
004 GOT NEW TEACHING IDEAS		11-31%	3-15%	6-30%
005 CONTINUITY OF PROGRAMS		1-3%	0	2-10%
006 GOT CLASSROOM MANAGEMENT IDEAS		2-6%	1-5%	1-5%
007 DID A SELF-EVALUATION		1-3%	1-5%	1-5%
008 LEARNED FROM OTHERS		1-3%	1-5%	2-10%
009 IT HAS NOT AFFECTED ME		0	1-5%	0
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?				
010 YES		17-49%	16-80%	14-70%
011 NO		1-3%	0	0
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?				
012 IMPROVE MY TEACHING		5-14%	2-10%	1-5%
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		6-17%	2-10%	4-20%
014 GET CREATIVE IDEAS		2-6%	2-10%	0
015 WE COULD LEARN FROM EACH OTHER		5-14%	1-5%	2-10%
016 GET DIFFERENT TEACHING METHODS		17-49%	17-85%	12-60%
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		1-3%	1-5%	0
018 CONTINUITY OF PROGRAMS		1-3%	1-5%	0
019 IT WOULD NOT AFFECT ME		1-3%	0	0
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?				
020 YES		5-14%	1-5%	3-15%
021 NO		30-86%	19-95%	17-85%
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		2-6%	2-10%	1-5%
023 I FEEL I HAVE BEEN USED BY ITS GOING FOR UPPER LEVELS		0	1-5%	0
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		1-3%	1-5%	0
025 NONE OF US LIKE MERIT PAY		0	1-5%	0
026 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		3-9%	0	0
027 WE ARE ALL ON THE SAME LEVEL HERE		0	2-10%	1-5%
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		1-3%	0	1-5%
029 BETTER WORKING RELATIONSHIP WITH PEERS		1-3%	0	2-10%

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?				
Q30 YES		4-11%	5-25%	3-15%
Q31 NO		31-89%	15-75%	17-85%
BENEFICIAL:				
Q32 I AM MORE CONSCIENTIOUS		1-3%	2-10%	1-5%
Q33 THE MONEY IS AN INCENTIVE TO DO BETTER		0	1-5%	1-5%
Q34 MADE ME MORE ENTHUSIASTIC		1-3%	0	1-5%
Q35 KEEPS MORALE UP		0	1-5%	0
Q36 OTHER		1-3%	0	0
DETREMENTAL:				
Q37 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		0	1-5%	0
Q38 MERIT PAY HAS LOWERED MORALE		1-3%	0	0
Q39 IT TAKES TIME AWAY FROM MY STUDENTS		1-3%	0	0
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?				
Q40 I AGREE		22-63%	13-65%	14-70%
Q41 I DISAGREE		13-37%	6-30%	6-30%
AGREE:				
Q42 GOOD TEACHERS SHOULD GET MORE		10-29%	5-25%	4-20%
Q43 TEACHERS WHO WORK MORE SHOULD GET PAID MORE		10-29%	1-5%	6-30%
Q44 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE		1-3%	5-25%	3-15%
Q45 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION		4-11%	3-15%	3-15%
Q46 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED		3-9%	1-5%	1-5%
Q47 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE		0	1-5%	0
Q48 THE EVALUATION SYSTEM NEEDS TO BE FAIR		1-3%	0	2-10%
DISAGREE:				
Q49 ALL TEACHERS SHOULD EARN THE SAME		3-9%	5-25%	0
Q50 ALL TEACHERS SHOULD EARN MORE		7-20%	2-10%	5-25%
Q51 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY		5-14%	4-20%	2-10%
Q52 CURRENT EVAL. SYSTEM IS NOT FAIR		6-17%	0	3-15%
Q53 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS		1-3%	0	0
Q54 OTHER		1-3%	1-5%	0
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?				
BENEFICIAL:				
Q55 GOOD CLIMATE		20-57%	9-45%	13-65%
Q56 TEACHERS WORK AND SHARE TOGETHER		10-29%	14-70%	7-35%
Q57 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS		2-6%	2-10%	0
Q58 MORALE IS HIGH		1-3%	1-5%	0

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
DETIMENTAL:				
059 TEACHERS DO NOT WORK WELL TOGETHER		8-23%	2-10%	2-10%
060 WE ARE ISOLATED		4-11%	1-5%	2-10%
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER		1-3%	0	0
062 MORALE IS LOW HERE		2-6%	0	0
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK		0	1-5%	0
064 ADMINISTRATORS ARE NOT SUPPORTIVE		2-6%	0	0
065 OTHER		0	2-10%	0
05B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?				
066 YES		4-11%	2-10%	2-10%
067 NO		31-89%	17-85%	17-85%
068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)		0	1-5%	1-5%
YES:		2-6%	1-5%	0
069 WE WORK TOGETHER MORE		3-9%	0	1-5%
070 TEACHERS ARE MORE COMPETITIVE		0	1-5%	0
071 UPPER LEVEL TEACHERS ARE MISTREATED		0	0	1-5%
072 STRESS		1-3%	0	0
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS		1-3%	0	0
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING		1-3%	0	0
NO:				
075 NO ONE WENT FOR UPPER LEVELS HERE		0	2-10%	0
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS		1-3%	1-5%	0
06 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?				
077 YES		22-63%	14-70%	14-70%
078 NO		13-37%	6-30%	6-30%
BENEFICIAL-YES:				
079 IT HAS ENCOURAGED ME TO DO BETTER		2-6%	1-5%	1-5%
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		2-6%	2-10%	2-10%
081 MORE POSITIVE ATTITUDE		1-3%	1-5%	0
082 OTHER			0	0
DETIMENTAL-NO:				
083 MONEY IS NOT MY MOTIVATOR		3-9%	2-10%	0
084 I WOULD TEACH REGARDLESS OF MERIT PAY		1-3%	0	0
085 SOME UNDESERVING TS MADE UPPER LEVELS		5-14%	0	2-10%
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		1-3%	4-20%	5-25%
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		4-11%	4-20%	5-25%
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		8-23%	4-20%	6-30%
089 DECREASED MORALE FOR SOME		9-26%	3-15%	2-10%
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		0	2-10%	0

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		2-6%	1-5%	1-5%
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		1-3%	0	4-20%
093 RESENT THE EXTRA BUSY WORK		4-11%	1-5%	2-10%
094 STRESS		1-3%	1-5%	3-15%
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		5-14%	0	3-15%
096 COMPETITION AND JEALOUSY		2-6%	0	2-10%
097 OTHER		2-6%	2-10%	2-10%
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?				
098 YES		2-6%	5-25%	2-10%
099 NO		33-94%	15-75%	18-90%
BENEFICIAL-YES:				
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		1-3%	3-15%	1-5%
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		0	1-5%	0
102 I LIKE THE EXTRA MONEY		0	0	1-5%
103 IT IS A WAY TO ADVANCE		1-3%	0	0
DETRIMENTAL-NO:				
104 I PLAN TO RETIRE		5-14%	3-15%	3-15%
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		19-54%	5-25%	15-75%
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		7-20%	2-10%	2-10%
107 I AM NOT HERE BECAUSE OF THE MONEY		8-23%	8-40%	1-5%
108 IF CL WERE MANDATORY I WOULD LEAVE		1-3%	1-5%	0
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		1-3%	0	0
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		1-3%	1-5%	1-5%
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		1-3%	1-5%	0
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY		1-3%	0	0
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?				
113 YES		6-17%	4-20%	3-15%
114 NO		23-66%	12-60%	13-65%
115 I DO NOT KNOW		5-14%	3-15%	3-15%
116 PROBABLY NOT		0	1-5%	1-5%
BENEFICIAL-YES:				
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		5-14%	1-5%	2-10%
118 HIGHER STATUS-RECOGNIZES EFFORTS		0	1-5%	0
119 YOUNGER TEACHERS LIKE MERIT PAY		0	1-5%	1-5%
DETRIMENTAL-NO:				
120 MERIT PAY IS NOT ENOUGH TO MATTER		11-31%	2-10%	3-15%
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		4-11%	3-15%	2-10%
122 IF IT WERE MANDATORY SOME WOULD LEAVE		1-3%	0	0
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		4-11%	4-20%	1-5%
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		0	0	2-10%

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?				
125 YES		15-43%	7-35%	6-30%
126 NO		20-57%	12-60%	14-70%
127 MAYBE		0	1-5%	0
BENEFICIAL-YES:				
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		6-17%	1-5%	1-5%
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		2-6%	2-10%	0
130 TEACHERS CREATE NEW PROGRAMS		3-9%	1-5%	0
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		2-6%	2-10%	1-5%
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		3-9%	1-5%	3-15%
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		4-11%	3-15%	4-20%
134 DO WORKSHOPS		1-3%	0	0
135 OTHER		0	1-5%	1-5%
DETIMENTAL-NO:				
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		0	1-5%	3-15%
137 MONEY WILL NOT INFLUENCE PERFORMANCE		16-46%	5-25%	11-55%
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		1-3%	3-15%	2-10%
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		8-23%	5-25%	7-35%
140 MERIT PAY IS NOT A MOTIVATOR		3-9%	0	1-5%
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		4-11%	0	0
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?				
142 HIGHER SALARIES		23-66%	13-65%	17-85%
143 IMPROVE IMAGE OF TEACHERS		6-17%	3-15%	4-20%
144 LOWER TEACHER-PUPIL RATIO		9-26%	8-40%	8-40%
145 BETTER WORKING CONDITIONS		6-17%	5-25%	1-5%
146 INCREASE PARENTAL SUPPORT AND RESPECT		14-40%	1-5%	3-15%
147 MORE MONEY FOR BOOKS AND SUPPLIES		6-17%	5-25%	2-10%
148 BETTER COMMUNICATION FROM LOCAL AND STATE		1-3%	2-10%	0
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		8-23%	1-5%	2-10%
150 REDUCE PAPERWORK		7-20%	4-20%	0
151 IMPROVE DISCIPLINE OF STUDENTS		4-11%	5-25%	2-10%
152 BETTER BENEFITS (i.e., insurance, personal days)		0	3-15%	0
153 MORE EMPHASIS ON TEACHING AND STUDENTS		5-14%	2-10%	3-15%
154 PLAN TIME		4-11%	0	1-5%
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS		4-11%	0	0
156 MERIT PAY		1-3%	0	0
157 DROP MERIT PAY		0	2-10%	1-5%
158 DECREASE WORKLOAD		0	2-10%	2-10%
159 REDUCE NON-TEACHING DUTIES		2-6%	0	1-5%
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		0	1-5%	0

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
161 IMPROVE TEACHER MORALE		2-6%	1-5%	0
162 PROVIDE OTHER INCENTIVES		0	0	1-5%
163 PRAISE FOR A JOB WELL DONE		2-6%	0	0
164 CONTINUE THE CL		0	0	1-5%
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		0	1-5%	1-5%
166 BUILD AN ALTERNATIVE SCHOOL		1-3%	0	0
167 REDUCE STRESS		1-3%	0	0
168 OTHER		1-3%	1-5%	1-5%
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?				
169 CHILDREN'S PROGRESS		26-74%	15-75%	16-80%
170 POSITIVE COMMENTS FROM PARENTS		5-14%	8-40%	3-15%
171 CHILDREN'S COMMENTS		9-26%	9-45%	7-35%
172 PERSONAL FEELINGS (SELF-EVALUATION)		5-14%	2-10%	1-5%
173 COMMENTS FROM PEERS		2-6%	1-5%	5-25%
174 COMMENTS FROM THE PRINCIPAL		1-3%	1-5%	1-5%
175 TEST SCORES OF STUDENTS		4-11%	2-10%	1-5%
176 EVALUATION		1-3%	1-5%	1-5%
177 OTHER		1-3%	0	0
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?				
178 YES		34-97%	19-95%	20-100%
179 NO		1-3%	1-5%	0
180 SATISFIERS ARE THE ONLY REASON I AM HERE		1-3%	0	1-5%
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		0	1-5%	0
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?				
182 SEEING CHILDREN LEARN		15-43%	12-60%	15-75%
183 KNOWING I HAVE HELPED STUDENTS		3-9%	4-20%	4-20%
184 FEELING LIKE I AM MAKING A CONTRIBUTION		0	3-15%	1-5%
185 SEEING CHILDREN EXCEL		2-6%	1-5%	1-5%
186 POSITIVE COMMENTS FROM PARENTS		9-26%	1-5%	2-10%
187 POSITIVE COMMENTS FROM CHILDREN		4-11%	2-10%	2-10%
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		6-17%	2-10%	1-5%
189 LIKE THE PEOPLE I WORK WITH		3-9%	1-5%	1-5%
190 LIKE WORKING WITH YOUNG PEOPLE		7-20%	2-10%	3-15%
191 GOOD PARENTAL SUPPORT		2-6%	0	0
192 STUDENTS THAT HAVE A DESIRE TO LEARN		10-29%	1-5%	4-20%
193 OTHER		0	3-15%	0
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?				
194 BEHAVIOR PROBLEMS		8-23%	7-35%	6-30%

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
195 APATHETIC STUDENTS		8-23%	5-25%	8-40%
196 LACK OF PARENTAL SUPPORT AND RESPECT		9-26%	4-20%	4-20%
197 NEGATIVE COMMENTS FROM PARENTS		7-20%	1-5%	3-15%
198 LOW SALARY		0	2-10%	1-5%
199 OUTSIDE INTERRUPTIONS		3-9%	1-5%	2-10%
200 LACK OF FUNDS TO OPERATE PROGRAM		0	2-10%	4-20%
201 PAPERWORK		3-9%	1-5%	0
202 DISRESPECT FROM THE PUBLIC		1-3%	3-15%	0
203 LACK OF TIME OF GET EVERYTHING DONE		2-6%	0	2-10%
204 NON-COOPERATIVE FACULTY MEMBERS		8-23%	0	2-10%
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		6-17%	2-10%	1-5%
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		1-3%	2-10%	1-5%
207 LARGE CLASS SIZE		0	0	2-10%
208 NON-TEACHING DUTIES		0	0	1-5%
209 NONE		0	0	1-5%
210 INCONSISTENCY OF OTHER TEACHERS		3-9%	0	0
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		1-3%	0	0
212 ROUTINE OF JOB		1-3%	0	0
213 OTHER		0	0	1-5%
214 HOW IMPORTANT IS THIS TO YOU?		33-94%	20-100%	12-60%
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION		8-23%	3-15%	5-25%
216 SATISFIERS ARE WHAT DRIVE ME		2-6%	2-10%	3-15%
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY		0	1-5%	0
218 OTHER		1-3%	0	0
219 DISSATISFIERS:				
220 DISSATISFIERS COULD MAKE ME QUIT		5-14%	2-10%	0
221 DISSATISFIERS ARE DISCOURAGING		5-14%	5-25%	4-20%
222 DISSATISFIERS LIMIT WHAT I CAN DO		1-3%	2-10%	4-20%
223 I WORK TO OVERCOME THE DISSATISFIERS		1-3%	0	3-15%
224 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY		2-6%	1-5%	0
225 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?				
226 YES		12-34%	9-45%	5-25%
227 NO		23-66%	11-55%	15-75%
228 EVALUATION PROCESS REQUIRES MORE WORK		4-11%	2-10%	1-5%
229 INCREASED WORKLOAD		4-11%	4-20%	2-10%
230 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY		3-9%	2-10%	2-10%
231 EXTRA PAPERWORK		7-20%	3-15%	2-10%

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
230 MORE DETAILED PLANS		2-6%	1-5%	0
231 OTHER		0	2-10%	0
NO:				
232 I AM DOING THINGS THE SAME WAY		1-3%	0	1-5%
233 LEVEL I DOES NOT REQUIRE EXTRA WORK		3-9%	2-10%	0
234 MERIT PAY HAS ALWAYS EXISTED FOR ME		2-6%	1-5%	0
235 I DO NOT GET MERIT PAY		1-3%	0	0
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?				
236 YES		29-83%	17-85%	18-90%
237 NO		6-17%	3-15%	2-10%
BENEFICIAL:				
238 I LIKE TO TEACH		15-43%	5-25%	11-55%
239 I ENJOY WORKING WITH YOUNG PEOPLE		12-34%	6-30%	6-30%
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING		12-34%	7-35%	5-25%
241 I LIKE THE HOURS AND VACATION TIME		7-20%	2-10%	3-15%
242 WAY TO BE CREATIVE		3-9%	1-5%	1-5%
243 PROUD TO BE A TEACHER		2-6%	1-5%	0
244 FEEL I HAVE HELPED STUDENTS		1-3%	2-10%	1-5%
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN		0	2-10%	1-5%
246 I LIKE TO SEE CHILDREN LEARN		1-3%	1-5%	0
247 I HAVE ALWAYS WANTED TO TEACH		5-14%	0	1-5%
248 OTHER		0	2-10%	0
DETIMENTAL:				
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE		2-6%	1-5%	3-15%
250 BAD IMAGE OF THE TEACHING PROFESSION		1-3%	1-5%	0
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)		1-3%	1-5%	1-5%
252 FEEL FRUSTRATED WITH TEACHING		3-9%	0	0
253 LACK OF PARENTAL SUPPORT		3-9%	2-10%	0
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)		3-9%	0	0
255 DISCIPLINE PROBLEMS		2-6%	0	0
256 APATHETIC STUDENTS		1-3%	0	0
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS		2-6%	0	0
258 STRESS		1-3%	0	0
259 OTHER		2-6%	0	0
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?				
260 YES		23-66%	11-55%	14-70%
261 NO		10-29%	6-30%	5-25%

