An Analysis of Motivational Strategies Employed by Veteran Principals in Selected Elementary Schools in Suburban Cook County

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AN ANALYSIS OF MOTIVATIONAL STRATEGIES
EMPLOYED BY VETERAN PRINCIPALS
IN SELECTED ELEMENTARY SCHOOLS
IN SUBURBAN COOK COUNTY

by
Patricia M. Brown

A Dissertation Submitted to the Faculty of the School of
Education of Loyola University of Chicago in
Partial Fulfillment of the Requirements
For the Degree of Doctor of Education
May
1990
The purpose of this study was to examine the specific operational strategies employed by veteran principals to keep effective veteran teachers motivated. The specific aims of the study were to: (1) Determine the perceptions of the principals as to whether they believed there was a need to provide motivational incentives and rewards to veteran teachers; (2) Identify the specific types of motivational incentives and rewards employed by veteran principals; (3) Ascertain the level of compatibility between the types of motivational incentives and rewards desired by veteran teachers and those actually employed by principals; (4) Evaluate the perceived and actual preferences for intrinsic vs. extrinsic rewards, both by principals and by teachers; (5) Determine the perceived and actual expectation for the employment of motivational incentives and rewards by teachers; and (6) Provide a practical body of knowledge of the operational strategies successfully employed by principals to motivate veteran teachers, which can then be beneficial
Two types of instruments were used to gather data: survey questionnaires (one for principals and one for teachers) and a set of interview questions. The sample was determined by population criteria and years of service in the current school. A total of 23 principals and 95 teachers (five from each participating school) completed mailed questionnaires, and 16 of the 23 principals submitted to interviews.

Results of the study indicated that: (a) Principals employ a variety of intrinsic and extrinsic motivational rewards; (b) Veteran teachers desire motivational rewards; (c) The perceived preferences for motivational rewards as interpreted by the principal do not always agree with actual desires of teachers; (d) The personality and leadership style of the principal influence the choice and extent of motivational rewards bestowed upon teachers; (e) Rewards must meet the needs and desires of the recipients to be effective; (f) Principals lack a consensus of what motivates teachers; and (g) Motivational strategies are most effective after collegial relationships between the principal and teachers have been formed.
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VITA

The author, Patricia Monica Brown, is the daughter of Monica (Pejza) and the late Bennie Mandra. She was born on May 11, 1947, in Chicago, Illinois. On August 19, 1967, she married Ronald Edward Brown. Their daughter, Lisa Marie, was born on December 4, 1968.

Her elementary and secondary education was obtained in the public schools of Oak Lawn, Illinois, and the parochial schools of Chicago, Illinois. She graduated from Cathedral High School in 1965, and received a Bachelor of Arts degree from Northeastern Illinois University in 1969.

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In July, 1986, she began her studies at Loyola University of Chicago in pursuit of the degree of Doctor of Education.
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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

High teacher motivation to work and a strong commitment to work are essential requirements for effective schooling... excellent schools will remain elusive unless many teachers are motivated to make this commitment. ¹

Unfortunately, two trends are increasingly emerging in the teaching profession. Highly idealogical, motivated teachers find that organizational and environmental conditions inhibit their aspirations to make a difference in the lives of students, and they leave teaching for a new career. Even worse, teachers who were once dedicated and effective encounter burnout, yet remain in the classroom. Both of these trends have serious impact upon the success of any of the recent reform efforts.

A lack of attention to providing the types of rewards and incentives desired by teachers adds to the problem. The building principal has the greatest potential for providing these rewards and incentives. However, too much attention appears to be given to remediation of teachers, at the expense

of limiting attention and affirmation for the effective
teachers. Veteran teachers, especially, receive minimal
affirmation or acknowledgment for their efforts; they are
taken for granted.

This study investigated the positive side of the
teaching profession, the area most often neglected amid all
the public criticism of education, and especially of teachers,
today. The research problem can be stated thus: How do vet­
eran elementary school principals implement operational
strategies to motivate veteran (already motivated) teachers?
PURPOSE OF THE STUDY

There is much in the literature that relates to the motivation of students and the re-motivation of teachers facing burnout. In addressing the motivation of veteran, highly competent and already motivated teachers, the amount of research and study is limited.

The relevancy and importance of teacher-principal relationships has already been established by the effective schools research. It therefore follows that an investigation into the daily practices of the building principal aimed at both developing and nurturing those relationships is needed.

This study is designed to provide insights into the attention given by veteran principals to providing conditions which enhance the motivation of others. Special attention is given to an examination of specific operational strategies employed by veteran principals to keep alive the existing motivation within their veteran teachers.

The specific aims of this study are:

1. To determine the perception of the principals as to whether they believe there is a need to provide motivational incentives and rewards to veteran teachers.

2. To identify the specific types of motivational incentives and rewards employed by veteran principals.

3. To ascertain the level of compatibility between the types of motivational incentives and rewards desired by
veteran teachers and those actually employed by principals.

4. To evaluate the perceived and actual preferences for intrinsic vs. extrinsic rewards, both by principals and by teachers.

5. To determine the perceived and actual expectation for the employment of motivational incentives and rewards by teachers.

6. To provide a practical body of knowledge of the operational strategies successfully employed by principals to motivate teachers which can be beneficial to other building administrators.
DEFINITION OF TERMS

The following definitions of terms are presented to clarify major concepts, as used in this study.

Veteran Principal — Any public school administrator certified by the state of Illinois to supervise an elementary attendance center, who has been in the current building a minimum of five consecutive years.

Elementary School — Any attendance center which houses public school students in any combination of grades kindergarten through eight.

Veteran Teacher — Any public school teacher, certified by the state of Illinois to teach grades kindergarten through eight, who has full-time teaching responsibilities and has taught in the current building for a minimum of five consecutive years.

Motivation — The desire to do well.  

Motivator — Anything in the environment that incites a person to willingly expend energy in a particular direction.

Incentive/Reward — Anything that is perceived by the recipient to be a direct affirmation of work well done and serves to provide the impetus to repeat the action that merited the positive recognition.

Intrinsic Reward -- Anything symbolic rather than tangible (ie. verbal praise, exciting work, commodious working conditions) provided as acknowledgment and affirmation of work well done.

Extrinsic Reward -- Anything material rather than symbolic (ie. wages, bonus, plaque, workshop attendance) provided as acknowledgment and affirmation of work well done.

Operational Strategy -- Any specific planned action taken by the principal during the course of the regular school day with the intended purpose of bringing about a specific action/reaction in another person.
PROCEDURE

A review of related literature was conducted to provide a knowledge base upon which to build, compare, and contrast the information gained from the current study. The specific areas examined were: motivation in general, teacher stress and burnout, and reward and incentive programs used to motivate teachers. Special attention and emphasis was given to the role and responsibility of the building principal. No study relating to motivation would be complete without some reference to the work of Frederick Herzberg. Because the Motivation-Hygiene Theory is germane to motivational studies, examples of its application specifically bearing relation to the current study were also examined. This review of the literature provided insight into the nuances and complexities of the proposed study, and resulted in a refinement and narrowing of the topic. It also served as the base for developing the study instruments and determining the sample.

The research design selected was qualitative, rather than quantitative. Therefore, a specific and purposeful sample, rather than a random sample, was chosen. The sample allowed for generalizations to be drawn since the sample group was homogeneous in terms of being suburban in nature, with student and staff populations of similar size. In addition, representativeness was insured, because although the final sample was relatively small, it was purposefully
drawn from a larger geographic population identified in the 1988-89 Directory of Cook County Suburban Schools as meeting the following criteria:

1. Any combination of students in kindergarten through grade 8 (excluding special education centers);
2. A student population of no more than five hundred; and,
3. A certified staff of no more than thirty-five.

The organizational structure of elementary schools allows for more daily interaction between principals and teachers than what is typically experienced by secondary principals. With a staff not larger than thirty-five such interaction is maximized.

Although the initial sample, according to the data provided in the 1988-89 Directory of Cook County Suburban Schools could have been as large as 342 principals, that figure was significantly reduced by the additional requirement that the principals must have been veterans (i.e. have served as principal at least five consecutive years in the current building). Verification of student and staff population also affected the resulting sample size, as did willingness to participate in the proposed study. To a lesser degree, the sample was reduced if principals indicated they could not identify at least five teachers in their building who were also veterans, excellent teachers, and motivated (since a follow-up teacher questionnaire was to follow the completion
of the principal questionnaires).

A yes/no survey was mailed to the 342 principals indicated above, to verify their eligibility and willingness to participate in the study. They were to complete the enclosed open-ended questionnaire only if they were able to answer "yes" to each of the four preliminary questions. (Refer to the Appendix for a sample of the instrument.) The results of the 157 responses received were as follows: 123 principals were not eligible -- 106 principals had not been in the current building for five consecutive years, 9 principals were in buildings that no longer met the student population, and 8 principals indicated that they were not able to identify five veteran teachers who were excellent and motivated (and could complete the follow-up teacher survey). While a total of 34 respondent principals did meet all the criteria, 11 of these indicated an unwillingness to participate in the study. Therefore, the 23 remaining principals and their selected teachers (5 from each school, for a total of 115) became the sample population.