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
262 PROBABLY		1-3%	1-5%	0
263 PROBABLY NOT		3-9%	2-10%	1-5%
BENEFICIAL:				
264 I LIKE TEACHING		16-46%	7-35%	9-45%
265 I HAVE ALWAYS WANTED TO TEACH		4-11%	0	2-10%
266 I ENJOY WORKING WITH CHILDREN		11-31%	3-15%	9-45%
267 GOOD HOURS-VACATION		5-14%	2-10%	3-15%
268 REWARDING PROFESSION		5-14%	6-30%	1-5%
269 OTHER		1-3%	1-5%	0
DETRIMENTAL:				
270 POOR SALARY		7-20%	7-35%	6-30%
271 LACK OF RESPECT		6-17%	4-20%	0
272 LACK OF PARENTAL SUPPORT		3-9%	2-10%	0
273 APATHETIC STUDENTS		3-9%	1-5%	0
274 DISCIPLINE PROBLEMS		2-6%	1-5%	0
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		2-6%	3-15%	1-5%
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		0	1-5%	1-5%
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		1-3%	0	0
278 NO WAY TO ADVANCE		1-3%	0	0
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?				
279 HIGHER PAY		28-80%	18-90%	16-80%
280 IMPROVE IMAGE OF TEACHERS		16-46%	10-50%	4-20%
281 IMPROVE PRESERVICE TRAINING		4-11%	2-10%	6-30%
282 INCREASE BENEFITS (i.e., insurance, personal days)		2-6%	4-20%	1-5%
283 DECREASE WORKLOAD		4-11%	2-10%	2-10%
284 LOWER TEACHER-PUPIL RATIO		3-9%	2-10%	2-10%
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		5-14%	4-20%	1-5%
286 IMPROVE DISCIPLINE		0	4-20%	0
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		2-6%	3-15%	2-10%
288 IMPROVE CURRICULUM IN SCHOOLS		2-6%	1-5%	0
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		1-3%	0	1-5%
290 HAVE A CAREER DAY		0	0	1-5%
291 PROVIDE OTHER INCENTIVES		1-3%	0	0
292 IMPROVE PARENTAL SUPPORT		0	1-5%	0
293 SUPPORTIVE ADMINISTRATORS		2-6%	0	1-5%
294 MAKE TEACHING A PROFESSION		1-3%	0	0
295 NEED A WAY TO ADVANCE		1-3%	0	0
296 I DO NOT KNOW		1-3%	0	0
297 CONTINUE CURRENT PROGRAM		1-3%	0	0

Table H-1 (continued)

	REGION # of Teachers	EAST 35 F %	MIDDLE 20 F %	WEST 20 F %
298 PROVIDE AIDES		1-3%	0	0
299 OTHER		1-3%	2-10%	2-10%
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?				
300 MERIT PAY DOES NOT WORK		2-6%	4-20%	3-15%
301 DROP MERIT PAY		1-3%	1-5%	1-5%
302 EVALUATION PROCESS IN NOT FAIR		7-20%	4-20%	2-10%
303 MERIT PAY IS NOT FAIR		3-9%	1-5%	3-15%
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS		6-17%	1-5%	3-15%
305 MERIT PAY ENCOURAGES COMPETITION		0	1-5%	1-5%
306 MERIT PAY \$ COULD BE BETTER SPENT IN THE CLASSROOM		1-3%	1-5%	0
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY		0	0	1-5%
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING		2-6%	0	1-5%
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS		1-3%	2-10%	0
310 DO NOT DISCARD MERIT PAY		3-9%	0	1-5%
311 CONTINUE THE CURRENT EVALUATION PROCESS		0	1-5%	0
312 I APPRECIATE BEING INTERVIEWED		0	1-5%	0
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE		1-3%	0	2-10%
314 STUDENTS SUFFER BECAUSE OF THE CL		0	0	1-5%
315 EVALUATION SHOULD BE LOCAL NOT STATE		2-6%	0	0
316 I LIKE MERIT PAY		1-3%	0	1-5%
317 DISCONTINUE THE CL		2-6%	0	0
318 TEACHERS NEED TO RECEIVE MORE PRAISE		2-6%	0	0
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT		2-6%	0	0
320 OTHER		1-3%	1-5%	0

APPENDIX I

FREQUENCIES AND PERCENTAGES OF RESPONSES
BY SCHOOL SETTING

Table I-1

Frequencies and Percentages of Responses by School Setting

	SETTING # of Teachers	RURAL 50		URBAN 25	
		F	%	F	%
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?					
001 NOT VERY OFTEN		19	38%	10	40%
002 NEVER		24	48%	11	44%
003 OFTEN-CASUAL OBSERVATION		7	14%	3	12%
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?					
004 GOT NEW TEACHING IDEAS		16	32%	4	16%
005 CONTINUITY OF PROGRAMS		1	2%	2	8%
006 GOT CLASSROOM MANAGEMENT IDEAS		3	6%	1	4%
007 DID A SELF-EVALUATION		1	2%	2	8%
008 LEARNED FROM OTHERS		2	4%	2	8%
009 IT HAS NOT AFFECTED ME		1	2%	0	0
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?					
010 YES		33	66%	14	56%
011 NO		0	0	1	4%
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?					
012 IMPROVE MY TEACHING		6	12%	2	8%
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		6	12%	6	24%
014 GET CREATIVE IDEAS		3	6%	1	4%
015 WE COULD LEARN FROM EACH OTHER		6	12%	2	8%
016 GET DIFFERENT TEACHING METHODS		30	60%	16	64%
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		1	2%	1	4%
018 CONTINUITY OF PROGRAMS		0	0	1	4%
019 IT WOULD NOT AFFECT ME		0	0	1	4%
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?					
020 YES		7	14%	2	8%
021 NO		43	86%	23	92%
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		3	6%	2	8%
023 I FEEL I HAVE BEEN USED BY ITS GOING FOR UPPER LEVELS		1	2%	0	0
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		2	4%	0	0
025 NONE OF US LIKE MERIT PAY		1	2%	0	0
025 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		3	6%	0	0
027 WE ARE ALL ON THE SAME LEVEL HERE		3	6%	0	0
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		1	2%	1	4%
029 BETTER WORKING RELATIONSHIP WITH PEERS		2	4%	1	4%

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %		URBAN 25 F %	
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?					
030 YES		8-16%		4-16%	
031 NO		42-84%		21-84%	
BENEFICIAL:					
032 I AM MORE CONSCIENTIOUS		4-8%		0	
033 THE MONEY IS AN INCENTIVE TO DO BETTER		1-2%		1-4%	
034 MADE ME MORE ENTHUSIASTIC		0		2-8%	
035 KEEPS MORALE UP		1-2%		0	
036 OTHER		0		1-4%	
DETRIMENTAL:					
037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		1-2%		0	
038 MERIT PAY HAS LOWERED MORALE		0		1-4%	
039 IT TAKES TIME AWAY FROM MY STUDENTS		0		1-4%	
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?					
040 I AGREE		33-66%		16-64%	
041 I DISAGREE		17-34%		8-32%	
AGREE:					
042 GOOD TEACHERS SHOULD GET MORE		11-22%		8-32%	
043 TEACHERS WHO WORK MORE SHOULD GET PAID MORE		14-28%		3-12%	
044 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE		8-16%		1-4%	
045 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION		6-12%		4-16%	
046 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED		3-6%		2-8%	
047 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE		1-2%		0	
048 THE EVALUATION SYSTEM NEEDS TO BE FAIR		3-6%		0	
DISAGREE:					
049 ALL TEACHERS SHOULD EARN THE SAME		3-6%		5-20%	
050 ALL TEACHERS SHOULD EARN MORE		8-16%		6-24%	
051 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY		6-12%		5-20%	
052 CURRENT EVAL. SYSTEM IS NOT FAIR		7-14%		2-8%	
053 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS		1-2%		0	
054 OTHER		1-2%		1-4%	
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?					
BENEFICIAL:					
055 GOOD CLIMATE		30-60%		12-48%	
056 TEACHERS WORK AND SHARE TOGETHER		21-42%		10-40%	
057 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS		2-4%		2-8%	
058 MORALE IS HIGH		0		2-8%	

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %	URBAN 25 F %
DETIMENTAL:			
059 TEACHERS DO NOT WORK WELL TOGETHER		8-16%	4-16%
060 WE ARE ISOLATED		5-10%	2-8%
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER		1-2%	1-4%
062 MORALE IS LOW HERE		1-2%	1-4%
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK		1-2%	0
064 ADMINISTRATORS ARE NOT SUPPORTIVE		1-2%	1-4%
065 OTHER		2-4%	0
05B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?			
066 YES		6-12%	2-8%
067 NO		42-84%	23-92%
068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)		2-4%	0
YES:			
069 WE WORK TOGETHER MORE		2-4%	1-4%
070 TEACHERS ARE MORE COMPETITIVE		2-4%	2-8%
071 UPPER LEVEL TEACHERS ARE MISTREATED		0	1-4%
072 STRESS		1-2%	0
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS		1-2%	0
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING		1-2%	0
NO:			
075 NO ONE WENT FOR UPPER LEVELS HERE		0	2-8%
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS		1-2%	1-4%
06 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?			
077 YES		34-68%	16-64%
078 NO		16-32%	9-36%
BENEFICIAL-YES:			
079 IT HAS ENCOURAGED ME TO DO BETTER		2-4%	2-8%
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		3-6%	3-12%
081 MORE POSITIVE ATTITUDE		0	0
082 OTHER		0	1-4%
DETIMENTAL-NO:			
083 MONEY IS NOT MY MOTIVATOR		3-6%	2-8%
084 I WOULD TEACH REGARDLESS OF MERIT PAY		0	1-4%
085 SOME UNDESERVING TS MADE UPPER LEVELS		4-8%	3-12%
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		7-14%	3-12%
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		7-14%	6-24%
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		11-22%	7-28%
089 DECREASED MORALE FOR SOME		9-18%	5-20%
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		2-4%	0

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %	URBAN 25 F %
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		3-6%	1-4%
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		4-8%	1-4%
093 RESENT THE EXTRA BUSY WORK		7-14%	0
094 STRESS		4-8%	1-4%
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		8-16%	0
096 COMPETITION AND JEALOUSY		3-6%	1-4%
097 OTHER		2-4%	4-16%
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?			
098 YES		7-14%	2-8%
099 NO		43-86%	23-92%
BENEFICIAL-YES:			
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		4-8%	1-4%
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		1-2%	0
102 I LIKE THE EXTRA MONEY		1-2%	0
103 IT IS A WAY TO ADVANCE		1-2%	0
DETRIMENTAL-NO:			
104 I PLAN TO RETIRE		6-12%	5-20%
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		26-52%	13-52%
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		8-16%	3-12%
107 I AM NOT HERE BECAUSE OF THE MONEY		11-22%	6-24%
108 IF CL WERE MANDATORY I WOULD LEAVE		1-2%	1-4%
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		1-2%	0
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		2-4%	1-4%
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		2-4%	0
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY		1-2%	0
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?			
113 YES		7-14%	6-24%
114 NO		32-64%	16-64%
115 I DO NOT KNOW		8-16%	3-12%
116 PROBABLY NOT		2-4%	0
BENEFICIAL-YES:			
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		5-10%	3-12%
118 HIGHER STATUS-RECOGNIZES EFFORTS		0	1-4%
119 YOUNGER TEACHERS LIKE MERIT PAY		2-4%	0
DETRIMENTAL-NO:			
120 MERIT PAY IS NOT ENOUGH TO MATTER		9-18%	7-28%
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		7-14%	2-8%
122 IF IT WERE MANDATORY SOME WOULD LEAVE		0	1-4%
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		5-10%	4-16%
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		1-2%	1-4%

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %	URBAN 25 F %
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?			
125 YES	18-36%	10-40%	
126 NO	31-62%	15-60%	
127 MAYBE	1-2%	0	
BENEFICIAL-YES:			
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION	6-12%	2-8%	
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED	3-6%	1-4%	
130 TEACHERS CREATE NEW PROGRAMS	3-6%	1-4%	
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE	3-6%	2-8%	
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB	4-8%	3-12%	
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)	10-20%	1-4%	
134 DO WORKSHOPS	1-2%	0	
135 OTHER	1-2%	1-4%	
DETIMENTIAL-NO:			
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION	3-6%	1-4%	
137 MONEY WILL NOT INFLUENCE PERFORMANCE	22-44%	10-40%	
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY	4-8%	2-8%	
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS	17-34%	3-12%	
140 MERIT PAY IS NOT A MOTIVATOR	0	6-24%	
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING	3-6%	1-4%	
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM ?			
142 HIGHER SALARIES	39-78%	14-56%	
143 IMPROVE IMAGE OF TEACHERS	6-12%	7-28%	
144 LOWER TEACHER-PUPIL RATIO	19-38%	6-24%	
145 BETTER WORKING CONDITIONS	7-14%	5-20%	
146 INCREASE PARENTAL SUPPORT AND RESPECT	13-26%	5-20%	
147 MORE MONEY FOR BOOKS AND SUPPLIES	11-22%	2-8%	
148 BETTER COMMUNICATION FROM LOCAL AND STATE	1-2%	2-8%	
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)	8-16%	3-12%	
150 REDUCE PAPERWORK	5-10%	6-24%	
151 IMPROVE DISCIPLINE OF STUDENTS	8-16%	3-12%	
152 BETTER BENEFITS (i.e., insurance, personal days)	3-6%	0	
153 MORE EMPHASIS ON TEACHING AND STUDENTS	5-10%	5-20%	
154 PLAN TIME	2-4%	3-12%	
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS	1-2%	3-12%	
156 MERIT PAY	1-2%	0	
157 DROP MERIT PAY	1-2%	2-8%	
158 DECREASE WORKLOAD	3-6%	1-4%	
159 REDUCE NON-TEACHING DUTIES	2-4%	1-4%	
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES	1-2%	0	

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50		URBAN 25	
		F	%	F	%
161 IMPROVE TEACHER MORALE		2-4%		1-4%	
162 PROVIDE OTHER INCENTIVES		1-2%		0	
163 PRAISE FOR A JOB WELL DONE		2-4%		0	
164 CONTINUE THE CL		1-2%		0	
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		2-4%		0	
166 BUILD AN ALTERNATIVE SCHOOL		1-2%		0	
167 REDUCE STRESS		1-2%		0	
168 OTHER		2-4%		1-4%	
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?					
169 CHILDREN'S PROGRESS		41-82%		16-64%	
170 POSITIVE COMMENTS FROM PARENTS		10-20%		6-24%	
171 CHILDREN'S COMMENTS		16-32%		9-36%	
172 PERSONAL FEELINGS (SELF-EVALUATION)		6-12%		2-8%	
173 COMMENTS FROM PEERS		5-10%		3-12%	
174 COMMENTS FROM THE PRINCIPAL		2-4%		1-4%	
175 TEST SCORES OF STUDENTS		5-10%		2-8%	
176 EVALUATION		2-4%		1-4%	
177 OTHER		0		1-4%	
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?					
178 YES		49-98%		24-96%	
179 NO		1-2%		1-4%	
180 SATISFIERS ARE THE ONLY REASON I AM HERE		0		2-8%	
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		0		1-4%	
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
182 SEEING CHILDREN LEARN		32-64%		10-40%	
183 KNOWING I HAVE HELPED STUDENTS		8-16%		3-12%	
184 FEELING LIKE I AM MAKING A CONTRIBUTION		3-6%		1-4%	
185 SEEING CHILDREN EXCEL		1-2%		3-12%	
186 POSITIVE COMMENTS FROM PARENTS		6-12%		6-24%	
187 POSITIVE COMMENTS FROM CHILDREN		5-10%		3-12%	
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		6-12%		3-12%	
189 LIKE THE PEOPLE I WORK WITH		3-6%		2-8%	
190 LIKE WORKING WITH YOUNG PEOPLE		9-18%		3-12%	
191 GOOD PARENTAL SUPPORT		1-2%		1-4%	
192 STUDENTS THAT HAVE A DESIRE TO LEARN		10-20%		5-20%	
193 OTHER		3-6%		0	
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
194 BEHAVIOR PROBLEMS		12-24%		9-36%	

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %		URBAN 25 F %	
		F	%	F	%
195 APATHETIC STUDENTS		17-34%		4-16%	
196 LACK OF PARENTAL SUPPORT AND RESPECT		13-26%		4-16%	
197 NEGATIVE COMMENTS FROM PARENTS		6-12%		5-20%	
198 LOW SALARY		2-4%		1-4%	
199 OUTSIDE INTERRUPTIONS		4-8%		2-8%	
200 LACK OF FUNDS TO OPERATE PROGRAM		4-8%		2-8%	
201 PAPERWORK		2-4%		2-8%	
202 DISRESPECT FROM THE PUBLIC		3-6%		1-4%	
203 LACK OF TIME OF GET EVERYTHING DONE		2-4%		2-8%	
204 NON-COOPERATIVE FACULTY MEMBERS		8-16%		2-8%	
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		5-10%		4-16%	
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		3-6%		1-4%	
207 LARGE CLASS SIZE		1-2%		1-4%	
208 NON-TEACHING DUTIES		1-2%		0	
209 NONE		1-2%		0	
210 INCONSISTENCY OF OTHER TEACHERS		1-2%		2-8%	
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		1-2%		0	
212 ROUTINE OF JOB		1-2%		0	
213 OTHER		1-2%		0	
Q11C HOW IMPORTANT IS THIS TO YOU?					
214 VERY IMPORTANT		43-86%		22-88%	
SATISFIERS:					
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION		14-28%		2-8%	
216 SATISFIERS ARE WHAT DRIVE ME		5-10%		2-8%	
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY		1-2%		0	
218 OTHER		1-2%		0	
DISSATISFIERS:					
219 DISSATISFIERS COULD MAKE ME QUIT		6-12%		1-4%	
220 DISSATISFIERS ARE DISCOURAGING		11-22%		3-12%	
221 DISSATISFIERS LIMIT WHAT I CAN DO		6-12%		1-4%	
222 I WORK TO OVERCOME THE DISSATISFIERS		4-8%		0	
223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY		3-6%		0	
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?					
224 YES		18-36%		8-32%	
225 NO		32-64%		17-68%	
YES:					
226 EVALUATION PROCESS REQUIRES MORE WORK		5-10%		2-8%	
227 INCREASED WORKLOAD		7-14%		3-12%	
228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY		5-10%		2-8%	
229 EXTRA PAPERWORK		11-22%		1-4%	

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %	URBAN 25 F %
230 MORE DETAILED PLANS	3-6%	0	0
231 OTHER	0	2-8%	2-8%
NO:			
232 I AM DOING THINGS THE SAME WAY	0	2-8%	2-8%
233 LEVEL I DOES NOT REQUIRE EXTRA WORK	4-8%	1-4%	1-4%
234 MERIT PAY HAS ALWAYS EXISTED FOR ME	2-4%	1-4%	1-4%
235 I DO NOT GET MERIT PAY	0	1-4%	1-4%
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?			
236 YES	42-84%	22-88%	22-88%
237 NO	8-16%	3-12%	3-12%
BENEFICIAL:			
238 I LIKE TO TEACH	20-40%	11-44%	11-44%
239 I ENJOY WORKING WITH YOUNG PEOPLE	17-34%	7-28%	7-28%
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING	14-28%	10-40%	10-40%
241 I LIKE THE HOURS AND VACATION TIME	8-16%	4-16%	4-16%
242 WAY TO BE CREATIVE	2-4%	3-12%	3-12%
243 PROUD TO BE A TEACHER	1-2%	2-8%	2-8%
244 FEEL I HAVE HELPED STUDENTS	2-4%	3-12%	3-12%
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN	0	0	0
246 I LIKE TO SEE CHILDREN LEARN	2-4%	2-8%	2-8%
247 I HAVE ALWAYS WANTED TO TEACH	4-8%	2-8%	2-8%
248 OTHER	2-4%	0	0
DETIMENTAL:			
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE	3-6%	3-12%	3-12%
250 BAD IMAGE OF THE TEACHING PROFESSION	2-4%	0	0
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)	3-6%	3-12%	3-12%
252 FEEL FRUSTRATED WITH TEACHING	1-2%	2-8%	2-8%
253 LACK OF PARENTAL SUPPORT	4-8%	1-4%	1-4%
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)	1-2%	2-8%	2-8%
255 DISCIPLINE PROBLEMS	1-2%	1-4%	1-4%
256 APATHETIC STUDENTS	1-2%	0	0
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS	2-4%	0	0
258 STRESS	1-2%	0	0
259 OTHER	1-2%	0	0
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?			
260 YES	35-70%	13-52%	13-52%
261 NO	16-32%	5-20%	5-20%

Table I-1 (continued)

	SETTING # of Teachers	RURAL		URBAN	
		F	%	F	%
262 PROBABLY					2-8%
263 PROBABLY NOT		0	1-2%		5-20%
BENEFICIAL:					
264 I LIKE TEACHING		22-44%		10-40%	
265 I HAVE ALWAYS WANTED TO TEACH		3-6%		3-12%	
266 I ENJOY WORKING WITH CHILDREN		18-36%		5-20%	
267 GOOD HOURS-VACATION		7-14%		3-12%	
268 REWARDING PROFESSION		9-18%		3-12%	
269 OTHER		0		2-8%	
DETRIMENTAL:					
270 POOR SALARY		14-28%		6-24%	
271 LACK OF RESPECT		8-16%		2-8%	
272 LACK OF PARENTAL SUPPORT		2-4%		3-12%	
273 APATHETIC STUDENTS		1-2%		3-12%	
274 DISCIPLINE PROBLEMS		1-2%		2-8%	
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		3-6%		3-12%	
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		1-2%		1-4%	
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		0		1-4%	
278 NO WAY TO ADVANCE		1-2%		0	
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?					
279 HIGHER PAY		45-90%		17-68%	
280 IMPROVE IMAGE OF TEACHERS		21-42%		9-36%	
281 IMPROVE PRESERVICE TRAINING		10-20%		2-8%	
282 INCREASE BENEFITS (i.e., insurance, personal days)		7-14%		0	
283 DECREASE WORKLOAD		4-8%		4-16%	
284 LOWER TEACHER-PUPIL RATIO		4-8%		3-12%	
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		6-12%		4-16%	
286 IMPROVE DISCIPLINE		1-2%		3-12%	
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		5-10%		2-8%	
288 IMPROVE CURRICULUM IN SCHOOLS		1-2%		2-8%	
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		1-2%		1-4%	
290 HAVE A CAREER DAY		1-2%		0	
291 PROVIDE OTHER INCENTIVES		1-2%		2-8%	
292 IMPROVE PARENTAL SUPPORT		0		1-4%	
293 SUPPORTIVE ADMINISTRATORS		3-6%		0	
294 MAKE TEACHING A PROFESSION		1-2%		0	
295 NEED A WAY TO ADVANCE		1-2%		0	
296 I DO NOT KNOW		1-2%		0	
297 CONTINUE CURRENT PROGRAM		0		1-4%	

Table I-1 (continued)

	SETTING # of Teachers	RURAL 50 F %	URBAN 25 F %
298 PROVIDE AIDES	1-2%	0	0
299 OTHER	2-4%	3-12%	
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?			
300 MERIT PAY DOES NOT WORK			
301 DROP MERIT PAY	6-12%	3-12%	
302 EVALUATION PROCESS IN NOT FAIR	1-2%	2-8%	
303 MERIT PAY IS NOT FAIR	11-22%	2-8%	
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS	6-12%	1-4%	
305 MERIT PAY ENCOURAGES COMPETITION	10-20%	0	
306 MERIT PAY S COULD BE BETTER SPENT IN THE CLASSROOM	1-2%	1-4%	
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY	2-4%	0	
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING	0	1-4%	
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS	0	3-12%	
310 DO NOT DISCARD MERIT PAY	1-2%	2-8%	
311 CONTINUE THE CURRENT EVALUATION PROCESS	0	1-4%	
312 I APPRECIATE BEING INTERVIEWED	0	3-12%	
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE	1-2%	2-8%	
314 STUDENTS SUFFER BECAUSE OF THE CL	2-4%	2-8%	
315 EVALUATION SHOULD BE LOCAL NOT STATE	0	1-4%	
316 I LIKE MERIT PAY	1-2%	1-4%	
317 DISCONTINUE THE CL	2-4%	0	
318 TEACHERS NEED TO RECEIVE MORE PRAISE	0	2-8%	
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT	2-4%	0	
320 OTHER	2-4%	0	

APPENDIX J

FREQUENCIES AND PERCENTAGES OF RESPONSES
BY CERTIFICATION

Table J-1

Frequencies and Percentages of Responses by Certification

	CERTIFICATION # of Teachers	PROB.			APP.			CL I			CL II			CL III			NC		
		F	P		F	P		F	P		F	P		F	P		F	P	
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?																			
Q01 NOT VERY OFTEN		1-3%			2-40%			22-44%			0			2-40%			2-2%		
Q02 NEVER		1-3%			1-20%			24-48%			2-6%			2-40%			5-56%		
Q03 OFTEN-CASUAL OBSERVATION		0			2-40%			6-12%			1-33%			1-20%			0		
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?																			
Q04 GOT NEW TEACHING IDEAS		0			4-80%			13-26%			1-33%			2-40%			0		
Q05 CONTINUITY OF PROGRAMS		0			1-20%			2-4%			0			0			0		
Q06 GOT CLASSROOM MANAGEMENT IDEAS		1-33%			1-20%			1-2%			0			1-20%			0		
Q07 DID A SELF-EVALUATION		0			0			3-6%			0			0			0		
Q08 LEARNED FROM OTHERS		0			0			4-8%			0			0			0		
Q09 IT HAS NOT AFFECTED ME		0			0			1-2%			0			0			0		
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?																			
Q10 YES		1-33%			3-60%			25-50%			1-33%			2-40%			5-56%		
Q11 NO		0			0			1-2%			0			0			0		
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?																			
Q12 IMPROVE MY TEACHING		0			0			8-16%			0			0			0		
Q13 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		1-33%			1-20%			9-18%			0			0			1-11%		
Q14 GET CREATIVE IDEAS		0			0			3-6%			0			0			0		
Q15 WE COULD LEARN FROM EACH OTHER		0			1-20%			6-12%			0			0			1-11%		
Q16 GET DIFFERENT TEACHING METHODS		2-6%			4-80%			32-64%			1-33%			2-40%			5-56%		
Q17 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		0			0			1-2%			0			0			1-11%		
Q18 CONTINUITY OF PROGRAMS		0			0			0			0			0			1-11%		
Q19 IT WOULD NOT AFFECT ME		0			0			0			0			0			0		
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?																			
Q20 YES		0			0			5-10%			1-33%			2-40%			1-11%		
Q21 NO		2-6%			5-100%			48-96%			2-6%			3-60%			6-6%		
Q22 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		0			2-40%			1-2%			0			0			0		
Q23 I FEEL I HAVE BEEN USED BY ITS GOING FOR UPPER LEVELS		0			0			0			0			0			1-11%		
Q24 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		0			0			1-2%			0			0			0		
Q25 NONE OF US LIKE MERIT PAY		0			0			1-2%			0			0			0		
Q26 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		0			0			1-2%			1-33%			1-20%			0		
Q27 WE ARE ALL ON THE SAME LEVEL HERE		0			0			3-6%			0			0			0		
Q28 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		0			0			1-2%			0			1-20%			0		
Q29 BETTER WORKING RELATIONSHIP WITH PEERS		0			0			3-6%			0			0			0		
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?																			
Q30 YES		0			2-40%			7-14%			1-33%			2-40%			0		
Q31 NO		2-6%			3-60%			46-92%			2-6%			3-60%			7-78%		
BENEFICIAL:																			
Q32 I AM MORE CONSCIENTIOUS		0			0			3-6%			1-33%			0			0		
Q33 THE MONEY IS AN INCENTIVE TO DO BETTER		0			1-20%			1-2%			0			0			0		
Q34 MADE ME MORE ENTHUSIASTIC		0			0			2-4%			0			0			0		
Q35 KEEPS MORALE UP		0			0			0			0			1-20%			0		
Q36 OTHER		1-33%			0			0			0			0			0		
DETIMENTAL:																			
Q37 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		0			0			1-2%			0			0			0		
Q38 MERIT PAY HAS LOWERED MORALE		0			0			1-2%			0			0			0		
Q39 IT TAKES TIME AWAY FROM MY STUDENTS		0			0			0			0			1-20%			0		

Table J-1 (continued)

		CERTIFICATION # of Teachers		PROB.		APP.		CL I		CL II		CL III		NC	
		F P		F P		F P		F P		F P		F P		F P	
		3		5		50		3		5		9		5	
Q4	HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?														
Q40	I AGREE	2-67%	4-80%	31-62%	3-100%	4-80%	5-56%								
Q41	I DISAGREE	0	1-20%	21-42%	0	1-20%	2-22%								
AGREE:															
Q42	GOOD TEACHERS SHOULD GET MORE	2-67%	2-40%	12-24%	1-33%	1-20%	1-11%								
Q43	TEACHERS WHO WORK MORE SHOULD GET PAID MORE	0	2-40%	12-24%	2-67%	0	1-11%								
Q44	THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE	0	1-20%	5-10%	1-33%	1-20%	1-11%								
Q45	SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION	0	1-20%	7-14%	1-33%	0	1-11%								
Q46	POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED	0	1-20%	3-6%	0	1-20%	0								
Q47	TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE	0	1-20%	0	0	1-20%	0								
Q48	THE EVALUATION SYSTEM NEEDS TO BE FAIR	0	0	3-6%	0	0	0								
DISAGREE:															
Q49	ALL TEACHERS SHOULD EARN THE SAME	0	0	8-16%	0	0	0								
Q50	ALL TEACHERS SHOULD EARN MORE	0	0	13-26%	0	0	0								
Q51	SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY	1-33%	0	9-18%	0	0	1-11%								
Q52	CURRENT EVAL. SYSTEM IS NOT FAIR	0	1-20%	7-14%	0	0	1-11%								
Q53	BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS	0	0	1-2%	0	0	0								
Q54	OTHER	0	0	2-4%	0	0	0								
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?															
BENEFICIAL:															
Q55	GOOD CLIMATE	1-33%	2-40%	30-60%	1-33%	3-60%	5-56%								
Q56	TEACHERS WORK AND SHARE TOGETHER	1-33%	3-60%	24-48%	1-33%	2-40%	0								
Q57	WE SHARE MATERIALS REGARDLESS OF CERT. STATUS	1-33%	0	3-6%	0	0	0								
DETRIMENTAL:															
Q58	MORALE IS HIGH	0	0	0	0	0	2-22%								
Q59 TEACHERS DO NOT WORK WELL TOGETHER															
Q60	WE ARE ISOLATED	1-33%	0	7-14%	2-67%	1-20%	1-11%								
Q61	WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER	0	0	5-10%	1-33%	0	1-11%								
Q62	MORALE IS LOW HERE	0	0	2-4%	0	0	0								
Q63	SOME TEACHERS DO NOT WANT TO DO EXTRA WORK	0	1-20%	0	0	0	0								
Q64	ADMINISTRATORS ARE NOT SUPPORTIVE	0	0	1-2%	1-33%	1-20%	0								
Q65	OTHER	0	0	1-2%	1-33%	1-20%	0								
Q66 HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?															
Q66	YES	0	2-40%	2-4%	1-33%	3-60%	0								
Q67	NO	1-33%	2-40%	48-96%	2-67%	2-40%	7-78%								
Q68	I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)	1-33%	1-20%	0	0	0	0								
YES:															
Q69	WE WORK TOGETHER MORE	0	1-20%	1-2%	0	1-20%	0								
Q70	TEACHERS ARE MORE COMPETITIVE	0	1-20%	1-2%	0	1-20%	1-11%								
Q71	UPPER LEVEL TEACHERS ARE MISTREATED	0	0	1-2%	0	0	0								
Q72	STRESS	0	0	1-2%	0	0	0								
Q73	NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS	0	0	0	0	0	0								
Q74	MORE NEGATIVE ATTITUDES TOWARD TEACHING	0	0	0	1-33%	0	0								
NO:															
Q75	NO ONE WENT FOR UPPER LEVELS HERE	0	0	2-4%	0	0	0								
Q76	WE HAVE ALWAYS HAD HELPFUL TEACHERS	0	0	2-4%	0	0	0								
Q6. HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?															
Q77	YES	1-33%	4-80%	32-64%	2-67%	5-100%	6-67%								
Q78	NO	1-33%	1-20%	21-42%	1-33%	0	1-11%								

**CERTIFICATION
of Teachers**

CERTIFICATION		PROB.	APP.	CL I	CL II	CL III	NC
# of Teachers		F P	F P	F P	F P	F P	F P
BENEFICIAL-YES:							
079	IT HAS ENCOURAGED ME TO DO BETTER	0	1-20%	2-4%	0	0	1-11%
080	GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY	1-33%	1-20%	2-4%	0	2-40%	0
081	MORE POSITIVE ATTITUDE	1-33%	0	0	0	2-40%	0
082	OTHER						
DETIMENTAL-NO:							
083	MONEY IS NOT MY MOTIVATOR	0	0	4-8%	0	0	1-11%
084	I WOULD TEACH REGARDLESS OF MERIT PAY	0	0	1-2%	0	0	0
085	SOME UNDESIRING IS MADE UPPER LEVELS	0	0	5-10%	1-33%	1-20%	0
086	LEVEL II & III IS ARE NO BETTER THAN THOSE WHO DID NOT APPLY	0	1-20%	7-14%	0	0	2-22%
087	MERIT PAY HAS MADE SOME IS RESEMBLIF OF OTHER IS	0	1-20%	8-16%	2-67%	1-20%	1-11%
088	SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES	0	1-20%	12-24%	1-33%	3-60%	1-11%
089	DECREASED MORALE FOR SOME	0	0	11-22%	0	2-40%	1-11%
090	THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM	0	0	2-4%	0	0	0
091	SOME TEACHERS FEAR THE EVALUATION PROCESS	0	0	0	2-67%	2-40%	0
092	DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM	0	0	3-6%	1-33%	1-20%	0
093	RESENT THE EXTRA BUSY WORK	0	2-40%	0	0	0	0
094	STRESS	0	0	3-6%	1-33%	1-20%	0
095	EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS	0	1-20%	6-12%	1-33%	0	0
096	COMPETITION AND JEALOUSY	0	1-20%	1-2%	1-33%	0	1-11%
097	OTHER	0	0	5-10%	0	1-20%	0
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?							
098	YES	0	2-40%	5-10%	1-33%	1-20%	0
099	NO	2-67%	3-60%	48-96%	2-67%	4-80%	7-78%
BENEFICIAL-YES:							
100	IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD	0	1-20%	2-4%	1-33%	1-20%	0
101	IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION	0	0	0	1-33%	0	0
102	I LIKE THE EXTRA MONEY	0	1-20%	1-2%	0	0	0
103	IT IS A WAY TO ADVANCE	0	0	0	0	0	0
DETIMENTAL-NO:							
104	I PLAN TO RETIRE	0	0	9-18%	0	1-20%	1-11%
105	I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY	2-67%	1-20%	29-58%	1-33%	3-60%	3-33%
106	MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE	0	1-20%	6-12%	1-33%	2-22%	2-22%
107	I AM NOT HERE BECAUSE OF THE MONEY	1-33%	0	14-28%	0	1-20%	1-11%
108	IF CL WERE MANDATORY I WOULD LEAVE	0	0	2-4%	0	0	0
109	IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT	0	0	0	1-33%	0	0
110	I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION	0	1-20%	1-2%	1-33%	0	0
111	THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY	0	0	2-4%	0	0	0
112	I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY	0	0	0	1-33%	0	0
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?							
113	YES	0	2-40%	9-18%	0	0	2-22%
114	NO	2-67%	3-60%	34-68%	2-67%	4-80%	3-33%
115	I DO NOT KNOW	0	0	7-14%	1-33%	1-20%	2-22%
116	PROBABLY NOT	0	0	2-4%	0	0	0
BENEFICIAL-YES:							
117	GIVES TEACHERS A CHANCE TO MAKE MORE MONEY	0	2-40%	6-12%	0	0	0
118	HIGHER STATUS-RECOGNIZES EFFORTS	0	0	0	0	0	1-11%
119	YOUNGER TEACHERS LIKE MERIT PAY	0	0	1-2%	0	0	1-11%
DETIMENTAL-NO:							
120	MERIT PAY IS NOT ENOUGH TO MATTER	1-33%	0	10-20%	1-33%	3-60%	1-11%
121	REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY	1-33%	0	7-14%	0	1-20%	0
122	IF IT WERE MANDATORY SOME WOULD LEAVE	0	0	1-2%	0	0	0

Table J-1 (continued)