Once the sample was determined, data collection began. Two stages of data compilation concerned the principals. First, the 23 principals completed a mailed questionnaire containing open-ended queries regarding their attitudes, perceptions, and practices concerning motivation of veteran teachers. Secondly, the principals were asked to submit to an interview following the analysis of their written responses
(and that of their teachers). These face-to-face interviews were intended to eliminate some of the subjectivity and bias inherent in interpretation of written narrative responses. The interviews were also expected to result in a broadening of the scope of the principals' initial (written) responses. Seven of the 23 principals indicated that they were not willing to be interviewed. Therefore, the 16 remaining principals were contacted by phone and interviews were scheduled to follow the analysis of the written data. (Refer to the Appendix for a listing of the interview questions.)

Data collection from the teacher participants involved the completion of a mailed survey which was distributed by the building principal and returned to the researcher by the individual teachers. The instrument contained both a checklist and open-ended questions. (Refer to the Appendix for a sample of the instrument.) The checklist was developed from the written responses received from the principals. The open-ended questions were utilized to obtain any additional information available concerning both the strategies employed by the principals to motivate veteran teachers and strategies not used but desired by the teachers from their principals.

The purpose of the teacher surveys was to validate the information received from the principal questionnaires prior to interviewing the principals. Since the survey instrument did provide the desired comparison and verification of data, there was no need to seek clarification of responses from the teachers through scheduled interviews.
Individual principal responses, individual teacher responses, and a comparison of the two groups of responses were all analyzed to determine patterns, similarities, differences, and uniqueness. This analysis is reported in written narrative form.
ASSUMPTIONS

The study was based upon the following assumptions:

1. The utilization of operational strategies to motivate veteran teachers is relevant to veteran principals.

2. Veteran principals do employ a variety of motivational strategies, depending upon their personal leadership style and their perceived effectiveness of such strategies.

3. Veteran principals can identify veteran teachers who are effective and already highly motivated.

4. Veteran teachers can identify motivational strategies when they are being utilized by principals.

5. Veteran teachers can identify the motivational rewards they desire as effective in keeping them motivated.

6. There will be differences in the types of motivational rewards and strategies desired by veteran teachers.

7. An analysis of the responses of the principals and teachers will provide veteran elementary school principals with insight into effective operational strategies to be used to motivate veteran teachers.
LIMITATIONS OF THE STUDY

The study is concerned only with operational strategies employed by veteran elementary principals to keep veteran teachers motivated. Therefore, generalizations resulting from the current study can not be applied to a non-veteran population. There is no intent, implied or otherwise, to dismiss as unimportant the efforts of either less experienced principals or new teachers. However, to have included them in the current study would have prohibited the intended purpose. Additionally, since the sample is derived from public elementary schools in suburban Cook County, further sample limitations result; generalizations cannot be extended to include other veteran principals or teachers (ie. Chicago public or suburban private). Additionally, since the study focused on elementary school principals and teachers, resulting generalizations cannot be applied to educators in secondary schools.

Another area of limitation concerns the use of "operational strategies" to motivate teachers. There is no intention to predict or reveal any conceived or planned motivational strategies which are still in the idea stage. Only those strategies which have become operational have been requested for identification by the principals. (It is hoped, of course, that the current study will motivate the principals to operationalize some new ideas which can then be identified by a later study.)
The lack of any longitudinal data is certainly another limitation of this study. Perhaps if the initial surveys had been mailed at a different time of the school year (i.e., June) there would have been a different response, especially in terms of tenure (since a principal "new" to a building in September could have been a "veteran" in another building the previous June). There might also be a variance in the types of responses received from both principals and teachers, because during the first quarter of the school year both groups are probably already feeling more personally motivated than they might be by the fourth quarter of the school year.

The type of instrumentation utilized poses another area of limitation. In both written questionnaires and face-to-face interviews, the researcher must rely on the honesty of the respondent. Even assurance of anonymity of the subjects does not resolve this potential problem. Further, the researcher's own biases can affect his interpretation of both the written responses and the interview responses. Sometimes fine shades of meaning are not always readily discriminated. Also, especially during the interview, the researcher can be influenced by factors within the environment or characteristics of the person being interviewed which cloud an otherwise objective interpretation of the data. It is for this reason that more than one type of data collection instrumentation is desired.
Finally, the measuring of the data is limited to the opinions expressed at the time of the interviews and the attitudes verbalized at the time of the completion of the questionnaires. Since the process of determining attitudes is one of approximation, the accuracy and extent of meaning cannot be fully guaranteed. There is the possibility that other, nonrelated events occurred just prior to the interview or self-administered questionnaire completion and affected the respondent's attitudes in being expressed differently than what it typical for that individual.
INSTRUMENTS

Three instruments were used to collect data for this study: an open-ended questionnaire for principals, a checklist/open-ended questionnaire for teachers, and a set of interview questions for principals. All three instruments were presented to a panel of experts for evaluation prior to their utilization in the data collection. The panel of experts consisted of two veteran principals and one veteran teacher, none of whom were members of the sample population. They were asked to review the instruments for clarification and relevance. The instruments were accepted in their original form by the panel of experts.

The open-ended questionnaire completed by the principals consisted of seven questions. The participants were asked to comment upon the relationship of teacher motivation and commitment to the attainment of excellent schools. They were asked to share their perception of their own responsibility in providing motivational rewards to veteran, effective teachers, and to explain whether they believed intrinsic or extrinsic rewards were more effective. Specific operational strategies which they employed were to be identified, along with an indication of some strategies they learned from other veteran principals. The reaction, if any, received from teachers when motivational strategies are utilized was to be indicated. Finally, the principals were given the opportunity
to add any further comments they wished to make concerning motivational strategies and teachers. There was also a place to indicate whether or not the principal would be willing to be interviewed.

The teacher checklist resulted from the data collected from the principal questionnaires and the review of the related literature. Specific examples of motivational rewards and strategies used by veteran principals with teachers were listed. Teachers were asked to first check those rewards or strategies their own principal had used to motivate them. They were then asked to draw a line through any strategy which they did not consider to be motivational for them (whether or not it was utilized by the current principal).

Two open-ended questions followed. Teachers were asked to list any additional motivational rewards or strategies used by their principal, but not included in the list provided. They were then asked to indicate any strategy that would be effective in motivating them, but is not being used by their principal.

The semi-structured interviews with the principals contained questions drawn from the information collected in the two sets of questionnaires. Items from their own questionnaire needing clarification were discussed. Differences in the utilized strategies as compared with those actually desired by the teachers were investigated. There was also a greater emphasis on attempting to discover the preference for
and use of intrinsic vs. extrinsic rewards. There was a limited discussion regarding the principals' reactions toward some of the motivational plans mentioned in the literature.

Each instrument was intended to be a separate source of information which could then strengthen and broaden the data collection process. During the data collection stage neither instrument was weighted more than any other (although emphasis was placed on the interviews during the analysis stage), since one purpose of this study was to discover as many operational strategies used to motivate teachers as possible, not merely to generalize about which types of motivational strategies or modes of data collection were most effective. Since both the questionnaire and the interview have the potential for researcher bias in interpretation and data analysis, it was hoped by the researcher that in using both methods of data collection increased validity and perceived objectivity was achieved. (Refer to the Appendix for samples of the principal and teacher surveys, as well as a list of interview questions.)
CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of the review of related literature is to provide the knowledge base from which the current study has been developed. Three concepts relevant to an analysis of motivational strategies employed by principals have been included. Section one addresses the topic of motivation, per se. Teacher stress and burnout, with an emphasis on the role of the principal, is discussed in section two. An examination of the various types of rewards, incentives, and strategies that have been utilized with teachers to both prevent burnout and increase motivation is provided in section three. Finally, a fourth section is included in which reference is given to the work of Frederick Herzberg, whose early findings relating to the motivation of workers are germane to any study of that concept. A brief presentation of motivational studies replicating the Herzberg findings which are of significance to the current research is also included. This review of literature is selective rather than exhaustive.
MOTIVATION

Few would dispute that "motivation is an abstract, complex behavioral concept whose definition, measurement, and cause are all matters of unresolved debate." And, "while you can't see the internal abstraction called 'motivation,' you can see it functioning, you can estimate its strength, and you can help to shape it."  

Numerous definitions for "motivation" have been offered by researchers throughout the years. For Hyman, "Motivation is the desire to do well." He differentiates between doing a job well out of fear and doing it well because of one's commitment and desire to do the job. Haimann and Hilgert concur with Hyman.

Motivation is "that which impells or incites," according to Misner, Schneider, and Keith. Derived from the Latin

1 Andrew F. Sikula, Personnel Administration and Human Resources Management (New York: John Wiley & Sons, Inc., 1976), 106.


3 Ibid., 31.


5 Paul J. Misner, Frederick W. Schneider, and Lowell G. Keith, Elementary School Administration (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), 112.
"movere" (to move), motivation is "what makes people expend energy in particular directions." Morf adds, that motivation is related to ability and needs. Values and an anticipation and expectation of success in performance are other factors involved in motivation, according to Quick.