	CERTIFICATION # of Teachers	PROB. F P	APP.		CL I		CL II		CL III		NC	
			F	P	F	P	F	P	F	P	F	P
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		0	0	0	7-14%	0	0	0	1-20%	0	1-11%	0
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		1-33%	0	0	1-2%	0	0	0	0	0	0	0
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?												
125 YES		1-33%	4-80%	0	20-40%	0	0	0	1-20%	0	2-22%	0
126 NO		1-33%	1-20%	0	33-66%	0	0	0	4-80%	0	5-56%	0
127 MAYBE		0	0	0	0	0	0	0	0	0	0	0
BENEFICIAL-YES:												
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		0	1-20%	0	7-14%	0	0	0	0	0	0	0
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		0	1-20%	0	1-2%	0	0	0	1-20%	0	1-11%	0
130 TEACHERS CREATE NEW PROGRAMS		0	0	0	3-6%	0	0	0	0	0	0	0
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		1-33%	0	0	4-8%	0	0	0	0	0	0	0
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		0	1-20%	0	6-12%	0	0	0	0	0	1-11%	0
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		0	1-20%	0	8-16%	0	0	0	1-20%	0	0	0
134 DO WORKSHOPS		0	0	0	1-2%	0	0	0	0	0	0	0
135 OTHER		0	0	0	1-2%	0	0	0	1-20%	0	0	0
DETRIMENTAL-NO:												
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		0	0	0	2-4%	0	0	0	2-40%	0	0	0
137 MONEY WILL NOT INFLUENCE PERFORMANCE		0	1-20%	0	23-46%	0	0	0	4-80%	0	4-44%	0
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		0	0	0	6-12%	0	0	0	0	0	0	0
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		0	1-20%	0	13-26%	1-33%	0	0	3-60%	2-22%	2-22%	0
140 MERIT PAY IS NOT A MOTIVATOR		0	0	0	3-6%	0	0	0	1-20%	0	2-22%	0
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		0	0	0	3-6%	1-33%	0	0	0	0	0	0
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?												
142 HIGHER SALARIES		1-33%	4-80%	0	37-74%	0	0	0	5-100%	0	4-44%	0
143 IMPROVE IMAGE OF TEACHERS		0	0	0	10-20%	0	0	0	2-40%	0	1-11%	0
144 LOWER TEACHER-PUPIL RATIO		0	2-40%	0	19-38%	1-33%	0	0	1-20%	0	2-22%	0
145 BETTER WORKING CONDITIONS		0	1-20%	0	9-18%	1-33%	0	0	0	0	1-11%	0
146 INCREASE PARENTAL SUPPORT AND RESPECT		0	1-20%	0	13-26%	1-33%	0	0	1-20%	0	2-22%	0
147 MORE MONEY FOR BOOKS AND SUPPLIES		0	3-60%	0	6-12%	0	0	0	1-20%	0	2-22%	0
148 BETTER COMMUNICATION FROM LOCAL AND STATE		0	0	0	2-4%	0	0	0	0	0	1-11%	0
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		0	1-20%	0	8-16%	1-33%	0	0	0	0	1-11%	0
150 REDUCE PAPERWORK		1-33%	0	0	7-14%	0	0	0	3-33%	0	1-11%	0
151 IMPROVE DISCIPLINE OF STUDENTS		0	0	0	3-6%	0	0	0	0	0	0	0
152 BETTER BENEFITS (i.e., insurance, personal days)		0	0	0	7-14%	0	0	0	0	0	1-11%	0
153 MORE EMPHASIS ON TEACHING AND STUDENTS		0	1-20%	0	3-6%	0	0	0	1-20%	0	0	0
154 PLAN TIME		0	0	0	5-10%	0	0	0	0	0	0	0
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS		0	0	0	3-6%	0	0	0	0	0	1-11%	0
156 MERIT PAY		0	0	0	1-2%	0	0	0	0	0	1-11%	0
157 DROP MERIT PAY		0	1-20%	0	1-2%	0	0	0	1-20%	0	0	0
158 DECREASE WORKLOAD		0	0	0	2-4%	1-33%	0	0	0	0	0	0
159 REDUCE NON-TEACHING DUTIES		0	0	0	0	0	0	0	0	0	0	0
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		0	1-20%	0	0	0	0	0	0	0	0	0
161 IMPROVE TEACHER MORALE		0	0	0	3-6%	0	0	0	0	0	0	0
162 PROVIDE OTHER INCENTIVES		0	0	0	0	1-33%	0	0	0	0	0	0
163 PRAISE FOR A JOB WELL DONE		0	0	0	2-4%	0	0	0	0	0	1-11%	0
164 CONTINUE THE CL		0	0	0	0	0	0	0	0	0	0	0
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		0	0	0	2-4%	0	0	0	0	0	0	0
166 BUILD AN ALTERNATIVE SCHOOL		0	0	0	1-2%	0	0	0	0	0	0	0
167 REDUCE STRESS		0	0	0	1-2%	0	0	0	0	0	0	0
168 OTHER		0	1-20%	0	2-4%	0	0	0	0	0	0	0

Table J-1 (continued)

	CERTIFICATION # of Teachers	PROB. P P	APP. P P			CL I 50 P P			CL II 3 P P			CL III 5 P P			NC 9 P P		
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?																	
169 CHILDREN'S PROGRESS		2-67%	5-100%			39-78%			2-67%			4-80%			5-56%		
170 POSITIVE COMMENTS FROM PARENTS		0	3-60%			10-20%			1-33%			1-20%			1-11%		
171 CHILDREN'S COMMENTS		1-33%	0			19-38%			0			1-20%			4-44%		
172 PERSONAL FEELINGS (SELF-EVALUATION)		0	0			6-12%			0			1-20%			1-11%		
173 COMMENTS FROM PEERS		0	0			6-12%			1-33%			0			0		
174 COMMENTS FROM THE PRINCIPAL		0	0			1-2%			1-33%			0			1-11%		
175 TEST SCORES OF STUDENTS		0	1-20%			5-10%			0			1-20%			0		
176 EVALUATION		0	2-40%			1-2%			0			0			0		
177 OTHER		0	0			1-2%			0			0			0		
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?																	
178 YES		2-67%	5-100%			48-96%			3-100%			5-100%			7-78%		
179 NO		0	0			2-4%			0			0			0		
180 SATISFIERS ARE THE ONLY REASON I AM HERE		0	0			1-2%			0			0			0		
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		0	0			1-2%			0			0			0		
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?																	
182 SEEING CHILDREN LEARN		1-33%	4-80%			30-60%			1-33%			2-40%			4-44%		
183 KNOWING I HAVE HELPED STUDENTS		0	2-40%			8-16%			0			1-20%			0		
184 FEELING LIKE I AM MAKING A CONTRIBUTION		0	1-20%			3-6%			0			0			0		
185 SEEING CHILDREN EXCEL		0	0			4-8%			0			0			0		
186 POSITIVE COMMENTS FROM PARENTS		0	0			10-20%			0			1-20%			1-11%		
187 POSITIVE COMMENTS FROM CHILDREN		0	0			6-12%			1-33%			1-20%			0		
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		0	0			6-12%			1-33%			1-20%			0		
189 LIKE THE PEOPLE I WORK WITH		2-67%	0			2-4%			0			1-20%			1-11%		
190 LIKE WORKING WITH YOUNG PEOPLE		0	1-20%			9-18%			0			1-20%			1-11%		
191 GOOD PARENTAL SUPPORT		0	0			0			0			1-20%			1-11%		
192 STUDENTS THAT HAVE A DESIRE TO LEARN		1-33%	2-40%			9-18%			0			2-40%			1-11%		
193 OTHER		0	0			1-2%			1-33%			1-20%			0		
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?																	
194 BEHAVIOR PROBLEMS		1-33%	2-40%			14-28%			1-33%			1-20%			2-22%		
195 APATHETIC STUDENTS		1-33%	3-60%			12-24%			2-67%			2-40%			1-11%		
196 LACK OF PARENTAL SUPPORT AND RESPECT		0	1-20%			12-24%			0			2-40%			2-22%		
197 NEGATIVE COMMENTS FROM PARENTS		0	1-20%			7-14%			1-33%			0			2-22%		
198 LOW SALARY		0	0			3-6%			0			0			0		
199 OUTSIDE INTERRUPTIONS		0	0			5-10%			0			0			1-11%		
200 LACK OF FUNDS TO OPERATE PROGRAM		0	0			5-10%			0			0			1-11%		
201 PAPERWORK		0	0			4-8%			0			0			0		
202 DISRESPECT FROM THE PUBLIC		0	0			2-4%			0			0			1-11%		
203 LACK OF TIME OF GET EVERYTHING DONE		1-33%	0			2-4%			0			0			1-11%		
204 NON-COOPERATIVE FACULTY MEMBERS		0	0			8-16%			1-33%			0			1-11%		
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		0	1-20%			7-14%			0			1-20%			0		
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		0	0			4-8%			0			0			0		
207 LARGE CLASS SIZE		0	0			1-2%			0			0			1-11%		
208 NON-TEACHING DUTIES		0	0			1-2%			0			0			0		
209 NONE		0	0			0			0			1-20%			0		
210 INCONSISTENCY OF OTHER TEACHERS		0	0			3-6%			0			0			0		
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		0	0			1-2%			0			0			0		
212 ROUTINE OF JOB		0	0			1-2%			0			0			0		
213 OTHER		1-33%	0			0			0			0			0		
Q11C HOW IMPORTANT IS THIS TO YOU?																	
214 VERY IMPORTANT		1-33%	5-100%			46-92%			2-67%			5-100%			6-67%		

Table J-1 (continued)

	CERTIFICATION # of Teachers	PROB. 3 F P	APP. 5 F P		CL I 50 F P		CL II 3 F P		CL III 5 F P		MC 9 F P
			F	P	F	P	F	P	F	P	
SATISFIERS:											
215	SATISFIERS MAKE ME REMAIN IN THE PROFESSION	0	0	12-24%	1-33%	1-20%	2-22%				
216	SATISFIERS ARE WHAT DRIVE ME	1-33%	0	6-17%	0	1-20%	0				
217	SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY	0	1-20%	0	0	0	0				
218	OTHER	0									
DISSATISFIERS:											
219	DISSATISFIERS COULD MAKE ME QUIT	0	1-20%	4-8%	1-33%	0	1-11%				
220	DISSATISFIERS ARE DISCOURAGING	0	0	12-24%	1-33%	0	1-11%				
221	DISSATISFIERS LIMIT WHAT I CAN DO	0	0	5-10%	0	1-20%	1-11%				
222	I WORK TO OVERCOME THE DISSATISFIERS	0	1-20%	3-6%	0	0	0				
223	SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY	0	0	2-4%	0	0	1-11%				
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?											
224	YES	1-33%	0	16-32%	3-100%	4-80%	2-22%				
225	NO	1-33%	5-100%	37-74%	0	1-20%	5-56%				
YES:											
226	EVALUATION PROCESS REQUIRES MORE WORK	0	0	5-10%	0	1-20%	1-11%				
227	INCREASED WORKLOAD	0	0	4-8%	0	4-80%	0				
228	WORK EXTRA TO EARN EXTENDED CONTRACT MONEY	0	0	0	3-100%	4-80%	0				
229	EXTRA PAPERWORK	0	0	9-18%	1-33%	0	2-22%				
230	MORE DETAILED PLANS	0	0	2-4%	0	1-20%	0				
231	OTHER	0	0	2-4%	0	0	0				
NO:											
232	I AM DOING THINGS THE SAME WAY	0	0	2-4%	0	0	0				
233	LEVEL I DOES NOT REQUIRE EXTRA WORK	0	0	5-10%	0	0	0				
234	MERIT PAY HAS ALWAYS EXISTED FOR ME	1-33%	1-20%	1-7%	0	0	0				
235	I DO NOT GET MERIT PAY	0	0	0	0	0	1-11%				
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?											
236	YES	2-67%	5-100%	44-88%	2-67%	5-100%	6-67%				
237	NO	0	0	9-18%	1-33%	0	1-11%				
BENEFICIAL:											
238	I LIKE TO TEACH	1-33%	2-40%	21-42%	2-67%	0	5-55%				
239	I ENJOY WORKING WITH YOUNG PEOPLE	1-33%	2-40%	16-37%	0	2-40%	3-33%				
240	TEACHING IS REWARDING, SATISFYING, AND CHALLENGING	1-33%	0	17-34%	1-33%	3-60%	2-22%				
241	I LIKE THE HOURS AND VACATION TIME	1-33%	2-40%	8-16%	0	1-20%	0				
242	WAY TO BE CREATIVE	1-33%	0	3-6%	0	1-20%	0				
243	PROUD TO BE A TEACHER	0	0	2-4%	0	0	1-11%				
244	FEEL I HAVE HELPED STUDENTS	0	0	3-6%	0	0	1-11%				
245	POSITIVE COMMENTS FROM PARENTS AND CHILDREN	0	0	2-4%	0	1-20%	0				
246	I LIKE TO SEE CHILDREN LEARN	0	0	1-7%	0	1-20%	0				
247	I HAVE ALWAYS WANTED TO TEACH	0	0	5-10%	0	0	1-11%				
248	OTHER	0	0	1-7%	0	1-20%	0				
DETRIMENTAL:											
249	I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE	0	1-20%	5-10%	0	0	0				
250	BAD IMAGE OF THE TEACHING PROFESSION	0	0	2-4%	0	0	0				
251	POOR WORKING CONDITIONS (i.e., heavy workload, isolation)	0	1-20%	5-10%	0	0	0				
252	FEEL FRUSTRATED WITH TEACHING	0	0	3-6%	0	0	0				
253	LACK OF PARENTAL SUPPORT	0	1-20%	3-6%	0	0	1-11%				
254	PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)	0	0	3-6%	0	0	0				
255	DISCIPLINE PROBLEMS	0	0	2-4%	0	0	0				
256	APATHETIC STUDENTS	0	0	0	0	0	1-11%				

Table J-1 (continued)

	CERTIFICATION # of Teachers	PROB. 3 P P	APP. 5 P P	CL I			CL II			CL III			NC		
				50	P	P	3	P	P	5	P	P	9	P	P
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS		0	0	2-4%			0			0			0		
258 STRESS		0	0	1-2%			0			0			0		
259 OTHER		1-33%	0	0			0			0			0		
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?															
260 YES		2-67%	5-100%	30-60%			1-33%			4-80%			6-67%		
261 NO		0	0	19-36%			2-67%			0			0		
262 PROBABLY		0	0	1-2%			0			0			1-11%		
263 PROBABLY NOT		0	0	5-10%			0			1-20%			0		
BENEFICIAL:															
264 I LIKE TEACHING		2-67%	3-60%	23-46%			1-33%			0			3-33%		
265 I HAVE ALWAYS WANTED TO TEACH		0	0	5-10%			0			1-20%			0		
266 I ENJOY WORKING WITH CHILDREN		2-67%	2-40%	12-24%			0			3-60%			4-44%		
267 GOOD HOURS-VACATION		1-33%	1-20%	5-10%			1-33%			0			2-22%		
268 REWARDING PROFESSION		1-33%	2-40%	7-14%			0			1-20%			1-11%		
269 OTHER		0	0	2-4%			0			0			0		
DETRIMENTAL:															
270 POOR SALARY		0	0	17-34%			2-67%			1-20%			0		
271 LACK OF RESPECT		0	0	7-14%			2-67%			1-20%			0		
272 LACK OF PARENTAL SUPPORT		0	0	3-6%			1-33%			0			1-11%		
273 APATHETIC STUDENTS		0	0	3-6%			0			0			1-11%		
274 DISCIPLINE PROBLEMS		0	0	2-4%			0			0			0		
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		0	0	5-10%			1-33%			0			0		
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		0	0	2-4%			0			0			0		
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		0	0	0			0			1-20%			0		
278 NO WAY TO ADVANCE		0	0	1-2%			0			0			0		
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?															
279 HIGHER PAY		1-33%	4-80%	45-90%			2-67%			4-80%			6-67%		
280 IMPROVE IMAGE OF TEACHERS		1-33%	1-20%	20-40%			2-67%			3-60%			3-33%		
281 IMPROVE PRESERVICE TRAINING		0	1-20%	7-14%			1-33%			3-60%			0		
282 INCREASE BENEFITS (i.e., insurance, personal days)		0	1-20%	3-6%			1-33%			2-40%			0		
283 DECREASE WORKLOAD		0	2-40%	4-8%			1-33%			0			1-11%		
284 LOWER TEACHER-PUPIL RATIO		0	1-20%	4-8%			0			0			2-22%		
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		0	2-40%	8-16%			0			0			0		
286 IMPROVE DISCIPLINE		0	0	2-4%			1-33%			1-20%			1-11%		
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		0	0	6-12%			0			0			0		
288 IMPROVE CURRICULUM IN SCHOOLS		0	0	2-4%			0			0			1-11%		
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		0	1-20%	2-4%			0			0			0		
290 HAVE A CAREER DAY		0	0	2-4%			0			0			0		
291 PROVIDE OTHER INCENTIVES		0	0	2-4%			0			0			1-11%		
292 IMPROVE PARENTAL SUPPORT		0	0	1-2%			0			0			0		
293 SUPPORTIVE ADMINISTRATORS		0	0	2-4%			0			0			1-11%		
294 MAKE TEACHING A PROFESSION		0	0	0			0			0			1-11%		
295 NEED A WAY TO ADVANCE		0	0	0			0			0			0		
296 I DO NOT KNOW		0	1-20%	0			0			0			0		
297 CONTINUE CURRENT PROGRAM		0	0	1-2%			0			0			0		
298 PROVIDE AIDES		0	0	1-2%			0			0			0		
299 OTHER		0	0	3-6%			0			2-40%			0		

Table J-1 (continued)

	CERTIFICATION # of Teachers	PROB.		APP.		CL I		CL II		CL III		MC	
		F	P	F	P	F	P	F	P	F	P	F	P
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?													
300 MERIT PAY DOES NOT WORK		0		1-20%		7-14%		0		0		1-11%	
301 DROP MERIT PAY		0		0		3-6%		0		0		0	
302 EVALUATION PROCESS IS NOT FAIR		1-33%		0		11-22%		0		0		1-11%	
303 MERIT PAY IS NOT FAIR		0		0		5-10%		0		0		2-22%	
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS		0		0		7-14%		1-33%		0		2-22%	
305 MERIT PAY ENCOURAGES COMPETITION		0		0		1-2%		1-33%		0		0	
306 MERIT PAY S COULD BE BETTER SPENT IN THE CLASSROOM		0		0		2-4%		0		0		0	
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY		0		0		0		0		1-20%		0	
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING		0		0		2-4%		0		1-20%		0	
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS		0		0		3-6%		0		0		0	
310 DO NOT DISCARD MERIT PAY		0		0		4-8%		0		0		0	
311 CONTINUE THE CURRENT EVALUATION PROCESS		0		0		1-2%		0		0		0	
312 I APPRECIATE BEING INTERVIEWED		0		0		1-2%		0		0		1-11%	
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE		0		0		2-4%		0		0		0	
314 STUDENTS SUFFER BECAUSE OF THE CL		0		0		1-2%		0		0		0	
315 EVALUATION SHOULD BE LOCAL NOT STATE		0		0		1-2%		0		1-33%		0	
316 I LIKE MERIT PAY		0		0		0		1-2%		1-20%		0	
317 DISCONTINUE THE CL		0		1-20%		1-2%		0		0		0	
318 TEACHERS NEED TO RECEIVE MORE PRAISE		0		2-40%		0		0		0		0	
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT		0		0		1-2%		0		0		1-11%	
320 OTHER		0		0		2-4%		1-33%		0		0	

APPENDIX K

FREQUENCIES OF RESPONSES

BY TEACHING POSITION

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP. ED. 2 FREQ.	OTHER 5 FREQ.
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?					
001 NOT VERY OFTEN		28	0	0	1
002 NEVER		33	1	0	1
003 OFTEN-CASUAL OBSERVATION		5	0	2	3
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?					
004 GOT NEW TEACHING IDEAS		18	1	0	1
005 CONTINUITY OF PROGRAMS		3	0	0	0
006 GOT CLASSROOM MANAGEMENT IDEAS		4	0	0	0
007 DID A SELF-EVALUATION		2	0	1	0
008 LEARNED FROM OTHERS		4	0	0	0
009 IT HAS NOT AFFECTED ME		0	0	0	1
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?					
010 YES		42	1	0	4
011 NO		1	0	0	0
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?					
012 IMPROVE MY TEACHING		8	0	0	0
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		11	0	0	1
014 GET CREATIVE IDEAS		4	0	0	0
015 WE COULD LEARN FROM EACH OTHER		6	0	0	2
016 GET DIFFERENT TEACHING METHODS		42	1	0	3
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		1	0	0	1
018 CONTINUITY OF PROGRAMS		1	0	0	0
019 IT WOULD NOT AFFECT ME		1	0	0	0
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?					
020 YES		6	0	1	2
021 NO		61	1	1	3
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		4	0	0	1
023 I FEEL I HAVE BEEN USED BY ITS GOING FOR UPPER LEVELS		1	0	0	1
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		1	0	0	1
025 NONE OF US LIKE MERIT PAY		1	0	0	0
025 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		2	0	1	0
027 WE ARE ALL ON THE SAME LEVEL HERE		2	0	1	0
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		2	0	0	0
029 BETTER WORKING RELATIONSHIP WITH PEERS		3	0	0	0

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?					
Q30 YES		12	0	0	0
Q31 NO		55	1	2	5
BENEFICIAL:					
Q32 I AM MORE CONSCIENTIOUS		4	0	0	0
Q33 THE MONEY IS AN INCENTIVE TO DO BETTER		2	0	0	0
Q34 MADE ME MORE ENTHUSIASTIC		2	0	0	0
Q35 KEEPS MORALE UP		1	0	0	0
Q36 OTHER		1	0	0	0
DETIMENTAL:					
Q37 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		1	0	0	0
Q38 MERIT PAY HAS LOWERED MORALE		1	0	0	0
Q39 IT TAKES TIME AWAY FROM MY STUDENTS		1	0	0	0
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?					
Q40 I AGREE		41	1	2	5
Q41 I DISAGREE		25	0	0	0
AGREE:					
Q42 GOOD TEACHERS SHOULD GET MORE		18	0	0	1
Q43 TEACHERS WHO WORK MORE SHOULD GET PAID MORE		12	1	2	2
Q44 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE		7	0	0	2
Q45 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION		9	0	0	1
Q46 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED		5	0	0	0
Q47 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE		1	0	0	0
Q48 THE EVALUATION SYSTEM NEEDS TO BE FAIR		3	0	0	0
DISAGREE:					
Q49 ALL TEACHERS SHOULD EARN THE SAME		8	0	0	0
Q50 ALL TEACHERS SHOULD EARN MORE		14	0	0	0
Q51 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY		11	0	0	0
Q52 CURRENT EVAL. SYSTEM IS NOT FAIR		9	0	0	0
Q53 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS		1	0	0	0
Q54 OTHER		2	0	0	0
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?					
BENEFICIAL:					
Q55 GOOD CLIMATE		38	1	1	2
Q56 TEACHERS WORK AND SHARE TOGETHER		28	0	1	2

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
057 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS		4	0	0	0
058 MORALE IS HIGH		2	0	0	0
DETRIMENTAL:					
059 TEACHERS DO NOT WORK WELL TOGETHER		9	0	1	2
060 WE ARE ISOLATED		7	0	0	0
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER		2	0	0	0
062 MORALE IS LOW HERE		2	0	0	0
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK		1	0	0	0
064 ADMINISTRATORS ARE NOT SUPPORTIVE		1	0	1	0
065 OTHER		2	0	0	0
05B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?					
066 YES		6	0	1	1
067 NO		60	1	1	3
068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)		1	0	0	1
YES:					
069 WE WORK TOGETHER MORE		2	0	0	1
070 TEACHERS ARE MORE COMPETITIVE		3	0	0	1
071 UPPER LEVEL TEACHERS ARE MISTREATED		1	0	0	0
072 STRESS		1	0	0	0
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS		1	0	0	0
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING		0	0	1	0
NO:					
075 NO ONE WENT FOR UPPER LEVELS HERE		2	0	0	0
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS		2	0	0	0
Q6 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?					
077 YES		45	0	2	3
078 NO		22	1	0	2
BENEFICIAL-YES:					
079 IT HAS ENCOURAGED ME TO DO BETTER		4	0	0	0
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		6	0	0	0
081 MORE POSITIVE ATTITUDE		2	0	0	1
082 OTHER		1	0	0	0
DETRIMENTAL-NO:					
083 MONEY IS NOT MY MOTIVATOR		4	0	0	1
084 I WOULD TEACH REGARDLESS OF MERIT PAY		1	0	0	0
085 SOME UNDESIRING TS MADE UPPER LEVELS		6	0	1	0
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		9	0	0	1

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		13	0	0	0
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		15	0	1	2
089 DECREASED MORALE FOR SOME		13	0	0	1
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		2	0	0	0
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		4	0	0	0
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		5	0	0	0
093 RESENT THE EXTRA BUSY WORK		7	0	0	0
094 STRESS		3	1	1	0
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		7	0	1	0
096 COMPETITION AND JEALOUSY		4	0	0	0
097 OTHER		6	0	0	0
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?					
Q98 YES		8	0	0	1
Q99 NO		59	1	2	4
BENEFICIAL-YES:					
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		4	0	0	1
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		1	0	0	0
102 I LIKE THE EXTRA MONEY		1	0	0	0
103 IT IS A WAY TO ADVANCE		0	0	0	1
DETRIMENTAL-NO:					
104 I PLAN TO RETIRE		9	0	1	1
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		38	1	0	0
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		10	0	1	0
107 I AM NOT HERE BECAUSE OF THE MONEY		16	0	0	1
108 IF CL WERE MANDATORY I WOULD LEAVE		2	0	0	0
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		0	0	1	0
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		1	0	1	0
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		1	0	0	1
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY		0	0	1	0
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?					
113 YES		11	1	0	1
114 NO		43	0	2	3
115 I DO NOT KNOW		10	0	0	1
116 PROBABLY NOT		2	0	0	0
BENEFICIAL-YES:					
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		7	1	0	0
118 HIGHER STATUS-RECOGNIZES EFFORTS		1	0	0	0
119 YOUNGER TEACHERS LIKE MERIT PAY		2	0	0	0

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
DETRIMENTAL-NO:					
120 MERIT PAY IS NOT ENOUGH TO MATTER		15	0	1	0
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		8	1	0	0
122 IF IT WERE MANDATORY SOME WOULD LEAVE		1	0	0	0
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		8	0	0	1
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		2	0	0	0
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?					
125 YES		25	0	0	3
126 NO		41	1	2	2
127 MAYBE		1	0	0	0
BENEFICIAL-YES:					
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		6	0	0	2
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		4	0	0	0
130 TEACHERS CREATE NEW PROGRAMS		3	0	0	1
131 IF IS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		4	0	0	1
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		6	0	0	1
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		10	0	0	1
134 DO WORKSHOPS		1	0	0	0
135 OTHER		2	0	0	0
DETRIMENTAL-NO:					
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		3	0	0	1
137 MONEY WILL NOT INFLUENCE PERFORMANCE		29	1	1	1
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		6	0	0	0
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		19	0	0	1
140 MERIT PAY IS NOT A MOTIVATOR		6	0	0	0
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		3	0	1	0
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?					
142 HIGHER SALARIES		46	1	2	4
143 IMPROVE IMAGE OF TEACHERS		13	0	0	0
144 LOWER TEACHER-PUPIL RATIO		22	0	0	2
145 BETTER WORKING CONDITIONS		11	1	0	0
146 INCREASE PARENTAL SUPPORT AND RESPECT		15	0	1	2
147 MORE MONEY FOR BOOKS AND SUPPLIES		13	0	0	0
148 BETTER COMMUNICATION FROM LOCAL AND STATE		2	0	0	1
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		7	1	1	2
150 REDUCE PAPERWORK		11	0	0	0

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
151 IMPROVE DISCIPLINE OF STUDENTS		10	0	0	1
152 BETTER BENEFITS (i.e., insurance, personal days)		3	0	0	0
153 MORE EMPHASIS ON TEACHING AND STUDENTS		10	0	0	0
154 PLAN TIME		4	0	1	0
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS		4	0	0	0
156 MERIT PAY		1	0	0	0
157 DROP MERIT PAY		3	0	0	0
158 DECREASE WORKLOAD		4	0	0	0
159 REDUCE NON-TEACHING DUTIES		3	0	0	0
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		1	0	0	0
161 IMPROVE TEACHER MORALE		3	0	0	0
162 PROVIDE OTHER INCENTIVES		1	0	0	0
163 PRAISE FOR A JOB WELL DONE		2	0	0	0
164 CONTINUE THE CL		1	0	0	0
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		2	0	0	0
166 BUTILD AN ALTERNATIVE SCHOOL		1	0	0	0
167 REDUCE STRESS		1	0	0	0
168 OTHER		1	0	0	0
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?					
169 CHILDREN'S PROGRESS		50	0	2	5
170 POSITIVE COMMENTS FROM PARENTS		14	1	0	1
171 CHILDREN'S COMMENTS		23	1	1	0
172 PERSONAL FEELINGS (SELF-EVALUATION)		6	0	0	2
173 COMMENTS FROM PEERS		6	1	1	0
174 COMMENTS FROM THE PRINCIPAL		3	0	0	0
175 TEST SCORES OF STUDENTS		6	0	0	1
176 EVALUATION		3	0	0	0
177 OTHER		1	0	0	0
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?					
178 YES		65	1	2	5
179 NO		2	0	0	0
180 SATISFIERS ARE THE ONLY REASON I AM HERE		2	0	0	0
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		1	0	0	0
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
182 SEEING CHILDREN LEARN		36	0	1	5

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
183 KNOWING I HAVE HELPED STUDENTS		9	0	1	1
184 FEELING LIKE I AM MAKING A CONTRIBUTION		3	0	0	1
185 SEEING CHILDREN EXCEL		4	0	0	0
186 POSITIVE COMMENTS FROM PARENTS		12	0	0	0
187 POSITIVE COMMENTS FROM CHILDREN		7	0	1	0
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		8	0	1	0
189 LIKE THE PEOPLE I WORK WITH		4	1	0	0
190 LIKE WORKING WITH YOUNG PEOPLE		10	1	0	1
191 GOOD PARENTAL SUPPORT		2	0	0	0
192 STUDENTS THAT HAVE A DESIRE TO LEARN		15	0	0	0
193 OTHER		3	0	0	0
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
194 BEHAVIOR PROBLEMS		19	0	1	1
195 APATHETIC STUDENTS		2	0	0	1
196 LACK OF PARENTAL SUPPORT AND RESPECT		15	0	1	1
197 NEGATIVE COMMENTS FROM PARENTS		9	0	1	1
198 LOW SALARY		3	0	0	0
199 OUTSIDE INTERRUPTIONS		5	0	0	1
200 LACK OF FUNDS TO OPERATE PROGRAM		6	0	0	0
201 PAPERWORK		4	0	0	0
202 DISRESPECT FROM THE PUBLIC		4	0	0	0
203 LACK OF TIME OF GET EVERYTHING DONE		4	0	0	0
204 NON-COOPERATIVE FACULTY MEMBERS		9	0	1	0
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		8	1	0	0
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		3	0	1	0
207 LARGE CLASS SIZE		2	0	0	0
208 NON-TEACHING DUTIES		1	0	0	0
209 NONE		1	0	0	0
210 INCONSISTENCY OF OTHER TEACHERS		3	0	0	0
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		1	0	0	0
212 ROUTINE OF JOB		0	0	0	1
213 OTHER		1	0	0	0
Q11C HOW IMPORTANT IS THIS TO YOU?					
214 VERY IMPORTANT		58	1	1	5
SATISFIERS:					
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION		15	0	1	0
216 SATISFIERS ARE WHAT DRIVE ME		7	0	0	0
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY		1	0	0	0
218 OTHER		0	0	0	1

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
DISSATISFIERS:					
219 DISSATISFIERS COULD MAKE ME QUIT		6	0	0	1
220 DISSATISFIERS ARE DISCOURAGING		12	0	1	1
221 DISSATISFIERS LIMIT WHAT I CAN DO		7	0	0	0
222 I WORK TO OVERCOME THE DISSATISFIERS		4	0	0	0
223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY		3	0	0	0
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?					
224 YES		24	0	1	1
225 NO		43	1	1	4
YES:					
226 EVALUATION PROCESS REQUIRES MORE WORK		7	0	0	0
227 INCREASED WORKLOAD		9	0	0	1
228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY		6	0	1	0
229 EXTRA PAPERWORK		10	0	1	1
230 MORE DETAILED PLANS		3	0	0	0
231 OTHER		2	0	0	0
NO:					
232 I AM DOING THINGS THE SAME WAY		2	0	0	0
233 LEVEL I DOES NOT REQUIRE EXTRA WORK		5	0	0	0
234 MERIT PAY HAS ALWAYS EXISTED FOR ME		3	0	0	0
235 I DO NOT GET MERIT PAY		1	0	0	0
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?					
236 YES		56	1	2	5
237 NO		11	0	0	0
BENEFICIAL:					
238 I LIKE TO TEACH		27	1	2	1
239 I ENJOY WORKING WITH YOUNG PEOPLE		21	0	1	2
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING		23	0	1	0
241 I LIKE THE HOURS AND VACATION TIME		11	0	0	1
242 WAY TO BE CREATIVE		5	0	0	0
243 PROUD TO BE A TEACHER		3	0	0	0
244 FEEL I HAVE HELPED STUDENTS		4	0	0	0
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN		3	0	0	0
246 I LIKE TO SEE CHILDREN LEARN		1	0	0	1
247 I HAVE ALWAYS WANTED TO TEACH		5	0	0	1
248 OTHER		2	0	0	0

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
DET RIMENTAL:					
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE		6	0	0	0
250 BAD IMAGE OF THE TEACHING PROFESSION		2	0	0	0
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)		5	0	0	1
252 FEEL FRUSTRATED WITH TEACHING		3	0	0	0
253 LACK OF PARENTAL SUPPORT		5	0	0	0
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)		3	0	0	0
255 DISCIPLINE PROBLEMS		2	0	0	0
256 APATHETIC STUDENTS		1	0	0	0
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS		2	0	0	0
258 STRESS		1	0	0	0
259 OTHER		1	0	0	0
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?					
260 YES		41	1	1	5
261 NO		20	0	1	0
262 PROBABLY		2	0	0	0
263 PROBABLY NOT		6	0	0	0
BENEFICIAL:					
264 I LIKE TEACHING		28	1	1	2
265 I HAVE ALWAYS WANTED TO TEACH		5	0	0	1
266 I ENJOY WORKING WITH CHILDREN		19	0	1	3
267 GOOD HOURS-VACATION		9	0	0	1
268 REWARDING PROFESSION		11	0	0	1
269 OTHER		2	0	0	0
DET RIMENTAL:					
270 POOR SALARY		19	0	1	0
271 LACK OF RESPECT		9	0	1	0
272 LACK OF PARENTAL SUPPORT		4	0	1	0
273 APATHETIC STUDENTS		4	0	0	0
274 DISCIPLINE PROBLEMS		3	0	0	0
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		6	0	0	0
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		2	0	0	0
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		1	0	0	0
278 NO WAY TO ADVANCE		1	0	0	0
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?					
279 HIGHER PAY		55	1	1	5

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
280 IMPROVE IMAGE OF TEACHERS		25	1	1	3
281 IMPROVE PRESERVICE TRAINING		10	0	2	0
282 INCREASE BENEFITS (i.e., insurance, personal days)		7	0	0	0
283 DECREASE WORKLOAD		7	0	0	1
284 LOWER TEACHER-PUPIL RATIO		6	0	0	1
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		9	0	0	1
286 IMPROVE DISCIPLINE		4	0	0	0
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		7	0	0	0
288 IMPROVE CURRICULUM IN SCHOOLS		2	0	0	1
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		1	0	1	0
290 HAVE A CAREER DAY		1	0	0	0
291 PROVIDE OTHER INCENTIVES		2	0	0	1
292 IMPROVE PARENTAL SUPPORT		1	0	0	0
293 SUPPORTIVE ADMINISTRATORS		3	0	0	0
294 MAKE TEACHING A PROFESSION		1	0	0	0
295 NEED A WAY TO ADVANCE		0	0	0	1
296 I DO NOT KNOW		1	0	0	0
297 CONTINUE CURRENT PROGRAM		1	0	0	0
298 PROVIDE AIDES		1	0	0	0
299 OTHER		5	0	0	0
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?					
300 MERIT PAY DOES NOT WORK		9	0	0	0
301 DROP MERIT PAY		3	0	0	0
302 EVALUATION PROCESS IN NOT FAIR		12	1	0	0
303 MERIT PAY IS NOT FAIR		7	0	0	0
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS		9	0	1	0
305 MERIT PAY ENCOURAGES COMPETITION		2	0	0	0
306 MERIT PAY \$ COULD BE BETTER SPENT IN THE CLASSROOM		2	0	0	0
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY		1	0	0	0
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING		2	1	0	0
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS		3	0	0	0
310 DO NOT DISCARD MERIT PAY		4	0	0	0
311 CONTINUE THE CURRENT EVALUATION PROCESS		1	0	0	0
312 I APPRECIATE BEING INTERVIEWED		1	0	0	0
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE		3	0	0	0
314 STUDENTS SUFFER BECAUSE OF THE CL		1	0	0	0
315 EVALUATION SHOULD BE LOCAL NOT STATE		1	0	1	0
316 I LIKE MERIT PAY		1	0	0	1