There are two kinds of motivation: intrinsic (generated internally) and extrinsic (originating from outside sources in a reward and punishment relationship). Tagliaferri describes the two forms of motivation as being clearly dependent upon each other and derived from either need or goal-orientation. Deci and Ryan agree, but Eysenck places greater emphasis on the importance of intrinsic motivation:

It is unfortunate that we know more about extrinsic motivation than about intrinsic motivation, since it is likely that the efficiency of work and the commitment of employees depends on intrinsic motivation more than on extrinsic motivation.

Because of the intrinsic character of motivation, it

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7 Ibid., 20, 26.


is sometimes said that no one really motivates anyone but himself. "Many supervisors believe that motivation is something which they do to their workers. However, the essence of motivation is what workers themselves feel and do in relation to their self-motivation." A 1984 University of Central Florida study of teacher isolation affirms this conclusion. In responding to the question, "What motivates you to do a good job?" approximately two out of three teachers said, "self." While agreeing that, "It's doubtful whether one person can motivate another," Quick adds, however, that "It is undeniable that managers can influence, enhance, and help to unlock motivation in employees."

In addressing the topic of motivation of pupils, Russell stressed that "motivation, absent in the beginning, may be created from the (teaching) process and built upon by successful experiences." Moreover, Marx and Tombaugh emphasize that student motivations reflect the motivations and behaviors of many others, especially those of parents.

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12 Haiman and Hilgert, 62.


14 Quick, 1.


and teachers. The relationship between motivation and productivity has been established by Dowling and Sayles: "The motivated worker is also the most productive worker, and the worker who sometimes equals or excels any standards that bosses set or would contemplate setting."\textsuperscript{17} These statements confirm what is already known, that teacher motivation (of self) is at the very heart of teaching.

The role of the teacher as the key element in successful educational reform efforts has been underscored in studies conducted by Kaufman\textsuperscript{18} and Sergiovanni.\textsuperscript{19} As teachers in this country become a veteran, middle-aged, immobile group, the need for emphasis on revitalization and enhanced motivational factors becomes even greater.

At midcareer all professionals, including teachers, are prone to de-motivation, boredom, loss of enthusiasm, diminishing job interest, and a leveling off of performance... These trends result from shifts in attitude, perception, priority, and the needs that stem from changing life and career circumstances.\textsuperscript{20}


\textsuperscript{18}Johanna Wahl Kaufman, \textit{Relationship Between Teacher Motivation and Commitment to the Profession} (U.S. Educational Resources Information Center, May 1985), 3, ERIC, ED 252498.


Evans warns that this means veteran teachers need more, not less recognition than beginning teachers, and that the tendency to take veteran staff for granted must not continue. 21

Conclusions of a Wisconsin study of elementary and secondary teachers conducted by Kaufman verified that "teachers who are more motivated are more committed to the profession." 22 She urges administrators to keep teachers motivated, cautioning that this will not be a simple task since there remains an uncertainty "about what causes (some) teachers to be more motivated and committed or to perform better and contribute more than others." 23

Sergiovanni refers to educational reform efforts that have (perhaps unintentionally) added to the problem of teacher motivation:

In recent years, state and local policy makers have mandated changes in school organizational patterns, curriculum, and teacher evaluation in fashions that contradict the motivation and commitment research. Though well intended, these policy initiatives can actually inhibit, even lower, teacher motivation and commitment, with predictable effects on effective schooling. 24

If one agrees with Mitchell and Peters that "good schools are the best incentives for good teachers," 25 it

21 Ibid., 13.
22 Kaufman, 22.
23 Ibid., 23.
24 Sergiovanni, 236.
follows that the role of the building principal in providing environmental conditions which enhance or nurture teacher motivation must be perceived as crucial. No one is in a better position to provide for teachers a climate conducive to self-motivation than the building principal. Through his daily contact with teachers, the principal can motivate by influence and example. This is a responsibility to be taken seriously if the principal is to be an effective leader and supervisor.

Leadership does not exist in a vacuum...Whether or not the supervisor is a leader depends upon his or her ability to motivate subordinates...The effective supervisor is the man or woman whose presence makes a difference. Who a person is and what that person does contributes to satisfactory morale and productivity.26

The importance of effective supervisory relationships was stressed in an earlier experimental study conducted by Guba and Bidwell. In seeking to determine the effects of administrative behavior in the school situation upon teachers' effectiveness, job satisfaction, and confidence in administrative leadership, they concluded that, "the extent to which teachers feel effective, confident, and satisfied depends, to some degree, on their perceptions of the leadership style of the principal."27

Twenty-nine years later, the Guba and Bidwell findings

26 Dowling and Sayles, 276.

were still relevant, as was concluded by Duttweiler:

It is clear that the leadership role played by the principal is crucial for educational excellence...Educational excellence requires a leader who has the ability to motivate others to change or improve...the ability to gain the commitment of others to organizational goals.\(^{28}\)

As was reported in a recent study conducted through Sanford University, most teachers enter the profession because they desire to make a difference in the lives of students and believe that they can.\(^{29}\) The reasons for teacher attrition are many and varied, and will not be presented in this review of literature. However, relevant to the current study is the question of what happens to those highly ideological entrants into the teaching profession that causes them to become unmotivated.

The inability to fulfill the aspirations with which they entered teaching drives many talented individuals from the profession. As Theodore Sizer explains, "Excellent teachers are strong, proud people, and strong, proud people only take jobs which entrust them with important things and which are structured in such a way that success is reasonably possible."\(^{30}\) The role of the building principal in working to provide a learning environment which both enhances self-motivation and


\(^{30}\) Ibid., 424, citing Theodore Sizer, testimony before the California Commission on the Teaching Profession, 23 May 1985, Chapman College, Orange, California.
provides for some measure of success has already been established.

In conclusion, it can be said that motivation and morale are cooperating forces within the work environment, and it is the building principal whose role it is to promote these forces. The quality of teacher-administrator relationships is a key factor in achieving good morale and increased self-motivation. Principals need to make teachers feel that they can teach and they will teach.

The focus now turns to a discussion of teacher stress and burnout. Again, the emphasis is on the role of the building principal as the morale builder in an attempt to promote motivation and limit unnecessary burnout among staff.
TEACHER STRESS AND BURNOUT

One means of better understanding the importance of motivation is to view the result when it is lacking. The relationship between morale and motivation becomes clear when one examines the detrimental effects of unmanaged stress resulting in burnout. While some amount of stress is healthy and unavoidable, prolonged contact with stressful environments can affect an individual's health, behavior, attitude, emotional relationships, and values. 31

Stress among teachers is a significant problem facing contemporary education, since it often does result in "burnout." As Cherniss reports, burnout "has come to mean different things to different people." 32 His own reference describes burnout as:

...a disease of overcommitment...a tendency to treat clients in a detached, mechanical fashion...psychological withdrawal from work in response to excessive stress or dissatisfaction...What was formerly a 'calling' becomes merely a job...loss of enthusiasm, excitement, and a sense of mission in one's work...33

31 Craig Clagett, Teacher Stress at a Community College: Professional Burnout in a Bureaucratic Society (U.S. Educational Resources Information Center, April 1981), 16, ERIC, ED 195310.


33 Ibid., 16.
Another definition of stress is provided by Ayala Pines:

...a state of physical, emotional, and mental exhaustion that typically occurs as a result of long-terms involvement with people in situations that are emotionally demanding...marked by physical depletion and chronic fatigue, by feelings of helplessness, by the development of a negative self-concept and negative attitudes toward work, life, and other people.34

According to Edelwich and Brodsky, the term "burnout" refers to "a progressive loss of idealism, energy and purpose (and is) experienced by people in the helping professions as a result of the conditions of their work."35 Gibson agrees, noting from his research into this phenomenon called "burnout" that there is much about the structure, roles, and tasks of education in schools that is stress producing (and can lead to burnout): the presence of incorrigibles in class, mere quantity of work, exhausting nature of the work, fear of conflicts with parents, or other school authorities, and financial status.36

An overload of stress is detrimental not only to the efficiency and effectiveness of the teacher, but is typically reflected in both the intellectual and emotional behavior of


the pupils, as well. Admittedly, it is not an easy task to change a person's concept of self, or to convince one to be less overwhelmed by stressful situations. However, if it can be done at all in regard to elementary school teachers, it is the building principal who must assume the task. The importance of the principal's intervention in providing motivation as an attempt at preventing the burnout stage cannot be minimized. As Ross A. Engel states, "The real tragedy for students occurs when teachers who have poor attitudes and little motivation remain on the job." 37

An earlier study by Misner, Schneider, and Keith found:

In contrast to industry...we cannot estimate in dollars the damage that may be done in the teaching profession if school personnel have poor attitudes, or are generally unhappy. Teachers are dealing with the minds of children, youth, and adults. No monetary equation can access the loss that accrues in the teaching-learning process when a teacher does less than he is capable of doing. 38

The relationship between morale and motivation is a close one. Engel emphasizes that, "Morale maintenance depends upon how problems are solved at the operational level." 39 Leaders who develop good interpersonal relations are able to establish good job attitudes and morale. Eskridge and Coker agree that it is in the area of interpersonal relationships


38 Misner, Schneider, and Keith, 366.

39 Engel, 104
that teachers experience the highest levels of stress. In reviewing research concerned with symptoms and causes of stress among teachers, they concluded that "the building principal is a critical factor in teacher stress." The support system established by the principal does affect the emotional state and the performance of the teachers.