Table K-1

Frequencies of Responses by Teaching Position

	POSITION # of Teachers	CLASSROOM 67 FREQ.	LIBR. 1 FREQ.	SP.ED. 2 FREQ.	OTHER 5 FREQ.
317 DISCONTINUE THE CL		2	0	0	0
318 TEACHERS NEED TO RECEIVE MORE PRAISE		2	0	0	0
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT		1	0	1	0
320 OTHER		1	0	0	1

APPENDIX L

FREQUENCIES AND PERCENTAGES OF RESPONSES

BY YEARS OF EXPERIENCE

Table L-1

Frequencies and Percentages of Responses by Years of Experience

	VS OF EXP. # of TS	1-5		6-10		11-15		16-20		21-25		26-30		31+	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?															
001 NOT VERY OFTEN		5-42%		7-54%		8-31%		2-22%		5-63%		2-40%		0	
002 NEVER		2-17%		5-38%		15-58%		4-44%		2-25%		2-40%		2-100%	
003 OFTEN-CASUAL OBSERVATION						3-12%		3-33%		1-13%		0		0	
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?															
004 GOT NEW TEACHING IDEAS		5-42%		5-38%		5-19%		2-22%		3-38%		0		0	
005 CONTINUITY OF PROGRAMS		1-8%		1-8%		0		1-11%		0		0		0	
006 GOT CLASSROOM MANAGEMENT IDEAS		2-17%		0		2-8%		0		0		0		0	
007 DID A SELF-EVALUATION		1-8%		0		0		1-11%		1-13%		0		0	
008 LEARNED FROM OTHERS		0		1-8%		0		0		0		3-60%		0	
009 IT HAS NOT AFFECTED ME		0		0		0		1-11%		0		0		0	
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?															
010 YES		7-58%		8-62%		18-69%		5-56%		4-50%		3-60%		2-100%	
011 NO		0		0		0		0		0		1-20%		0	
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?															
012 IMPROVE MY TEACHING		2-17%		3-23%		1-4%		0		2-25%		0		0	
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		4-33%		0		3-12%		3-33%		0		1-20%		1-50%	
014 GET CREATIVE IDEAS		1-8%		1-8%		2-8%		0		0		0		0	
015 WE COULD LEARN FROM EACH OTHER		2-17%		1-8%		2-8%		0		0		0		2-100%	
016 GET DIFFERENT TEACHING METHODS		10-83%		8-62%		15-58%		4-44%		4-50%		4-80%		1-50%	
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		0		0		0		1-11%		0		1-20%		0	
018 CONTINUITY OF PROGRAMS		0		0		0		0		0		1-20%		0	
019 IT WOULD NOT AFFECT ME		0		0		0		0		0		1-20%		0	
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?															
020 YES		0		1-8%		5-19%		2-22%		0		1-20%		0	
021 NO		12-100%		12-92%		21-81%		7-78%		8-88%		4-80%		2-100%	
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		4-33%		0		0		0		0		0		0	
023 I FEEL I HAVE BEEN USED BY JS GOING FOR UPPER LEVELS		0		0		0		0		0		1-20%		0	
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		0		1-8%		1-4%		0		0		1-20%		0	
025 NONE OF US LIKE MERIT PAY		0		0		0		0		0		0		0	
026 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		0		1-8%		1-4%		1-11%		0		0		0	
027 WE ARE ALL ON THE SAME LEVEL HERE		0		1-8%		1-4%		1-11%		0		0		0	
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		0		1-8%		0		1-11%		0		0		0	
029 BETTER WORKING RELATIONSHIP WITH PEERS		0		1-8%		2-8%		0		0		0		0	
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?															
030 YES		3-25%		2-15%		6-23%		1-11%		0		0		0	
031 NO		9-75%		11-85%		20-77%		8-89%		8-100%		5-100%		2-100%	
BENEFICIAL:															
032 I AM MORE CONSCIENTIOUS		0		0		3-12%		1-11%		0		0		0	
033 THE MONEY IS AN INCENTIVE TO DO BETTER		1-8%		0		1-4%		0		0		0		0	
034 MADE ME MORE ENTHUSIASTIC		1-8%		0		1-4%		0		0		0		0	
035 KEEPS MORALE UP		0		0		1-4%		0		0		0		0	
036 OTHER		1-8%		0		0		0		0		0		0	
DETREMENTAL:															
037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		0		1-8%		0		0		0		0		0	
038 MERIT PAY HAS LOWERED MORALE		0		1-8%		0		0		0		0		0	
039 IT TAKES TIME AWAY FROM MY STUDENTS		0		0		1-4%		0		0		0		0	

Table L-1 (continued)

	YS OF EXP. # of TS	6-10		11-15		16-20		21-25		26-30		31+	
		F	P	F	P	F	P	F	P	F	P	F	P
Q4. HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?													
Q40 I AGREE	11-9%	6-46%		20-77%		5-56%		3-38%		3-60%		1-50%	
Q41 I DISAGREE	1-8%	7-54%		6-23%		4-44%		4-50%		2-40%		1-50%	
AGREE:													
Q42 GOOD TEACHERS SHOULD GET MORE	7-50%	4-31%		5-19%		1-11%		1-13%		1-20%		0	
Q43 TEACHERS WHO WORK MORE SHOULD GET PAID MORE	4-33%	2-15%		9-35%		1-11%		0		0		0	
Q44 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE	1-8%	1-8%		4-15%		2-22%		0		0		1-50%	
Q45 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION	3-25%	2-15%		1-4%		2-22%		0		2-40%		0	
Q46 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED	1-8%	1-8%		0		1-11%		1-13%		1-20%		0	
Q47 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE	1-8%	0		0		0		0		0		0	
Q48 THE EVALUATION SYSTEM NEEDS TO BE FAIR	0	1-8%		0		1-11%		1-13%		0		0	
DISAGREE:													
Q49 ALL TEACHERS SHOULD EARN THE SAME	0	1-8%		1-4%		0		4-50%		1-20%		1-50%	
Q50 ALL TEACHERS SHOULD EARN MORE	1-8%	4-31%		3-12%		1-11%		4-50%		1-20%		0	
Q51 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY	1-8%	3-23%		3-12%		0		1-13%		2-40%		1-50%	
Q52 CURRENT EVAL. SYSTEM IS NOT FAIR	1-8%	4-31%		1-4%		2-22%		0		1-20%		0	
Q53 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS	0	0		1-4%		0		0		0		0	
Q54 OTHER	1-8%	0		1-4%		0		0		0		0	
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?													
BENEFICIAL:													
Q55 GOOD CLIMATE	5-42%	8-62%		18-69%		5-56%		3-38%		2-40%		1-50%	
Q56 TEACHERS WORK AND SHARE TOGETHER	4-33%	3-23%		10-38%		6-67%		5-50%		2-40%		1-50%	
Q57 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS	1-8%	0		2-8%		0		0		0		1-50%	
Q58 MORALE IS HIGH	0	0		1-4%		0		0		1-20%		0	
DETIMENTAL:													
Q59 TEACHERS DO NOT WORK WELL TOGETHER	3-25%	1-8%		3-12%		1-11%		2-25%		2-40%		0	
Q60 WE ARE ISOLATED	1-8%	2-15%		3-12%		0		1-13%		0		0	
Q61 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER	0	1-8%		1-4%		0		0		0		0	
Q62 MORALE IS LOW HERE	0	2-15%		0		0		0		0		0	
Q63 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK	1-8%	0		0		0		0		0		0	
Q64 ADMINISTRATORS ARE NOT SUPPORTIVE	0	1-8%		1-4%		0		0		0		0	
Q65 OTHER	0	1-8%		1-4%		0		0		0		0	
Q5B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?													
Q66 YES	2-17%	1-8%		3-12%		2-22%		0		0		0	
Q67 NO	8-67%	12-92%		23-88%		7-78%		8-100%		5-100%		2-100%	
Q68 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)	2-17%	0		0		0		0		0		0	
YES:													
Q69 WE WORK TOGETHER MORE	1-8%	0		1-4%		1-11%		0		0		0	
Q70 TEACHERS ARE MORE COMPETITIVE	1-8%	1-8%		0		1-11%		0		1-20%		0	
Q71 UPPER LEVEL TEACHERS ARE MISTREATED	0	0		0		0		1-13%		0		0	
Q72 STRESS	0	0		0		1-11%		0		0		0	
Q73 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS	0	0		0		1-11%		0		0		0	
Q74 MORE NEGATIVE ATTITUDES TOWARD TEACHING	0	0		1-4%		0		0		0		0	
NO:													
Q75 NO ONE WENT FOR UPPER LEVELS HERE	0	0		0		0		2-25%		0		0	
Q76 WE HAVE ALWAYS HAD HELPFUL TEACHERS	0	0		0		0		1-13%		1-20%		0	
Q6. HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?													
Q77 YES	7-58%	6-46%		17-65%		9-100%		8-100%		3-60%		0	
Q78 NO	5-42%	7-54%		9-35%		0		0		2-40%		2-100%	

Table L-1 (continued)

	YS OF EXP. # of TS	1-5 F P	6-10 F P	11-15 F P	16-20 F P	21-25 F P	26-30 F P	31+ F P
BENEFICIAL-YES:								
079 IT HAS ENCOURAGED ME TO DO BETTER		2-17%	0	2-8%	0	0	0	0
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		2-17%	0	1-4%	2-22%	0	1-20%	0
081 MORE POSITIVE ATTITUDE		1-8%	0	1-4%	1-11%	0	0	0
082 OTHER		1-8%	0	0	0	0	2-40%	0
DETRIMENTAL-NO:								
083 MONEY IS NOT MY MOTIVATOR		1-8%	1-8%	1-4%	0	0	0	0
084 I WOULD TEACH REGARDLESS OF MERIT PAY		1-8%	0	0	0	0	0	0
085 SOME UNDESIRING IS MADE UPPER LEVELS		1-8%	2-15%	1-4%	2-22%	1-13%	0	0
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		1-8%	2-15%	1-4%	3-33%	2-25%	1-20%	0
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		1-8%	2-15%	3-12%	4-50%	1-13%	0	0
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		2-17%	3-23%	7-27%	3-33%	2-25%	1-20%	0
089 DECREASED MORALE FOR SOME		1-8%	4-31%	3-12%	3-33%	2-25%	1-20%	0
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		0	0	2-8%	0	0	0	0
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		0	0	3-12%	1-11%	0	0	0
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		3-25%	1-8%	3-12%	1-11%	1-13%	0	0
093 RESENT THE EXTRA BUSY WORK		0	0	3-12%	2-22%	0	0	0
094 STRESS		1-8%	3-23%	3-12%	0	1-13%	0	0
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		1-8%	0	1-4%	0	1-13%	1-20%	0
096 COMPETITION AND JEALOUSY		0	1-8%	2-8%	1-11%	0	0	0
097 OTHER		0	0	0	0	0	0	0
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?								
Q7A YES		3-25%	0	6-23%	0	0	0	0
Q7A NO		9-75%	13-100%	20-77%	9-100%	8	5-100%	2-100%
BENEFICIAL-YES:								
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		1-8%	0	4-15%	0	0	0	0
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		0	0	1-4%	0	0	0	0
102 I LIKE THE EXTRA MONEY		0	0	1-4%	0	0	0	0
103 IT IS A WAY TO ADVANCE		1-8%	0	0	0	0	0	0
DETRIMENTAL-NO:								
104 I PLAN TO RETIRE		0	1-8%	1-4%	3-33%	4-50%	1-20%	1-50%
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		6-50%	7-54%	14-54%	5-56%	2-25%	3-60%	2-100%
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		2-17%	4-31%	4-15%	0	1-13%	0	0
107 I AM NOT HERE BECAUSE OF THE MONEY		1-8%	3-23%	7-27%	1-11%	1-13%	3-60%	1-50%
108 IF CL WERE MANDATORY I WOULD LEAVE		0	1-8%	1-4%	0	0	0	0
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		0	0	1-4%	0	0	0	0
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		1-8%	0	1-4%	1-11%	0	0	0
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		0	0	1-4%	1-11%	0	0	0
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY		0	0	1-4%	0	0	0	0
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?								
Q7B YES		3-25%	1-8%	4-15%	2-22%	1-13%	1-20%	1-50%
Q7B NO		8-67%	12-92%	14-54%	5-56%	7-88%	2-40%	0
113 I DO NOT KNOW		1-8%	0	6-23%	1-11%	0	2-40%	1-50%
114 I DO NOT KNOW		0	0	1-4%	1-11%	0	0	0
115 I DO NOT KNOW		2-17%	1-8%	4-15%	1-11%	0	0	0
116 PROBABLY NOT		0	0	0	0	0	1-20%	1-50%
BENEFICIAL-YES:								
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		2-17%	1-8%	4-15%	1-11%	0	0	0
118 HIGHER STATUS-RECOGNIZES EFFORTS		0	0	1-4%	0	0	0	0
119 YOUNGER TEACHERS LIKE MERIT PAY		0	0	0	0	0	1-20%	1-50%
DETRIMENTAL-NO:								
120 MERIT PAY IS NOT ENOUGH TO MATTER		2-17%	5-38%	4-15%	3-33%	1-13%	0	0
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		1-8%	4-31%	3-12%	0	1-13%	0	0
122 IF IT WERE MANDATORY SOME WOULD LEAVE		0	1-8%	0	0	0	0	0

Table L-1 (continued)

	YS OF EXP. # of YS	1-5		6-10		11-15		16-20		21-25		26-30		31+	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		1-8%		2-15%		2-8%		2-22%		1-13%		1-20%		0	
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION		1-8%		0		0		1-11%		0		0		0	
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?															
125 YES		8-67%		1-8%		10-38%		3-33%		4-50%		1-20%		1-50%	
126 NO		4-33%		12-92%		13-58%		6-67%		4-50%		4-80%		1-50%	
127 MAYBE		0		0		1-4%		0		0		0		0	
BENEFICIAL-YES:															
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		2-17%		0		4-15%		1-11%		1-13%		0		0	
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		1-8%		0		2-8%		0		1-13%		0		0	
130 TEACHERS CREATE NEW PROGRAMS		1-8%		0		3-12%		0		0		0		0	
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		1-8%		0		2-8%		0		2-25%		0		0	
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		2-17%		2-15%		3-12%		0		0		0		0	
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		1-8%		1-8%		5-19%		2-22%		0		1-20%		1-50%	
134 DO WORKSHOPS		0		0		1-4%		0		0		0		0	
135 OTHER		0		0		0		1-11%		0		1-20%		0	
DETIMENTAL-NO:															
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		0		1-8%		1-4%		2-22%		0		0		0	
137 MONEY WILL NOT INFLUENCE PERFORMANCE		3-25%		10-77%		10-38%		5-56%		2-25%		1-20%		1-50%	
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		0		3-23%		2-8%		0		1-13%		0		0	
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		1-8%		4-31%		7-27%		4-44%		2-25%		2-40%		0	
140 MERIT PAY IS NOT A MOTIVATOR		0		1-8%		2-8%		0		2-25%		1-20%		0	
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		0		2-13%		1-4%		1-11%		0		0		0	
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?															
142 HIGHER SALARIES		8-67%		6-46%		22-85%		8-89%		5-63%		2-40%		2-100%	
143 IMPROVE IMAGE OF TEACHERS		0		3-23%		6-23%		3-33%		1-13%		0		0	
144 LOWER TEACHER-PUPIL RATIO		5-42%		5-38%		8-31%		3-33%		2-25%		2-40%		0	
145 BETTER WORKING CONDITIONS		2-17%		1-8%		6-23%		0		1-13%		2-40%		0	
146 INCREASE PARENTAL SUPPORT AND RESPECT		2-17%		3-23%		7-27%		4-44%		2-25%		0		0	
147 MORE MONEY FOR BOOKS AND SUPPLIES		5-42%		4-38%		4-15%		0		0		0		0	
148 BETTER COMMUNICATION FROM LOCAL AND STATE		1-8%		0		0		0		1-13%		1-20%		0	
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		1-8%		3-23%		5-19%		1-11%		1-13%		0		0	
150 REDUCE PAPERWORK		3-25%		1-8%		3-12%		3-33%		0		1-20%		0	
151 IMPROVE DISCIPLINE OF STUDENTS		0		2-15%		6-23%		0		0		0		0	
152 BETTER BENEFITS (i.e., insurance, personal days)		0		0		2-8%		2-22%		2-25%		0		0	
153 MORE EMPHASIS ON TEACHING AND STUDENTS		1-8%		2-15%		0		1-11%		0		1-20%		1-50%	
154 PLAN TIME		2-17%		1-8%		0		0		0		0		0	
155 MORE INSTRUCTIONAL AIDS FOR TEACHERS		0		0		1-4%		0		0		0		0	
156 MERIT PAY		0		0		2-8%		0		1-13%		0		0	
157 DROP MERIT PAY		2-17%		0		1-4%		0		1-13%		0		0	
158 DECREASE WORKLOAD		1-8%		1-8%		0		0		0		0		0	
159 REDUCE NON-TEACHING DUTIES		1-8%		0		0		0		0		0		0	
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		0		0		0		0		0		0		0	
161 IMPROVE TEACHER MORALE		0		1-8%		2-8%		0		0		0		0	
162 PROVIDE OTHER INCENTIVES		0		0		1-4%		0		0		0		0	
163 PRAISE FOR A JOB WELL DONE		0		0		2-8%		0		0		0		0	
164 CONTINUE THE CL		0		0		0		0		0		1-20%		1-50%	
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		0		1-8%		0		0		0		0		0	
166 BUILD AN ALTERNATIVE SCHOOL		0		1-8%		0		0		0		0		0	
167 REDUCE STRESS		1-8%		0		1-4%		0		0		1-20%		0	
168 OTHER		0		0		0		0		0		1-20%		0	

Table L-1 (continued)