Nidich and Nidich conducted a study of 259 teachers in the Philippines to determine factors contributing to teacher morale. They concluded that, "Teacher morale is most directly affected by the behavior of the principal." This view was also emphasized by Peterson in an earlier work:

The teacher is vitally concerned about the quality of professional leadership among administrative personnel and many surveys report the relationship of this factor to teacher morale. In general, teachers want a human, sympathetic, and understanding person who is concerned about their problems and upon whom they can always call for support and reassurance.

The responsibility of school authorities to remediate teacher burnout was stressed by Gold in a recent review of literature. She recommends that in-service be provided to facilitate awareness and help teachers to construct personal

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Research has shown that social support systems at the workplace can buffer individuals against burnout. Pines suggests that active, concerned listening, honest feedback, encouragement, and challenging opportunities are among the specific functions of such support systems. All of elements are certainly within the ability of the building principal to provide for teachers.

The importance of a supportive relationship between the supervisor (principal) and the worker (teacher) was noted by Cherniss. In emphasizing that an effective supervisor is one who is both sensitive and responsive to the needs of the staff, he concluded that "the quality of supervision is an important determinant of motivation and performance." Realizing that teacher burnout is not synonymous with teacher turnover, and that many burned out teachers do (unfortunately) remain on the job, one cannot ignore the necessary intervention role of the principal. "Prevention is far more effective and less costly than treatment." Cherniss recommends staff development programs addressing stress and burnout issues,

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44 Pines, 156-159.
45 Cherniss, 114.
46 Ibid., 158.
as a key to prevention.\footnote{Edelwich and Brodsky, 245.}

Edelwich and Brodsky, who agree with Cherniss that "the best time for intervention is before the damage is done,"\footnote{Ibid., 160.} have identified four stages of burnout experienced by the victim:

1. The \textbf{Enthusiasm Stage} -- characterized by over-commitment and overidentification with the job; an unbalanced existence because the job becomes one's whole life and the source of all gratification;

2. The \textbf{Stagnation Stage} -- characterized by a loss of the hope and momentum that brought the individual into a helping profession in the first place; often begins with the realization that it is not as easy as anticipated to see the results of one's labors; a revolution of unfulfilled expectations;

3. The \textbf{Frustration Stage} -- characterized by a manifestation of stress (i.e. psychosomatic illness, damage to personal and family relationships, unhealthful indulgence in food and drugs); results in negative energy and/or withdrawal; leads to apathy; and,

4. The \textbf{Apathy Stage} -- characterized by a growing disillusionment with the job; one no longer cares about others, only himself; an attitude of detachment and boredom
If the administrator can recognize burnout and its causes, takes the time to learn how workers feel about their jobs, and is aware of factors within the work environment that may lead to a loss of motivation, he should be able to effectively implement intervention strategies at any one of the four steps identified above.

Not all teachers experience burnout; some remain motivated and effective throughout their career. This truism was the basis for a recent study conducted by Judy Mc Enany. In seeking to examine the common attitudes and behaviors of teachers who do not burn out, Mc Enany interviewed 34 veteran teachers from Montana, Kansas, Louisiana, New York, and Boston who had been identified by their administrators, parents, and students as being dynamic. One important finding relevant to the current research is that these teachers cited the importance and adequacy of administrative support.

Briggs surveyed 96 classroom teachers enrolled in a graduate course in supervision. The teachers were asked to select indicators of high morale, an essential ingredient of

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49 Ibid., 60-179.
50 Ibid., 243.
educational reform efforts if they are to be successful.\textsuperscript{52} In addition to being involved in curriculum planning, teachers want to have their abilities recognized:

Teachers normally get little recognition or few expressions of appreciation from their students; therefore, positive reinforcement must come from other sources. The teachers' morale can be bolstered by the recognition given by administrators, for everyone likes to be told about their successes.\textsuperscript{53}

The relationship of morale and teacher recognition has been identified. The responsibility of the building principal in providing this recognition and promoting morale (rather than passively allowing the burnout of teachers) has been established. The focus now turns to a discussion of the various kinds of rewards, incentives, and strategies that have been utilized in attempting to provide motivational forces for teachers.


\textsuperscript{53}Ibid., 317.
When you consider a life's work, consider not just what you will take to the task, but what will it give to you. Which job will give self-respect and challenge? Which job will give you a world of ideas? Which job will be intellectually challenging? Which job will enlarge you and give you life in abundance? Which job will teach you the lessons of the heart?54

These words are part of a response written to a young woman considering the teaching profession as a career choice by a former, favorite English teacher. The young woman was being discouraged by her family and friends, who thought she should consider almost anything other than teaching. Her own mother had told her that she "didn't have to go to Brown University to become a teacher, (and that) the decision to teach in our society is analogous with the decision to stunt one's growth; to opt out intellectually in favor of long summers off."55 The English teacher had been sought out to assure the young woman "that teaching well is a worthwhile use of (one's) life,"56 and that a teacher's work is significant.

With the recent media attention focused on producing an expose of inadequate schools, and the release of nationwide studies that conclude not only that teacher education is

55 Ibid., 23.
56 Ibid., 25.
inadequate, but also that schools have deplorable management, that teachers either cannot or will not teach, there is little wonder why the young woman questions her career choice. Furthermore, the strong service ethic and dedication to helping others which teachers bring to the profession soon diminish when they are made to feel (because of both organizational and environmental factors) that they are failing to be effective as teachers.

The growing lack of parental support, resulting perhaps from the increased number of dual-careers or single parents, frustrates teachers. They begin to feel overwhelmed by the added parenting responsibilities they have been given. The national attention given to the poor achievement of students, which often fails to address many of the causes over which teachers have no control, (ie. lack of supplies, overcrowded classrooms) adds to the sense of failure. Teachers know that they cannot adequately meet the needs of individual students despite all their dedication and teaching ability.\textsuperscript{57}

The inability to fulfill the aspirations with which they entered teaching drives many talented individuals from the profession. Environmental factors contributing to intolerable work conditions have been outlined in a recent study by the Institute for Educational Leadership. The research, compiled from over 400 interviews with principals and

\textsuperscript{57} Mc Laughlin et al., 422
teachers in five school systems (ie. Denver, Detroit, New Orleans, Indianapolis, and Rochester, New York) concluded that, "Many urban teachers struggle with inadequate resources, substandard facilities, and a lack of support that would not be tolerated in other professions." ⁵⁸

A comparative study of changing attitudes of teachers in Dade County, Florida, from 1964 to 1984 was conducted by Dan Lortie. He found that today's teachers are more mature, more experienced, and better educated. Most of these teachers have invested time, money, and energy into learning how to teach and are (presumably) better informed about teaching. However, teachers today experience a greater sense of disenchantment, based upon both inside and outside events. ⁵⁹

Lortie further notes what he calls the "structural strain" ⁶⁰ which results when individuals do not experience responsibilities commensurate with their qualifications. Today's teachers are frustrated by what they consider to be lack of teacher authority in terms of governance, and inappropriate decision-making procedures. (Even when teachers are asked to serve on decision-making committees, they cannot be sure their decisions will not be reversed or nullified by


⁶⁰ Ibid., 571.
higher-level authorities.)

All of the references made thus far serve to verify that many of the current reform efforts aimed at improving the quality of teachers and education fail to consider the configuration of conditions which, rather than promoting effectiveness and satisfaction, actually work to guarantee the failure of the system to attract and retain "good" teachers.

The best teacher education program in the world will not make much difference if its graduates find themselves in schools where they are not treated as professionals... ordinary schools will have to become places that nurture the growth and development of teachers over the span of their careers. 61

The teaching profession can be revitalized only if the conditions within the schools are structured to allow for reasonable success. The importance of job satisfaction and a sense of personal worth have been repeatedly identified as necessary motivators for teachers. Work-related incentives and rewards intended to motivate teachers can be extrinsic or intrinsic in nature. The literature is not in agreement as to which form is most effective. There is a variety of both kinds of incentive/reward programs and strategies. This study now focuses on some of them which have gained national attention.

Compensation, whether it comes in dollars or psychological gratification, pays off differently for different people, even though they may be in the same organization or career field. So it is with teacher compensation or reward.  

When considering compensation, one almost immediately focuses on monetary rewards. But, as Bowen has indicated, "higher pay is a generally desirable, but grossly oversimplified solution to a complex problem."  

According to the National Association of Secondary School Principals (NASSP), the National Association of Elementary School Principals (NAESP), and the American Association of School Administrators (AASA), "Researchers tend to underestimate pay as a motivator, while managers usually overestimate its influence." They note that:

Students who avoid teaching say they look elsewhere because of the job's low pay and prestige. In contrast, persons who do choose to teach say that they value intrinsic rewards...Pay and security are generally downplayed by would-be teachers; but...income increases in importance over time for teachers, probably as the financial obligations accompanying family life increase.

Bartell views monetary compensation as a viable

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62 Jeffrey M. Bowen, Toward Better Teaching (U.S. Educational Resources Information Center, March 1986), 24, ERIC, ED 262458.