	1-5		6-10		11-15		16-20		21-25		26-30		31+	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
YS OF EXP.														
# of IS														
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?														
169	10-8%		11-8%		20-7%		6-6%		5-6%		5-10%		0	
170	4-3%		5-1%		5-1%		1-1%		2-2%		1-2%		0	
171	1-8%		5-3%		9-3%		4-4%		4-5%		1-2%		1-5%	
172	1-8%		2-1%		1-4%		2-2%		0		1-2%		0	
173	0		1-8%		3-1%		4-4%		0		0		0	
174	0		0		2-8%		0		1-1%		0		0	
175	2-1%		0		1-4%		2-2%		1-1%		1-2%		0	
176	3-2%		0		0		0		0		0		0	
177	1-8%		0		0		0		0		0		0	
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?														
178	12-10%		12-9%		26-10%		9-10%		7-8%		5-10%		2-10%	
179	0		1-8%		0		0		1-1%		0		0	
180	0		1-8%		0		0		1-1%		0		0	
181	0		0		0		0		1-1%		0		0	
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?														
182	6-5%		7-5%		16-6%		6-6%		4-5%		3-6%		0	
183	2-1%		1-8%		2-8%		2-2%		2-2%		1-2%		1-5%	
184	1-8%		2-1%		1-4%		0		0		0		0	
185	0		1-8%		0		0		1-1%		1-2%		1-5%	
186	2-1%		3-2%		3-1%		2-2%		1-1%		1-2%		0	
187	0		0		3-1%		2-2%		3-3%		0		0	
188	0		1-8%		6-2%		1-1%		0		0		0	
189	2-1%		1-8%		2-8%		0		0		0		1-5%	
190	2-1%		4-3%		4-1%		1-1%		0		0		0	
191	0		0		2-8%		0		1-1%		0		0	
192	6-5%		2-1%		5-1%		1-1%		1-1%		0		0	
193	0		1-8%		2-8%		0		0		0		0	
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?														
194	5-4%		2-1%		7-2%		1-1%		3-3%		2-4%		1-5%	
195	4-3%		3-2%		10-3%		2-2%		2-2%		2-4%		1-5%	
196	1-8%		4-3%		4-1%		2-2%		3-3%		0		0	
197	3-2%		2-1%		2-8%		2-2%		1-1%		1-2%		0	
198	0		1-8%		2-8%		0		0		0		0	
199	1-8%		2-1%		2-8%		1-1%		0		0		1-5%	
200	0		2-1%		2-8%		1-1%		1-1%		0		0	
201	2-1%		1-4%		1-4%		0		1-1%		1-2%		0	
202	1-8%		1-8%		0		0		0		0		1-5%	
203	2-1%		1-8%		0		0		0		0		0	
204	2-1%		2-1%		3-1%		3-3%		0		0		0	
205	2-1%		2-1%		3-1%		0		7-2%		0		0	
206	1-8%		0		1-4%		1-1%		0		1-2%		0	
207	0		1-8%		0		0		0		0		1-5%	
208	0		0		1-4%		0		0		0		0	
209	0		0		1-4%		0		0		0		0	
210	0		0		0		2-2%		0		1-2%		0	
211	0		1-8%		0		0		0		0		0	
212	0		0		1-4%		0		0		0		0	
213	1-8%		0		0		0		0		0		0	
Q11C HOW IMPORTANT IS THIS TO YOU?														
214	11-9%		11-8%		23-8%		6-6%		8-10%		5-10%		1-5%	

Table L-1 (continued)

	YS OF EXP. # of TS	1-5		6-10		11-15		16-20		21-25		26-30		31+	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P
SATISFIERS:															
215	SATISFIERS MAKE ME REMAIN IN THE PROFESSION	0		3-23%		9-35%		2-27%		2-25%		0		0	
216	SATISFIERS ARE WHAT DRIVE ME	1-8%		1-8%		1-4%		2-27%		1-13%		1-20%		0	
217	SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY	0		0		0		0		0		0		0	
218	OTHER	1-8%		0		0		0		0		0		0	
DISSATISFIERS:															
219	DISSATISFIERS COULD MAKE ME QUIT	1-8%		2-15%		3-12%		0		1-13%		0		0	
220	DISSATISFIERS ARE DISCOURAGING	3-25%		2-15%		7-27%		1-11%		0		1-20%		0	
221	DISSATISFIERS LIMIT WHAT I CAN DO	1-8%		2-15%		2-8%		1-11%		0		0		1-50%	
222	I WORK TO OVERCOME THE DISSATISFIERS	1-8%		2-15%		0		0		1-13%		0		0	
223	SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY	0		1-8%		2-8%		0		0		0		0	
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?															
224	YES	1-8%		3-23%		15-58%		4-44%		2-25%		0		1-50%	
225	NO	11-92%		10-77%		11-47%		5-56%		6-75%		5-100%		1-50%	
YES:															
226	EVALUATION PROCESS REQUIRES MORE WORK	0		2-15%		4-15%		0		0		0		1-50%	
227	INCREASED WORKLOAD	0		0		5-19%		3-13%		0		1-20%		1-50%	
228	WORK EXTRA TO EARN EXTENDED CONTRACT MONEY	0		0		5-19%		2-22%		0		0		0	
229	EXTRA PAPERWORK	0		2-15%		8-31%		2-22%		0		0		0	
230	MORE DETAILED PLANS	0		0		2-8%		1-11%		0		0		0	
231	OTHER	0		0		0		0		2-25%		0		0	
NO:															
232	I AM DOING THINGS THE SAME WAY	0		1-8%		0		0		1-13%		1-20%		0	
233	LEVEL I DOES NOT REQUIRE EXTRA WORK	2-17%		1-8%		2-8%		0		0		0		0	
234	MERIT PAY HAS ALWAYS EXISTED FOR ME	2-17%		1-8%		0		0		0		0		0	
235	I DO NOT GET MERIT PAY	0		0		0		0		0		1-20%		0	
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?															
236	YES	11-92%		11-85%		20-77%		9-100%		6-75%		5-100%		2-100%	
237	NO	1-8%		2-15%		6-23%		0		2-25%		0		0	
BENEFICIAL:															
238	I LIKE TO TEACH	5-42%		6-46%		10-38%		3-13%		2-25%		4-80%		1-50%	
239	I ENJOY WORKING WITH YOUNG PEOPLE	4-33%		3-23%		8-31%		4-44%		2-25%		3-60%		0	
240	TEACHING IS REWARDING, SATISFYING, AND CHALLENGING	2-17%		5-38%		8-31%		4-44%		3-38%		1-20%		1-50%	
241	I LIKE THE HOURS AND VACATION TIME	4-33%		3-23%		4-15%		1-11%		0		0		0	
242	WAY TO BE CREATIVE	1-8%		2-15%		2-8%		0		0		0		0	
243	PROUD TO BE A TEACHER	1-8%		0		2-8%		0		0		0		0	
244	FEEL I HAVE HELPED STUDENTS	0		1-8%		1-4%		1-11%		1-13%		0		0	
245	POSITIVE COMMENTS FROM PARENTS AND CHILDREN	0		0		0		1-11%		2-25%		0		0	
246	I LIKE TO SEE CHILDREN LEARN	0		0		2-8%		0		0		0		0	
247	I HAVE ALWAYS WANTED TO TEACH	0		2-15%		1-4%		0		1-13%		0		2-100%	
248	OTHER	0		0		2-8%		0		0		0		0	
DETRIMENTAL:															
249	I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE	2-17%		0		2-8%		0		2-25%		0		0	
250	BAD IMAGE OF THE TEACHING PROFESSION	0		1-8%		1-4%		0		0		0		0	
251	POOR WORKING CONDITIONS (i.e., heavy workload, isolation)	3-25%		0		2-8%		0		1-13%		0		0	
252	FEEL FRUSTRATED WITH TEACHING	1-8%		1-8%		0		0		1-13%		0		0	
253	LACK OF PARENTAL SUPPORT	2-17%		1-8%		2-8%		0		0		0		0	
254	PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)	1-8%		1-8%		0		0		1-13%		0		0	
255	DISCIPLINE PROBLEMS	1-8%		1-8%		0		0		0		0		0	
256	APATHETIC STUDENTS	0		0		1-4%		0		0		0		0	

APPENDIX M

FREQUENCIES AND PERCENTAGES OF RESPONSES

BY SEX

Table M-1

Frequencies and Percentages of Responses by Sex

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
Q1A HOW OFTEN DO YOU OBSERVE OTHER TEACHERS TEACHING?					
001 NOT VERY OFTEN		25-39%		4-36%	
002 NEVER		30-47%		5-45%	
003 OFTEN-CASUAL OBSERVATION		8-13%		2-18%	
Q1B HOW HAS THIS OBSERVATION AFFECTED YOU AS A TEACHER?					
004 GOT NEW TEACHING IDEAS		18-28%		2-18%	
005 CONTINUITY OF PROGRAMS		2-3%		1-9%	
006 GOT CLASSROOM MANAGEMENT IDEAS		3-5%		1-9%	
007 DID A SELF-EVALUATION		2-3%		1-9%	
008 LEARNED FROM OTHERS		3-5%		1-9%	
009 IT HAS NOT AFFECTED ME		1-2%		0	
Q1C IF YOU HAVEN'T OBSERVED OTHER TEACHERS TEACHING WOULD YOU LIKE TO?					
010 YES		41-64%		6-55%	
011 NO		1-2%		0	
Q1D HOW WOULD THIS OBSERVATION AFFECT YOU AS A TEACHER?					
012 IMPROVE MY TEACHING		8-13%		0	
013 COULD GET CLASSROOM MANAGEMENT TECHNIQUES		8-13%		4-36%	
014 GET CREATIVE IDEAS		4-6%		0	
015 WE COULD LEARN FROM EACH OTHER		7-11%		1-9%	
016 GET DIFFERENT TEACHING METHODS		38-59%		8-73%	
017 GET A BETTER FEEL FOR HOW I COULD HELP CHILDREN		2-3%		0	
018 CONTINUITY OF PROGRAMS		1-2%		0	
019 IT WOULD NOT AFFECT ME		1-2%		0	
Q2 HAS THERE BEEN ANY CHANGE IN YOUR WORKING RELATIONSHIPS WITH OTHER TEACHERS SINCE THE IMPLEMENTATION OF MERIT PAY?					
020 YES		7-11%		2-18%	
021 NO		57-89%		9-82%	
022 I HAVE ALWAYS WORKED UNDER THE CL PROGRAM		4-6%		1-9%	
023 I FEEL I HAVE BEEN USED BY TS GOING FOR UPPER LEVELS		0		1-9%	
024 I DO NOT FEEL THAT UPPER LEVEL TEACHERS ARE BETTER		1-2%		1-9%	
025 NONE OF US LIKE MERIT PAY		1-2%		0	
025 TEACHERS ARE NOT AS WILLING TO SHARE IDEAS		2-3%		1-9%	
027 WE ARE ALL ON THE SAME LEVEL HERE		3-5%		0	
028 SOME HOSTILITY TOWARD THOSE WHO MADE UPPER LEVELS		2-3%		0	
029 BETTER WORKING RELATIONSHIP WITH PEERS		3-5%		0	

Table M-1 (continued)

	SEX # of Teachers	FEMALE		MALE	
		F	P	F	P
Q3 HAS MERIT PAY HAD ANY EFFECT ON YOUR TEACHING?		12-19%	0	11-100%	
030 YES		52-81%			
031 NO					
BENEFICIAL:					
032 I AM MORE CONSCIENTIOUS		4-6%	0		
033 THE MONEY IS AN INCENTIVE TO DO BETTER		2-3%	0		
034 MADE ME MORE ENTHUSIASTIC		2-3%	0		
035 KEEPS MORALE UP		1-2%	0		
036 OTHER		0		1-9%	
DETIMENTAL:					
037 I HAVE LOST THE INITIATIVE TO DO EXTRA THINGS		1-2%	0		
038 MERIT PAY HAS LOWERED MORALE		1-2%	0		
039 IT TAKES TIME AWAY FROM MY STUDENTS		1-2%	0		
Q4 HOW DO YOU FEEL ABOUT SOME TEACHERS EARNING MORE MONEY THAN OTHERS?		41-64%	8-73%	23-36%	2-18%
040 I AGREE					
041 I DISAGREE					
AGREE:					
042 GOOD TEACHERS SHOULD GET MORE		17-27%	2-18%		
043 TEACHERS WHO WORK MORE SHOULD GET PAID MORE		15-23%	2-18%		
044 THOSE WHO GO THROUGH THE EVAL. SUCCESSFULLY DESERVE MORE		8-13%	1-9%		
045 SOME DESERVE MORE BASED ON EXPERIENCE AND EDUCATION		8-13%	2-18%		
046 POOR TEACHERS SHOULD EARN LESS OR BE DISMISSED		4-6%	1-9%		
047 TEACHERS IN CERTAIN SUBJECT AREAS DESERVE MORE		1-2%	0		
048 THE EVALUATION SYSTEM NEEDS TO BE FAIR		3-5%	0		
DISAGREE:					
049 ALL TEACHERS SHOULD EARN THE SAME		7-11%	1-9%		
050 ALL TEACHERS SHOULD EARN MORE		13-20%	1-9%		
051 SOME UNDESERVING TEACHERS ARE GETTING EXTRA MONEY		10-16%	0		
052 CURRENT EVAL. SYSTEM IS NOT FAIR		9-14%	0		
053 BEGINNING TS SHOULD NOT MAKE MORE THAN EXPERIENCED TS		1-2%	0		
054 OTHER		2-3%	0		
Q5A DESCRIBE THE CLIMATE IN YOUR SCHOOL?					
BENEFICIAL:					
055 GOOD CLIMATE		38-59%	4-36%		
056 TEACHERS WORK AND SHARE TOGETHER		28-44%	3-27%		
057 WE SHARE MATERIALS REGARDLESS OF CERT. STATUS		2-3%	2-18%		
058 MORALE IS HIGH		2-3%	0		

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
DETIMENTAL:					
059 TEACHERS DO NOT WORK WELL TOGETHER		9-14%		3-27%	
060 WE ARE ISOLATED		4-6%		3-27%	
061 WE DO NOT HAVE TIME TO WORK OR MEET TOGETHER		2-3%		0	
062 MORALE IS LOW HERE		2-3%		0	
063 SOME TEACHERS DO NOT WANT TO DO EXTRA WORK		1-2%		0	
064 ADMINISTRATORS ARE NOT SUPPORTIVE		2-3%		0	
065 OTHER		2-3%		0	
05B HAS THE CLIMATE BEEN AFFECTED IN ANY WAY BY MERIT PAY?		6-9%		2-18%	
066 YES		56-88%		9-82%	
067 NO		2-3%		0	
068 I DO NOT KNOW (WASN'T HERE BEFORE MERIT PAY)					
YES:					
069 WE WORK TOGETHER MORE		2-3%		1-9%	
070 TEACHERS ARE MORE COMPETITIVE		2-3%		2-18%	
071 UPPER LEVEL TEACHERS ARE MISTREATED		1-2%		0	
072 STRESS		1-2%		0	
073 NEGATIVE ATT. TOWARD THE ONES WHO MADE UPPER LEVELS		0		1-9%	
074 MORE NEGATIVE ATTITUDES TOWARD TEACHING		1-2%		0	
NO:					
075 NO ONE WENT FOR UPPER LEVELS HERE		1-2%		1-9%	
076 WE HAVE ALWAYS HAD HELPFUL TEACHERS		2-3%		0	
06 HAS MERIT PAY HAD ANY AFFECT ON YOUR ATTITUDE AS A TEACHER OR ON THE ATTITUDES OF OTHER TEACHERS WITH WHOM YOU WORK?		39-61%		11-100%	
077 YES		25-39%		0	
078 NO					
BENEFICIAL-YES:					
079 IT HAS ENCOURAGED ME TO DO BETTER		3-5%		1-9%	
080 GIVES TEACHERS THE OPPORTUNITY TO EARN MORE MONEY		4-6%		2-18%	
081 MORE POSITIVE ATTITUDE		1-2%		2-18%	
082 OTHER		0		1-9%	
DETIMENTAL-NO:					
083 MONEY IS NOT MY MOTIVATOR		4-6%		1-9%	
084 I WOULD TEACH REGARDLESS OF MERIT PAY		1-2%		0	
085 SOME UNDESERVING TS MADE UPPER LEVELS		7-11%		0	
086 LEVEL II & III TS ARE NO BETTER THAN THOSE WHO DID NOT APPLY		7-11%		3-27%	
087 MERIT PAY HAS MADE SOME TS RESENTFUL OF OTHER TS		12-19%		1-9%	
088 SOME TEACHERS HAVE (MORE) NEGATIVE ATTITUDES		15-23%		3-27%	
089 DECREASED MORALE FOR SOME		13-20%		1-9%	
090 THERE IS A LOT OF CONFUSION ABOUT THE ENTIRE PROGRAM		2-3%		0	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64 F P		MALE 11 F P	
		F	P	F	P
091 SOME TEACHERS FEAR THE EVALUATION PROCESS		3-5%		1-9%	
092 DISCOURAGED BY LACK OF SUPPORT OF THE PROGRAM		5-8%		0	
093 RESENT THE EXTRA BUSY WORK		7-11%		0	
094 STRESS		5-8%		0	
095 EVALUATION SYSTEM DOES NOT IDENTIFY EXCELLENT TEACHERS		7-11%		1-9%	
096 COMPETITION AND JEALOUSY		4-6%		0	
097 OTHER		5-8%		1-9%	
Q7A HAS MERIT PAY HAD AN EFFECT ON YOUR DECISION TO REMAIN IN TEACHING?		7-11%		2-18%	
098 YES		57-89%		9-82%	
099 NO					
BENEFICIAL-YES:		4-6%		1-9%	
100 IT IS A CHANCE TO MAKE MORE MONEY IN MY FIELD		1-2%		0	
101 IT MADE ME FEEL I SHOULD STAY IN THE PROFESSION		1-2%		0	
102 I LIKE THE EXTRA MONEY		0		1-9%	
103 IT IS A WAY TO ADVANCE					
DETRIMENTAL-NO:		10-16%		1-9%	
104 I PLAN TO RETIRE		35-55%		4-36%	
105 I LIKE TO TEACH AND WILL STAY REGARDLESS OF MERIT PAY		9-14%		2-18%	
106 MERIT PAY IS NOT ENOUGH TO MAKE A DIFFERENCE		14-22%		3-27%	
107 I AM NOT HERE BECAUSE OF THE MONEY		2-3%		0	
108 IF CL WERE MANDATORY I WOULD LEAVE		1-2%		0	
109 IT IS NOT MERIT PAY-YOU HAVE TO WORK FOR IT		2-3%		1-9%	
110 I COULD MAKE MORE MONEY OUTSIDE THE PROFESSION		2-3%		0	
111 THE EXTRA WORK IS NOT WORTH THE EXTRA MONEY		1-2%		0	
112 I MAY LEAVE BECAUSE OF THE CL AND MERIT PAY					
Q7B HAS IT HAD ANY EFFECT ON OTHERS TO REMAIN IN TEACHING?		12-19%		1-9%	
113 YES		41-64%		7-64%	
114 NO		8-13%		3-27%	
115 I DO NOT KNOW		2-3%		0	
116 PROBABLY NOT				0	
BENEFICIAL-YES:		8-13%		0	
117 GIVES TEACHERS A CHANCE TO MAKE MORE MONEY		1-2%		0	
118 HIGHER STATUS-RECOGNIZES EFFORTS		2-3%		0	
119 YOUNGER TEACHERS LIKE MERIT PAY					
DETRIMENTAL-NO:		13-20%		3-27%	
120 MERIT PAY IS NOT ENOUGH TO MATTER		8-13%		1-9%	
121 REMAIN BECAUSE THEY LIKE TO TEACH NOT BECAUSE OF MONEY		1-2%		0	
122 IF IT WERE MANDATORY SOME WOULD LEAVE		8-13%		1-9%	
123 SOME TEACHERS HAVE LEFT BECAUSE OF THE CL		1-2%		1-9%	
124 COULD EARN MORE MONEY OUTSIDE OF THE PROFESSION					