65 Ibid.
incentive for teachers: "Teacher salaries can be adjusted to make entry and longevity in the profession more attractive." In making reference to a 1986 study by Roueche and Baker, Duttweiler reports that "the nation's best teachers and principals are among the most poorly rewarded professionals in the public sector in terms of both their work environment and job demands." In reviewing several studies of teachers who leave the profession, Duttweiler found that "low pay was their main reason for leaving."

Barry disagrees:

For most, salary is not the issue...While higher pay across-the-board was important to...teachers, respect was a more salient factor.

Ensuring an adequate supply of competent teachers may involve more factors than providing higher salaries.

Agreement that salary is not the answer to the complex problem of attracting and retaining competent teachers

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66 Carol A. Bartell, Policy Perspectives on Teacher Incentives Planning, A National Perspective: Teacher Incentives and Educational Reform Measures (U.S. Educational Resources Information Center, April 1989), 8, ERIC, ED 300911.

67 Patricia Cloud Duttweiler, "Organizational Changes to Attract and Retain Qualified Teachers," The Clearing House 61 (December 1987): 151.

68 Ibid., 150.

69 Barnett Barry, Why Miss Dove Left and Where She Went: A Case of Teacher Attrition in a Metropolitan School System in the Southeast (U.S. Educational Resources Information Center, September 1985), 41, ERIC, ED 256071.

70 Ibid., 49.
comes from Rosenholtz:

Teachers have seldom said they consider salary a rewarding aspect of their work...for most teachers the rewards are not at all extrinsic. Teachers instead value the intrinsic, psychic rewards that come from students' academic accomplishments and from confidence in their own ability to help students learn.71

One difficulty in creating a compensation plan that teachers, administrators, and the community will find acceptable, according to Palaich and Flannelly, is that "monetary rewards are not the only rewards to which teachers (or any of us) respond."72 They suggest that:

...intrinsic rewards, and not salary, may be the primary motivators of better performance in teaching. A low salary can discourage people from entering or remaining in the teaching profession, but higher pay alone will not lead to better teaching...73

The role and effect of money as a motivator for teachers has been summed up by Dunwell as being "...symbolic...money has varying degrees of importance to individuals depending on their backgrounds and experiences...Money motivates some people in some experiences."74 These findings agree with an earlier conclusion by Leavitt: "Essentially

71Susan J. Rosenholtz, Political Myths About Reforming Teaching (U.S. Educational Resources Information Center, December 1986), 8, ERIC, ED 272486.
73Ibid., 9.
74Robert R. Dunwell, Merit, Motivation, and Mythology (U.S. Educational Resources Information Center, August 1986), 5, ERIC, ED 268112.
a reward is only a reward if it matches some unsatisfied motive."\(^{75}\)

The role of pay as an incentive is controversial."\(^{76}\) As Meyer reported in 1964, and as it has been substantiated in the reports that followed his findings, "Achievement is (probably) its own best reward."\(^{77}\) These earlier findings by Meyers indicate the complexity of the merit pay controversy as it continues to be addressed today. While Meyers noted the feasibility of merit pay bonuses being effective rewards because they stem from earned merit and are tangible acts of recognition,\(^{78}\) a later study by Dunwell disagreed. He stressed that unless enough teachers are motivated by the "merit carrot" a merit pay plan will be ineffective. Dunwell believes that greater cooperation, not greater competition, will produce excellence in education.\(^{79}\)

Bowen adds his opposition to merit pay "because of the evaluation difficulties and morale problems it might create."\(^{80}\) One further problem of merit pay is:


\(^{77}\) Ibid., 82.

\(^{78}\) Ibid., 83.

\(^{79}\) Dunwell, 8.

\(^{80}\) Bowen, 26.
Most of the enacted merit pay reforms have... structured rewards around more or extra performance, or different responsibilities, or steadily measurable evidence of professional growth.81

As most merit pay plans now exist, a teacher is not actually being paid for the quality of his or her teaching performance.

One of the more creative rewards system, based upon the merit pay notion, has been developed for the teachers in Jefferson County, Kentucky. There are seven basic assumptions of the Jefferson County program (which happens to be modeled after the frequent flyer program of the airline industry).

These assumptions are:

1. Positive rewards are more powerful than negative sanctions as incentives for performance.

2. Rewards are effective only to the degree that they are attached to prespecified performance expectations.

3. It is appropriate to reward the expenditure of effort, as well as the quality of results. In other words, a reward system should encourage people not only to do well, but to also do as well as they can.

4. Individuals who do what is expected of them should have access to the rewards that are offered. (Traditional incentive programs, by contrast, honor only those who exceed expectations.)

5. Sustained, high quality performance should produce substantially greater rewards than short-term or

81 Ibid., 26.
sporadic performance of a heroic nature.

6. The purpose of an incentive program is to improve the productivity of the organization as a whole, as well as the productivity of individuals working within the organization. And,

7. Finally, individuals should have a great deal of control over whether and how often they should receive rewards. Moreover, no person should be denied access to the reward system for any reason other than the amount of energy he or she expends and the quality of the results. 82

Various, specified activities would be assigned a certain number of award "units." Teachers could earn one or more awards just by doing their regular teaching job and meeting general expectations. Award units would be added to earn the teacher one or four levels of awards — from money for instructional supplies to tuition reimbursements or personal bonuses. 83

Certificates, similar to those issued to passengers on airlines, will be used to indicate the number of bonus points earned by a teacher. Incentives aimed at encouraging teachers to "upgrade" their bonus before claiming a reward would also be provided (ie. donating points to the school


83 Ibid., 587.
for use in obtaining a computer to be used by all the staff would earn the teacher additional bonus points the following year.)

John Ban has suggested a variety of incentives for teachers, all dependent upon some amount of financial investment: raised salaries, merit pay, cost-of-living raises underwritten by the state aid formula, teacher discounts within the community, tax credits, excellence grants, and summer employment placement.  

84 Apparently, Ban is convinced that it is money which most strongly ties excellence and commitment to education. This emphasis on money is disturbing to many people since it creates an image of teachers that is mercenary, with no attention to the caring, dedicated, professionals teachers have shown themselves to be.

Furthermore, teachers go into the profession knowing what level of salary will be available to them. As Mitchell and Peters have reported, "Salary and benefit increases are often seen as the most important elements in recruitment and retention, but nonsalary incentives are proving to be equally important."  

85 John Goodlad and others have expressed their belief that "teachers go into teaching for high professional


85 Mitchell and Peters, 74.
reasons and leave it for money and frustration." 86

As a means of motivating and affirming teachers, a Teacher Advisor Project was begun in Marin County, California, under the direction of the Marin County Office of Education. This is a program designed to help and support teachers to assume new roles in areas of special interest (i.e., computer science). Peer facilitators organize and manage the activities of the teachers in a network process. Salary remuneration is provided. 87

To attract potential teachers in Bronx, New York, a "pre-teaching academy" has been incorporated into the academic program at Walton High School. Juniors and seniors are able to study the role of the teacher by working with a cooperating teacher. The students in the program work as adjunct teachers and also serve as peer mentors. Mutual benefits have been derived from the program: bonding between the teacher-intern team, interns seen as a peer to emulate, and interns who voice more positive feelings toward school and the teaching profession. 88

Mentor programs for teachers are becoming more and more common. California's Mentor Teacher Program was the

86 Ban, 36, citing John Goodlad in Study of Schooling.
result of legislative action in 1983 intended to upgrade the goal of education. Like merit pay plans, this program selectively rewards teachers on the basis of performance. Like career ladders, it links incremental responsibility to incremental pay increases. However, the California program differs from both merit pay and career ladder programs in that it is explicitly intended to serve as a staff development resource to encourage teachers to remain in the profession. 89

The program works in this manner:

1. Mentors are appointed for one, two, or three year periods to work in a staff development capacity with both new and veteran teachers.

2. There are legislative guidelines, but discretion is allowed in regard to professional development and implementation.

3. Stipends are paid by the state (over and beyond the teaching salary). 90

The program would be stronger, according to some of its critics, if an element of collaboration was incorporated

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90 Ibid., 25.
into the selection process. Also, critics question the assumption that if one works well with children one also works well with adults. The absence of any training in adult learning or coaching skills is a perceived weakness of the program.

The concept of career ladders as a motivational force for teachers is accepted by Bowen. He states that:

Not only can career ladders encourage good teachers to stay within the profession by opening opportunities for advancement, but the ladders may rejuvenate teachers by creating new job tasks and motivate those who are superior by increasing their prestige, responsibilities, and compensation.91

Hatry and Grenier researched both types of motivational plans for teachers, merit pay plans (in which at least part of the teacher's salary is linked to performance) and non-monetary, "performance-by-objectives" plans (where achievement of goals established at the beginning of the year is monitored, but monetary incentives are not involved). They concluded that there was little in past research to confirm that either plan "has substantially affected student achievement, teacher retention rates, or the ability to attract new quality teachers."92 They suggest, however, that either type of plan has the potential to work.

Merit pay plans can work if three requirements are met:
1. Teacher participation in planning, implementing, and

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91 Bowen, 29.

92 Harry P. Hatry and John M. Grenier, Issues in Teacher Incentive Plans (U.S. Educational Resources Information Center, October 1984), 7, ERIC, ED 244340.
monitoring the plan; 2. Evaluation of teachers must be perceived as being fair and objective; and, 3. Significant awards (ie. $1000) must be provided to an unlimited number of deserving teachers.  