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64 F P		MALE 11 F P	
		F	P	F	P
Q8 DO YOU BELIEVE MERIT PAY IS AN INCENTIVE FOR TEACHERS TO IMPROVE THEIR TEACHING?					
125 YES		23-36%		5-45%	
126 NO		40-63%		6-55%	
127 MAYBE		1-2%		0	
BENEFICIAL-YES:					
128 EVALUATION PROCESS MAKES TS DO A SELF-EVALUATION		6-9%		2-18%	
129 TEACHERS FEEL THEIR EFFORTS ARE REWARDED		4-6%		0	
130 TEACHERS CREATE NEW PROGRAMS		4-6%		0	
131 IF TS CONT. TG LIKE THEY DID FOR EVAL. THEIR TG WILL IMPROVE		4-6%		1-9%	
132 MERIT PAY WILL MOTIVATE TEACHERS TO DO A BETTER JOB		6-9%		1-9%	
133 TEACHERS ARE MORE ORGANIZED (DETAILED PLANS)		10-16%		1-9%	
134 DO WORKSHOPS		1-2%		0	
135 OTHER		2-3%		0	
DETIMENTAL-NO:					
136 EXTRA PAPERWORK TAKES AWAY FROM INSTRUCTION		4-6%		0	
137 MONEY WILL NOT INFLUENCE PERFORMANCE		27-42%		5-45%	
138 WE IMPROVE BECAUSE WE LIKE TO TEACH, NOT BECAUSE OF MONEY		5-8%		1-9%	
139 AFTER THE EVAL TEACHERS GO BACK TO THEIR OLD WAYS		17-27%		3-27%	
140 MERIT PAY IS NOT A MOTIVATOR		5-8%		1-9%	
141 THE EVALUATION SYSTEM DOES NOT MEASURE GOOD TEACHING		4-6%		0	
Q9 WHAT CAN BE DONE TO RETAIN TEACHERS IN THE CLASSROOM?					
142 HIGHER SALARIES		45-70%		8-73%	
143 IMPROVE IMAGE OF TEACHERS		13-20%		0	
144 LOWER TEACHER-PUPIL RATIO		22-34%		3-27%	
145 BETTER WORKING CONDITIONS		10-16%		2-18%	
146 INCREASE PARENTAL SUPPORT AND RESPECT		15-23%		3-27%	
147 MORE MONEY FOR BOOKS AND SUPPLIES		11-17%		2-18%	
148 BETTER COMMUNICATION FROM LOCAL AND STATE		1-2%		2-18%	
149 NEED STRONG LEADERSHIP (ADMINISTRATORS)		8-13%		3-27%	
150 REDUCE PAPERWORK		7-11%		4-36%	
151 IMPROVE DISCIPLINE OF STUDENTS		10-16%		1-9%	
152 BETTER BENEFITS (i.e., insurance, personal days)		3-5%		0	
153 MORE EMPHASIS ON TEACHING AND STUDENTS		10-16%		0	
154 PLAN TIME		5-8%		0	
155 MORE INSTRUCTIONAL AIDES FOR TEACHERS		3-5%		1-9%	
156 MERIT PAY		1-2%		0	
157 DROP MERIT PAY		3-5%		1-9%	
158 DECREASE WORKLOAD		1-2%		1-9%	
159 REDUCE NON-TEACHING DUTIES		2-3%		0	
160 LESS EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES		4-6%		0	
		2-3%		0	
		1-2%		0	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
161 IMPROVE TEACHER MORALE		3-5%		0	
162 PROVIDE OTHER INCENTIVES		1-2%		0	
163 PRAISE FOR A JOB WELL DONE		2-3%		0	
164 CONTINUE THE CL		1-2%		0	
165 MORE STAFF DEVELOPMENT OPPORTUNITIES		2-3%		0	
166 BUILD AN ALTERNATIVE SCHOOL		1-2%		0	
167 REDUCE STRESS		1-2%		0	
168 OTHER		2-3%		1-9%	
Q10A HOW DO YOU JUDGE YOUR SUCCESS IN THE PROFESSION?					
169 CHILDREN'S PROGRESS		48-75%		9-82%	
170 POSITIVE COMMENTS FROM PARENTS		14-22%		2-18%	
171 CHILDREN'S COMMENTS		19-30%		6-55%	
172 PERSONAL FEELINGS (SELF-EVALUATION)		6-9%		2-18%	
173 COMMENTS FROM PEERS		7-11%		1-9%	
174 COMMENTS FROM THE PRINCIPAL		2-3%		1-9%	
175 TEST SCORES OF STUDENTS		5-8%		2-18%	
176 EVALUATION		3-5%		0	
177 OTHER		1-2%		0	
Q10B IS THIS A MOTIVATOR FOR YOU TO REMAIN IN THE PROFESSION?					
178 YES		62-97%		11-100%	
179 NO		2-3%		0	
180 SATISFIERS ARE THE ONLY REASON I AM HERE		1-2%		1-9%	
181 I AM HERE BECAUSE I LIKE MY SPECIALIZED AREA		1-2%		0	
Q11A WHAT SATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
182 SEEING CHILDREN LEARN		34-53%		8-73%	
183 KNOWING I HAVE HELPED STUDENTS		10-16%		1-9%	
184 FEELING LIKE I AM MAKING A CONTRIBUTION		4-6%		0	
185 SEEING CHILDREN EXCEL		4-6%		0	
186 POSITIVE COMMENTS FROM PARENTS		12-19%		0	
187 POSITIVE COMMENTS FROM CHILDREN		8-13%		0	
188 POSITIVE COMMENTS FROM PEERS AND PRINCIPAL		9-14%		0	
189 LIKE THE PEOPLE I WORK WITH		4-6%		1-9%	
190 LIKE WORKING WITH YOUNG PEOPLE		10-16%		2-18%	
191 GOOD PARENTAL SUPPORT		2-3%		0	
192 STUDENTS THAT HAVE A DESIRE TO LEARN		13-20%		2-18%	
193 OTHER		3-5%		0	
Q11B WHAT DISSATISFIERS DO YOU RECEIVE ON A DAY TO DAY BASIS?					
194 BEHAVIOR PROBLEMS		18-28%		3-27%	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64 F P		MALE 11 F P	
		F	P	F	P
195 APATHETIC STUDENTS		16-25%		5-45%	
196 LACK OF PARENTAL SUPPORT AND RESPECT		13-20%		4-36%	
197 NEGATIVE COMMENTS FROM PARENTS		10-16%		1-9%	
198 LOW SALARY		3-5%		0	
199 OUTSIDE INTERRUPTIONS		5-8%		1-9%	
200 LACK OF FUNDS TO OPERATE PROGRAM		5-8%		1-9%	
201 PAPERWORK		4-6%		0	
202 DISRESPECT FROM THE PUBLIC		4-6%		0	
203 LACK OF TIME OF GET EVERYTHING DONE		3-5%		1-9%	
204 NON-COOPERATIVE FACULTY MEMBERS		10-16%		0	
205 STUDENTS THAT ARE NOT PREPARED FOR CLASS		9-14%		0	
206 TOO MUCH RESPONSIBILITY FOR THINGS OUT OF MY CONTROL		4-6%		0	
207 LARGE CLASS SIZE		2-3%		0	
208 NON-TEACHING DUTIES		1-2%		0	
209 NONE		1-2%		0	
210 INCONSISTENCY OF OTHER TEACHERS		3-5%		0	
211 LACK OF SPECIAL SUPPORT SERVICES FOR STUDENTS		1-2%		0	
212 ROUTINE OF JOB		1-2%		0	
213 OTHER		3-5%		0	
Q11C HOW IMPORTANT IS THIS TO YOU?		54-84%		11-100%	
214 VERY IMPORTANT					
SATISFIERS:					
215 SATISFIERS MAKE ME REMAIN IN THE PROFESSION		12-19%		4-36%	
216 SATISFIERS ARE WHAT DRIVE ME		6-9%		1-9%	
217 SATISFIERS ENABLE ME TO FUNCTION AT THE BEST OF MY ABILITY		1-2%		0	
218 OTHER		0		1-9%	
DISSATISFIERS:					
219 DISSATISFIERS COULD MAKE ME QUIT		6-9%		1-9%	
220 DISSATISFIERS ARE DISCOURAGING		12-19%		2-27%	
221 DISSATISFIERS LIMIT WHAT I CAN DO		6-9%		1-9%	
222 I WORK TO OVERCOME THE DISSATISFIERS		4-6%		0	
223 SATISFIERS AND DISSATISFIERS EITHER MAKE OR BREAK MY DAY		3-5%		0	
Q12 HAS MERIT PAY HAD ANY EFFECT ON YOUR WORKLOAD?					
224 YES		20-31%		6-55%	
225 NO		44-69%		5-45%	
YES:					
226 EVALUATION PROCESS REQUIRES MORE WORK		5-8%		2-18%	
227 INCREASED WORKLOAD		9-14%		1-9%	
228 WORK EXTRA TO EARN EXTENDED CONTRACT MONEY		6-9%		1-9%	
229 EXTRA PAPERWORK		10-16%		2-18%	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
230 MORE DETAILED PLANS		2-3%		1-9%	
231 OTHER		1-2%		1-9%	
NO:					
232 I AM DOING THINGS THE SAME WAY		1-2%		1-9%	
233 LEVEL I DOES NOT REQUIRE EXTRA WORK		5-8%		0	
234 MERIT PAY HAS ALWAYS EXISTED FOR ME		2-3%		1-9%	
235 I DO NOT GET MERIT PAY		1-2%		0	
Q13 ARE YOU SATISFIED WITH YOUR CAREER AS A TEACHER?					
236 YES		55-86%		9-82%	
237 NO		9-14%		2-18%	
BENEFICIAL:					
238 I LIKE TO TEACH		27-42%		4-36%	
239 I ENJOY WORKING WITH YOUNG PEOPLE		19-30%		5-45%	
240 TEACHING IS REWARDING, SATISFYING, AND CHALLENGING		19-30%		5-45%	
241 I LIKE THE HOURS AND VACATION TIME		10-16%		2-18%	
242 WAY TO BE CREATIVE		3-5%		2-18%	
243 PROUD TO BE A TEACHER		3-5%		0	
244 FEEL I HAVE HELPED STUDENTS		4-6%		0	
245 POSITIVE COMMENTS FROM PARENTS AND CHILDREN		2-3%		1-9%	
246 I LIKE TO SEE CHILDREN LEARN		2-3%		0	
247 I HAVE ALWAYS WANTED TO TEACH		6-9%		0	
248 OTHER		1-2%		1-9%	
DETRIMENTAL:					
249 I DO NOT FEEL THAT I AM GETTING THE PAY I DESERVE		5-8%		1-9%	
250 BAD IMAGE OF THE TEACHING PROFESSION		2-3%		0	
251 POOR WORKING CONDITIONS (i.e., heavy workload, isolation)		6-9%		0	
252 FEEL FRUSTRATED WITH TEACHING		3-5%		0	
253 LACK OF PARENTAL SUPPORT		4-6%		1-9%	
254 PROBLEMS BEYOND MY CONTROL (i.e., emotional and social)		3-5%		0	
255 DISCIPLINE PROBLEMS		2-3%		0	
256 APATHETIC STUDENTS		0		1-9%	
257 LACK OF FINANCIAL SUPPORT FOR SCHOOLS		2-3%		0	
258 STRESS		1-2%		0	
259 OTHER		1-2%		0	
Q14 IF GIVEN THE SAME OPPORTUNITY, WOULD YOU RE-ENTER THE TEACHING PROFESSION?					
260 YES		40-63%		8-73%	
261 NO		19-30%		2-18%	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
262 PROBABLY		2-3%		0	
263 PROBABLY NOT		5-8%		1-9%	
BENEFICIAL:					
264 I LIKE TEACHING		27-42%		5-45%	
265 I HAVE ALWAYS WANTED TO TEACH		6-9%		0	
266 I ENJOY WORKING WITH CHILDREN		19-30%		4-36%	
267 GOOD HOURS-VACATION		8-13%		2-18%	
268 REWARDING PROFESSION		9-14%		3-27%	
269 OTHER		2-3%		0	
DETRIMENTAL:					
270 POOR SALARY		17-27%		3-27%	
271 LACK OF RESPECT		10-16%		0	
272 LACK OF PARENTAL SUPPORT		5-8%		0	
273 APATHETIC STUDENTS		4-6%		0	
274 DISCIPLINE PROBLEMS		3-5%		0	
275 POOR WORKING CONDITIONS (i.e., heavy workload, paperwork)		6-9%		0	
276 TEACHING IS NOT WHAT I THOUGHT IT WOULD BE		2-3%		0	
277 COULD GET MORE RECOGNITION AND RESPECT IN ANOTHER PROFESSION		1-2%		0	
278 NO WAY TO ADVANCE		1-2%		0	
Q15 WHAT CAN BE DONE TO ATTRACT INDIVIDUALS TO ENTER THE TEACHING PROFESSION?					
279 HIGHER PAY		53-83%		9-82%	
280 IMPROVE IMAGE OF TEACHERS		23-36%		7-64%	
281 IMPROVE PRESERVICE TRAINING		9-14%		3-27%	
282 INCREASE BENEFITS (i.e., insurance, personal days)		6-9%		1-9%	
283 DECREASE WORKLOAD		7-11%		1-9%	
284 LOWER TEACHER-PUPIL RATIO		6-9%		1-9%	
285 BETTER WORKING CONDITIONS (i.e., facilities, supplies, plan time)		8-13%		2-18%	
286 IMPROVE DISCIPLINE		4-6%		0	
287 PROVIDE GOOD ROLE MODELS (OTHER TEACHERS)		6-9%		1-9%	
288 IMPROVE CURRICULUM IN SCHOOLS		2-3%		1-9%	
289 PROVIDE SCHOLARSHIPS FOR EDUCATION MAJORS		2-3%		0	
290 HAVE A CAREER DAY		1-2%		0	
291 PROVIDE OTHER INCENTIVES		3-5%		0	
292 IMPROVE PARENTAL SUPPORT		1-2%		0	
293 SUPPORTIVE ADMINISTRATORS		2-3%		1-9%	
294 MAKE TEACHING A PROFESSION		1-2%		0	
295 NEED A WAY TO ADVANCE		0		1-9%	
296 I DO NOT KNOW		1-2%		0	
297 CONTINUE CURRENT PROGRAM		1-2%		0	

Table M-1 (continued)

	SEX # of Teachers	FEMALE 64		MALE 11	
		F	P	F	P
298 PROVIDE AIDES		1-2%		0	
299 OTHER		5-8%		0	
Q16 DO YOU HAVE ANY OTHER COMMENTS CONCERNING MERIT PAY OR THIS INTERVIEW?					
300 MERIT PAY DOES NOT WORK		8-13%		1-9%	
301 DROP MERIT PAY		3-5%		0	
302 EVALUATION PROCESS IN NOT FAIR		12-19%		1-9%	
303 MERIT PAY IS NOT FAIR		5-8%		2-18%	
304 MERIT PAY DOES NOT IDENTIFY AND REWARD THE BEST TS		8-13%		2-18%	
305 MERIT PAY ENCOURAGES COMPETITION		2-3%		0	
306 MERIT PAY S COULD BE BETTER SPENT IN THE CLASSROOM		2-3%		0	
307 EXTENDED CONTRACT IS NOT USED EFFECTIVELY		1-2%		0	
308 TEACHERS NEED TO BE INVOLVED WITH DECISION MAKING		2-3%		1-9%	
309 STATE NEEDS TO COMMUNICATE BETTER WITH TEACHERS		1-2%		2-18%	
310 DO NOT DISCARD MERIT PAY		4-6%		2-18%	
311 CONTINUE THE CURRENT EVALUATION PROCESS		0		1-9%	
312 I APPRECIATE BEING INTERVIEWED		1-2%		0	
313 INCENTIVE PAY IS GOOD FOR THOSE WHO PARTICIPATE		3-5%		0	
314 STUDENTS SUFFER BECAUSE OF THE CL		1-2%		0	
315 EVALUATION SHOULD BE LOCAL NOT STATE		2-3%		0	
316 I LIKE MERIT PAY		1-2%		1-9%	
317 DISCONTINUE THE CL		2-3%		0	
318 TEACHERS NEED TO RECEIVE MORE PRAISE		2-3%		0	
319 DETRIMENTAL FOR THOSE WHO APPLY AND DO NOT MAKE IT		2-3%		0	
320 OTHER		2-3%		0	

VITA

Nancy Howard Sims was born on November 4, 1960 in Knoxville, Tennessee. She attended public school in Sevierville, Tennessee, and graduated from Sevier County High School in 1978. The author attended East Tennessee State University and the University of North Florida where she received her Bachelor of Arts degree in March 1981 with a major in elementary education. Her graduate work was at the University of Tennessee at Knoxville. She graduated with a Master of Science degree in December 1984 with a major in elementary education. The author graduated from The University of Tennessee in May 1989 with a Doctorate of Education degree. Her major field of study was curriculum and instruction with collateral emphasis in reading and educational leadership.

Mrs. Sims was employed from 1981 until 1982 as a kindergarten teacher at Camp LeJeune, Jacksonville, North Carolina. From 1982 to 1987 she was employed by the Sevier County School system and served as a classroom teacher. From 1987 to 1988 she took an educational leave of absence from the Sevier County School System and pursued her Doctorate degree on a full time basis. During this year she assisted with the Bellon Study by interviewing teachers across the state of Tennessee concerning their perceptions of the Career Ladder Program. In 1988 she returned to the Sevier County School System where she teaches fourth grade language arts at New Center Elementary School.

The author is a member of the National Education Association, the Tennessee Education Association, the Sevier County Education

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She is married to Jeffrey Todd Sims of Sevierville, Tennessee. The author and her husband reside in Sevierville, Tennessee.