They further suggest that merit pay plans be voluntary and that a variety of rewards be available: cash, workshop attendance, items for the classroom, and so forth.  

In addressing the PBO (Performance-By-Objectives) approach, Hatry and Grenier urge school districts to try the plan. They believe the plan does have potential for effectiveness, but has not been adequately exploited.  

In a Dade County, Florida study of teacher rewards and incentives conducted by Lortie in 1964, with a follow up study by Kottkamp, Provenzo, and Cohn in 1984, salary and merit pay comprised a category defined as extrinsic rewards. These rewards have a level of prestige and power based upon money, and are considered to be objective since they are generally experienced by all incumbants. In both studies, the extrinsic rewards were not considered as the "most satisfying" by the teachers in the samples.  

\[93\] Ibid., 7-8.  
\[94\] Ibid., 9.  
\[95\] Ibid., 11.  
In addition, there were ancillary rewards, such as summer months free from teaching, which, because they are taken for granted by teachers, were not considered (by the teachers in the two studies) to be rewards, per se. Results in both studies indicated that it was the intrinsic rewards which teachers valued most. Intrinsic rewards are subjective in nature and vary from person to person. Of the intrinsic rewards named, teachers in both studies overwhelmingly selected, "The times I know I have reached a student or group of students and they have learned," as the one valued most highly. 97

The results of the 1984 Kottkamp study confirmed the results of the 1964 Lortie study: teachers remain in the profession for the same reasons for which they entered the profession. Teachers believe they can make a difference in the lives of students, and they derive satisfaction and motivation when they succeed in this goal.

The need to move away from an emphasis on extrinsic and material rewards for good teaching in lieu of intrinsic and more symbolic rewards is further substantiated by the work of Mitchell and Peters. According to their research findings, it is the day to day teaching experiences which most influence the teacher's incentive to remain in the profession. 97

97 Ibid., 565.
field. Teachers report pleasure from working with students in an environment that is positive (i.e., adequate supplies/materials, cooperative students, supportive principal).  

Frymier addresses teacher motivation in this way:

For teachers, motivation is as important as cognitive and professional skills. (Teachers) ...must not be thwarted in their efforts to teach and improve.  

Highly motivated people have an internalized locus of control. They feel on top of things. They feel they can make a difference. They feel that what they do is important. They have internalized a sense of being in charge of their own lives and events and things around them. They are self-confident and secure. They are willing to work hard, to learn, and to change.

McLaughlin warns that one problem with monetary rewards is that

...meritorious teaching will go unrewarded because of insufficient resources or measurement problems and... competition for scarce resources will provoke competition that undermines collegial relations essential to high quality teaching.

He adds, that such incentives fail to motivate teachers since their "sense of satisfaction and efficacy is grounded in student accomplishment."  

Rosenholtz agrees: "The intrinsic satisfactions of working with students are far more likely to motivate teachers

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98 Mitchell and Peters, 75-77.
100 Ibid., 12.
to improve than extrinsic rewards such as money.\textsuperscript{103} However, one must note, as emphasized by Veroff and Smith, that the value of the incentive, as well as the motive for performance itself, may change.

The person's initial reaction to a routine job might be very different from the reaction over a period of adaptation...the amount of time...in a job would have an enormous impact on how one conceives of the precise quality of the incentives available in these roles.\textsuperscript{104} The question of whether it is the extrinsic or intrinsic incentives/rewards which are more likely to keep teachers motivated is further complicated by the findings of Leavitt. He reports that: "Extrinsic rewards proffered by others may not simply add to our intrinsic motivation. Sometimes extrinsic rewards cancel intrinsic motives."\textsuperscript{105} The key here would be, of course, to successfully create an effective blending of the two types of rewards. But, as has been indicated by the research presented, this is not a simple task.

The increased importance of teacher-administrator relationships has been cited repeatedly in research findings related to teacher incentives and rewards. The building principal, as the person having the most direct contact with teachers,
teachers on a professional, daily basis, is in the strongest position for providing intrinsic motivation. Unfortunately, many teachers voice "a general frustration with the administration,"¹⁰⁶ instead of experiencing the type of cooperative, collegial working relationship desired.

Teachers need effective principals who set clear goals, take time for classroom observation, remove obstacles to good teaching—such as announcements and assemblies, set clear policies for student discipline that are consistently enforced...¹⁰⁷

As Maeroff warns, a change in teacher perception of the principal

...is essential if the schools are to improve. As long as teachers are not adequately valued by themselves and by others, they are not apt to do the job as well as they can.¹⁰⁸

One way to improve teacher perceptions of principals is by involving teachers actively in the decision-making process within their schools. This method of enhancing teacher satisfaction by allowing greater participation has been advocated by Ambrosie and Haley. Stimson and Applebaum after completing principal and teacher interviews in Anchorage, Alaska, report that:

¹⁰⁶ Barry, 25.

¹⁰⁷ Rosenholtz, 10.


Principals can best influence teachers by involving them in decision-making...collaboration and teacher satisfaction go hand-in-hand...Power shared through collaboration and participation in decision-making can give teachers a sense of ownership and enhance their self esteem.110

Chernow and Chernow suggest that involving teachers in the decision-making process, and allowing them to air questions and comments in an early stage with an informal atmosphere, facilitates their development of a "vested interest" and sense of ownership in those decisions.111 Unfortunately, instead of involvement, many teachers express frustration over their inability to influence the decision-making process.

Two separate studies conducted by the Rand Corporation in 1976 and 1977 reported on teacher efficacy.112 While teachers may have been "included" in decision-making, in actuality the administrators were merely going through the motions of seeking teacher consultation. This resulted in an even poorer sense of teacher motivation.

Lieberman, however, reports that since the nation was declared "at risk" a genuine focus on the involvement of


teachers "in leadership and decision-making at the school level" has resulted. Principals have begun to actively support the notion of collaborative decision-making.

Expanding the leadership team in schools, then, means not just creating a few roles or giving the principal some help, but finding new ways of organizing schools to create an open, collaborative mode of work.

Maeroff, in offering recommendations for the empowerment of teachers, agreed with the Carnegie Forum on Education that giving teachers a greater voice in the decisions that affect the school was the key to reform. He notes that the teachers desire

...that their voices be heard and respected. They want their needs and opinions reflected in the policies of the school and the district...(with) much more consultation and collaborative deliberation...Involvement alone is not enough; it leaves too much room for tokenism. Genuine influence is needed.

The value of collaborative relationships and shared decision-making was questioned, however, by Geisert. He strongly disagrees with the Carnegie Forum on Education that "teachers should have control of management and instructional programs in schools."

114 Ibid., 7.
116 Ibid., 7.
The Carnegie report supports management by teachers on the grounds that decentralization would decrease the bureaucratic regulation in the schools. But...just the opposite would happen---increasing the number of decision makers in schools would create a need for additional procedures and policies. Twenty years of effective schools research shows that effective schools require strong leadership from the principal. A Nation Prepared proposes taking away the authority of building administrators.118

Karant disagrees with Geisert, and supports the findings of Chernow, Ashton, Lieberman, and others, who believe that shared governance and shared decision-making are both compatible and desirable. After conducting a study on differentiated staffing, participative decision-making, and the role of administrators, Karant concluded that when "clearly specified roles of administrator's (are established)...and how expanded responsibilities for teachers might alter those responsibilities (is acknowledged)..."119 such a system of collaboration can be successful. In stressing that, "Expanding teachers' responsibilities in ways that give them significant influence may be the key to developing better schools,"120 Karant emphasizes that the key concept here is "sharing."121

Attentive, concerned administrators can do much to assist teachers in overcoming the impediments to satisfaction.

118 Ibid., 57.
120 Ibid., 29.
121 Ibid., 29.
Ashton and Webb recommend that principals provide the intrinsic rewards of recognition for the efforts and accomplishments of teachers.\(^\text{122}\) When teachers sense a lack of understanding and support from their principals they become even more discouraged and unsatisfied in their work. Therefore,

Giving recognition and status to the classroom teacher is a practical way for the administrator to stimulate continued self-improvement...This may be done quite simply by recognizing the teacher's daily efforts and encouraging him...Being aware of minor triumphs and being generous with a word of praise 'on the spot' are as important to the teacher as to the child... an appreciative comment...spurs the teacher's enthusiasm...as the classroom teacher feels the administrator's interest in his personal and professional growth.\(^\text{123}\)

Bartell studied three elementary schools in Iowa to validate the earlier work of Lortie in Dade County, Florida (1975), and to draw her own conclusions about teachers' perceived needs, especially from administrators. She concluded that, "From administrators...(teachers) needed support, reinforcement, feedback, advice, resources, time, recognition, fair treatment, appreciation, and realistic expectations."\(^\text{124}\)

\(^\text{122}\) Ashton and Webb, 39-40.

\(^\text{123}\) Association of School Administrators, Staff Relations in School Administration, 33rd Year Book (Washington, D.C.: National Education Association, 1955), 125.

\(^\text{124}\) Carol A. Bartell, Role-Related Interests and Perceptions of a Teacher Incentive Plan: Case Studies of Three Elementary Schools (U.S. Educational Resources Information Center, March 1987), 60, ERIC, ED 275046.
Ellis reviewed a survey by Pastor and Erlandson investigating teacher job satisfaction. Among the outcomes desired by teachers were several within the realm of the responsibility and ability of the building principal to provide: participation in decision-making, challenge, use of valued skills, and opportunity for learning.\footnote{Thomas I. Ellis, Motivating Teachers for Excellence (U.S. Educational Resources Information Center, December 1985), 2, ERIC, ED 259449.} Moreover, they concluded that:

Highly internal motivation, work satisfaction, and high quality performance depend on three 'critical psychological states': experienced meaningfulness, responsibility for outcomes, and knowledge of results.\footnote{Ibid., 2.}

These "critical psychological paths" do fall within the realm and responsibility of the building principal.

Teachers in studies conducted in Dade County, Florida, emphasized their personal need and desire for the psychic or intrinsic rewards associated with a job well done, and reported that "they could count on their principals to appreciate their best efforts."\footnote{Kottkamp, Provenzo, and Cohn, 566.}

Teachers in Hampshire County, West Virginia, however, after completing a needs assessment using an instrument called the Performance Pathfinder System were found to be needing, yet not receiving, the recognition sought from their supervisor. In analyzing the results of these findings,
Johnson concluded:

Probable causes for weakness in recognition are:
lack of adequate feedback from supervisors about work,
dissatisfaction from feeling like 'just another number',
a sense that supervisors are too busy to compliment
work, bitterness that no one notices until something is
wrong, and displeasure that one's opinion is seldom re-
quested.\textsuperscript{128}

To remedy the situation Johnson advocates that the
principal involve teachers in a shared responsibility for
providing recognition and affirmation. Such ideas as: estab-
lishing a morale committee, assigning one grade the respon-
sibility for recognizing another grade level, and having
peers select and award a "Teacher of the Month" have been
successfully tried.\textsuperscript{129}

Lieberman criticizes school districts for assuming
that all teachers need the same type and amount of inspira-
tion or recognition, and for attempting to meet that per-
ceived need through "one shot" district-wide inservice
days.\textsuperscript{130} She further faults the efforts of building princi-
pals to motivate teachers as being too mediocre to have any
real impact, and divisive rather than rewarding. "In an
environment where there are only crumbs to share, teachers

\textsuperscript{128} Sandy Johnson, \textit{How To Rejuvenate Hohum Teachers}
(U.S. Educational Resources Information Center, August
1987), 6, ERIC, ED 280168.

\textsuperscript{129} Ibid., 7.

\textsuperscript{130} Ann Lieberman, "Teachers and Principals: Turf,
tend to hide their successes as well as their failures." 131

The importance of accessing individual needs is stressed by Kreis and Milstein. They surveyed teachers from the northeastern United States and found that motivational strategies linked to job satisfaction vary for individuals, since teachers' life situations and personalities differ. They recommend "diagnostic efforts to determine the needs of teachers as individuals in specific school sites." 132

Motivational rewards, whether extrinsic or intrinsic in nature, must be perceived by the individual as being both important and appropriate to the task, according to Wright. 133 She conducted a recent study of teachers to determine which incentives were considered by them to be of greatest motivational force. In relating the results to Vroom's Expectancy Theory, Wright noted that, "It is the anticipation of reward that energizes behavior, and...It is the perceptions of the individual that are important, not the objective reality." 134 These findings have strong implications for the building principal who is seeking to provide

131 Ibid., 650.


133 Ruth L. Wright, The Utilization of Incentives to Motivate Teacher Involvement in Professional Growth Related Activities (U.S. Educational Resources Information Center, November 1986), 13, ERIC, ED 270894.

134 Ibid., 13.
motivation for teachers,

After completing a two year nationwide study using a random sample of fifty schools, one hundred principals, and one thousand teachers, Fox gained insight into the question of whether or not the attitudes and actions of the building principal could provide motivation for teachers. He concluded:

While teacher motivation is for the most part an intrinsic condition, principals can arrange conditions and conduct themselves in positive ways to insure improved motivation by teachers...(there are) thirteen conditions over which principals have influence...conditions which can improve teacher motivation...135

Among the recommendations proposed by Fox are that teachers be helped to feel a sense of success and recognition in their work, and that they sense their job to be worthwhile and stimulating.136

Principals must attempt to identify the factors which motivate and satisfy their teachers. Gregory and Hendrix emphasize that "a low supply of motivational factors in the form of recognition, status, and responsibility leads to low teaching output and low morale.137 Clay agrees that it is the principal who is the key to motivating teachers.

135 William Fox, Teacher Motivation (U.S. Educational Resources Information Center, March 1987), 6, ERIC, ED 275677.

136 Ibid., 20.

According to Clay:

The principal is the prime motivator. Studies indicate that the teacher is the key to teaching excellence and the principal is the key to teacher excellence...There are numerous ways for principals to motivate the teaching staff, thereby increasing teacher satisfaction: Provide for a pleasant and stimulating and supportive environment,...Encourage teachers...Treat teachers as professionals...Praise...good teaching...Set high expectations.138

Shreeve and his colleagues completed an extensive review of literature relating to teacher job satisfaction. Their findings also support the role of the principal as a motivator of teachers.

Literature supports the contention that a strong, supportive principal, secure enough to foster participatory management with teachers without losing personal leadership capabilities, will create the greatest job satisfaction among his/her staff.139

Although studies show that teachers appreciate the sociability of a 'friendly' principal, most are more concerned that he/she be a dynamic leader who is supportive and helpful to them in performing their jobs...who treats them like professionals.140

Sergiovanni and Elliott agree that "the highly motivated teacher becomes a high priority concern of those

138 Katherine Clay, Attracting and Maintaining A Quality Teaching Staff: A Synthesis of Research (U.S. Educational Resources Information Center, November 1984), 7, ERIC, ED 245348.

139 William Shreeve et al., Job Satisfaction: An Imperative for the Coming Teacher Shortage (U.S. Educational Resources Information Center, May 1988), 21, ERIC, ED 289818.

140 Ibid., 22.
principals and supervisors who are serious about providing an effective learning environment for students." 141 Cooper and Forrer concur with Sergiovanni and Elliott, giving special emphasis to the veteran teachers. They warn principals that experienced teachers deserve attention, too, and that administrators should not ignore those (veteran) teachers who do the most for them. 142

Specific suggestions for means of recognizing the achievements of teachers have been offered by many researchers. In the 1950's, Ovsiew listed examples of intrinsic rewards that cost nothing and can be easily administered by principals to motivate teachers. These recommendations from Ovsiew are still valid and relevant thirty years later. Some of these strategies are: a principal can offer face-to-face expressions of commendation, write notes of praise for a job well done, or make classroom visits for non-evaluative purposes—just to see the good teaching that is happening. 143

Roth suggests that the school provide frames for


use by teachers in their classrooms for displaying degrees, awards, and certificates. He believes this is one way principals can show teachers they consider them to be professionals.\footnote{Robert A. Roth, "Emergency Certificates, Missassigments of Teachers, and Other 'Dirty Little Secrets'," Phi Delta Kappan 67 (June 1986): 727.}

Not all researchers agree that there are effective strategies to be employed by building principals to reward and motivate teachers. Schlechty, for example, believes that "as things now stand, public education does not have the needed incentives to (among other things) retain the most capable practitioners...and better utilize outstanding teachers."\footnote{Phillip C. Schlechty, Restructuring the Teaching Occupation: A Proposal (U.S. Educational Resources Information Center, January 1987), 3, ERIC, ED 273574.} He contends that not the building principal, but a whole restructuring of the school as an organization is needed. Only by looking to the example of high technology business organizations can schools produce better teacher education and practice, according to Schlechty.\footnote{Ibid., 28-29.}

The issue of teacher rewards, incentives, and motivation is a complex one. The role of the building principal, as the immediate supervisor having the most daily contact with the teachers, does provide the potential for being a
means of resolving the problem. While not everyone would agree on the method to be utilized in achieving the goal, or the specific dimensions of the goal, most do agree that, "Good schools are the best incentives for good teachers."\(^{147}\)

A review of related literature pertaining to motivation would not be complete without some attention being given to the work of Herzberg and replicated studies which followed. The Motivational-Hygiene Theory, which is the foundation for the motivational studies of Herzberg, is the next focus.

\(^{147}\) Mitchell and Peters, 78.
HERZBERG AND THE MOTIVATION-HYGIENE THEORY

While the current research, unlike a significant number of other studies on motivation, does not quote the Motivation-Hygiene Theory as a primary source of data analysis, the work of Frederick Herzberg is germane to any study of motivation in the work environment. For this reason, a discussion of both the Herzberg findings and subsequent replicated studies is pertinent to the current review of related literature.

The Motivation-Hygiene Theory developed by Herzberg was an outgrowth of his study of job attitudes in the 1950's. After interviewing Pittsburgh accountants and engineers to determine what caused them to be happy or unhappy in their workplace, Herzberg identified a list of factors determining job satisfaction, and a separate list of factors determining job dissatisfaction. The five factors resulting in job satisfaction were: achievement, recognition, work itself, responsibility, and advancement. These factors, called "motivators" by Herzberg, were found to be effective in motivating individuals to superior performance and effort. The factors resulting in job dissatisfaction were: company policy and administration, supervision, salary, interpersonal relations, and working conditions. Herzberg called these the "hygiene" factors. He noted that "motivators" relate to what the person does, while "hygiene factors" relate to the
situation in which one works and describe the environment. Moreover, "motivators" were intrinsic to the job, while "hygiene factors" were extrinsic to the job. 148

From this study of accountants and engineers Herzberg concluded that:

The factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction...Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is no job dissatisfaction, not satisfaction with one's job. 149

In other words, according to Herzberg job satisfaction and job dissatisfaction are mainly unipolar. 149

Herzberg believes that extrinsic efforts to motivate workers fail because fringe benefits and similar offerings are employee rights, not rewards. 150 He suggests that employees receive a "KITA" ("Kick In The A--"), because the only way to motivate employees is to give them challenging work in which they can assume responsibility. 151

Herzberg compares a worker and his motivation to a battery and a generator:

I can charge a person's battery, and then recharge

149Ibid., 76.
151Ibid., 53.
it, and recharge it again. But it is only when one has a generator of one's own that we can talk about motivation. One then needs no outside stimulation. One wants to do it.152

As Herzberg himself has boasted, "The original research is one of the most replicated studies in the field of job attitudes."153 One of the earliest applications of the Herzberg theory was found in the work of Robert Ford and his workers at the American Telephone and Telegraph Company. Here, too, findings indicated that "the factors that make people happy relate to what they do and achieve; what makes them unhappy...are factors related to the situation in which workers do their job..."154 In other words, the job content, or personal accomplishment produces worker satisfaction that is independent of possible causes of dissatisfaction, such as the job environment or specific working conditions.

Van Dersal attests to the validity of the Motivation-Hygiene Theory:

There has already been widespread application of the Herzberg theory in both industry and government...The skillful application of this theory to management has been generally successful.155

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152 Ibid., 55.
153 Ibid., 56.
An extensive review of studies relating to motivation was conducted by Du Four. He reported that:

Thomas Sergiovanni replicated Herzberg's study with teachers and found that although advancement was not a factor in their job satisfaction... (the other motivation factors identified by Herzberg) were the most significant factors in terms of the job satisfaction of teachers. 156

Du Four presented many parallels between the Peters and Waterman studies and the Herzberg findings. "Both studies recognize the importance of workers feeling a sense of the significance of the work they do, and a sense that their efforts and ability are recognized and appreciated." 157

"The implication for a principal seeking to motivate his staff seems clear," according to Du Four, "Simply give teachers more freedom in what they teach and how they teach it." 158

But, not all researchers endorse the Herzberg findings. Knoop faults a theoretical framework based upon the Herzberg conclusions, because he says a significant amount of variance in the concept of satisfaction and dissatisfaction has not been proven. He prefers to consider the two as opposites. In sampling 894 elementary and secondary teachers from seventeen schools in Ontario, Canada, by means of a

156 Richard Du Four, Must Principals Choose Between Teacher Morale and an Effective School? (U.S. Educational Resources Information Center, August 1985), 4, ERIC, ED 254940

157 Ibid., 5.

158 Ibid., 5.
mailed questionnaire, Knoop found that, "Lack of job motivation was the dominant predictor (of job dissatisfaction) among teachers." 159

Numerous theses and dissertations have been written which either seek to validate or to further embellish the Motivation-Hygiene Theory. Smith-Bandy studied the intrinsic factors of the job itself and the relationship of the job to stress. 160 Troutman conducted a similar study and reported that principals should be more cognizant of teacher motivational factors in the day-to-day working relationships between teachers and principals. 161 The research findings of Jaycox and Tallman substantiated the Herzberg conclusions that achievement and recognition are most frequently cited by workers as factors contributing to job satisfaction. 162

159 Robert Knoop, Causes of Job Dissatisfaction Among Teachers (U.S. Educational Resources Information Center, December 1987), 5, ERIC, ED 284335.


The Motivation-Hygiene Theory was applied to supervisory techniques employed by principals in a study conducted by Capper. He noted that, "There is increasing evidence that teachers can be motivated if administrators possess the knowledge, skills, and attitudes to accept the challenge."\textsuperscript{163}

In a related research project executed by Johnson, principals were found to place more emphasis on hygiene factors, rather than motivational factors.\textsuperscript{164} This is probably due to the perception of the principal that within their job roles those were the factors more readily accessible to them. The implications of such findings in reference to principal-teacher relationships is obvious. A principal who is primarily a hygiene seeker may (incorrectly) assume that the teachers in his building are hygiene seekers, as well.

Since this review of related literature was intended to be selective, rather than exhaustive, reference to additional sources germane to motivation are not made. In summation, it can be said, that while the literature is not in agreement in all aspects of motivation presented and

\begin{flushright}
\textsuperscript{163}George Herbert Capper, "A Study of Supervisory Procedures and Behaviors in Relation to Teacher Morale in Selected Cook County Schools" (Ed.D. dissertation, Loyola University of Chicago, 1981), 2.

\textsuperscript{164}John E. Johnson, "An Investigation of the Accessibility and Importance of Herzberg's Motivation and Hygiene Factors as Perceived by Principals and Superintendents" (Ph.D. dissertation, Northern Illinois University, 1975).
\end{flushright}
reviewed, there does certainly appear to be strong evidence to support the conclusion drawn by Du Four: "A highly motivated staff and an effective school are not mutually exclusive." The charge is therefore given to principals to begin to more actively employ those operational strategies that will successfully motivate teachers who will, in turn, collaboratively achieve excellent schools.

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Du Four, 9.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The purpose of this study was to examine the perception and actual use of operational motivational strategies by veteran elementary school principals to motivate veteran teachers. This study was designed to provide both an overview of motivational strategies currently being used in selected schools, and an in-depth examination into the kinds of rewards, intrinsic or extrinsic, perceived by principals and teachers to be the most effective in maintaining a motivated veteran staff.

Two types of instruments were used to generate data for the study: two mailed questionnaires, one submitted to principals and one given to selected teachers in the schools of the principal participants, and a set of interview questions for the principals. The Principal's Questionnaire was intended to confirm eligibility in terms of still meeting the sample specifications. (An explanation of the sample is presented in Chapter 1.) A second purpose of the Principal's Questionnaire was to identify basic perceptions regarding
the need for teacher motivation and the role of the administrator in providing for it, as well as to enlist examples of operational motivational strategies successfully employed to motivate teachers. The Teacher's Questionnaire contained a list of motivational responses supplied by the principals. It was intended to both provide a comparison of perceptions of successful motivational strategies, and to elicit additional strategies which could be employed by principals to motivate teachers.

Emphasis on interpretation and analysis came from the interview data. Comparisons to data from the Principal's Questionnaires, as well as from the Teacher's Questionnaires were made during the analysis of data generated from the principal interviews. A copy of each instrument is included in the Appendix.
THE PRINCIPAL'S QUESTIONNAIRE

The purpose of the Principal's Questionnaire was to provide confirmation that the population sample criteria, as identified in the 1988-89 Cook County Directory of Suburban Public Schools was still correct. Thirty-four principals indicated that they did meet the requirements of being veterans; in a building that contained no more than thirty-five certified staff, five of whom who were veteran, effectively motivated teachers; and had a student population no larger than five hundred, in any combination of grades kindergarten through eight. Of the thirty-four principals who met the sample criteria, only twenty-three indicated a willingness to participate in the study. These principals were instructed to continue with the completion of a three page questionnaire that was attached to the sample verification page.

Since the second purpose of the Principal's Questionnaire was to generate basic perceptions regarding the role of the principal in motivating teachers, six open-ended questions were presented for responses. Additionally, the principals were given the opportunity, in question seven, to share any further comments regarding the topic of motivation. A summation of the principal responses follows.

In the first question principals were asked to react to a statement made by Sergiovanni.
Question 1:
Sergiovanni has said that "High teacher motivation to work and a strong commitment to work are essential requirements for effective schooling...(and that) excellent schools will remain elusive unless many teachers are motivated to make this commitment." (The Principalship: A Reflective Practice Perspective, p.236) Please comment and indicate whether you agree or disagree.

All of the respondents indicated that they strongly agreed that the corollary relationship between motivation and commitment was necessary if schools were to become excellent. They further indicated that only highly motivated and committed teachers have the emotional and physical endurance to be truly effective. Moreover, it was stressed by the principals that teaching is not just a job; it is a commitment to children and education. This is a commitment made long before the teacher enters the classroom. The issue for principals seems to be to discover how to maintain a teacher motivating school environment.

Question two addressed the principal's own perception of his responsibility to provide motivational rewards to teachers. Principals were reminded to consider those teachers whom they consider to be effective, not teachers needing remediation.

Question 2:
Share your perception of your responsibility in providing
motivational rewards to teachers. Consider those (five) teachers whom you have identified as being excellent, effective, and enthusiastic—not teachers needing remediation or exhibiting signs of burnout.

Not all of the respondents shared the same perception of their responsibility in the area of teacher motivation. Three principals stated that the teachers who are excellent receive enough motivation through their successful interactions and achievements with students. Therefore, these teachers did not need a principal to provide further motivation for them. One of these principals noted that outstanding teachers have not expressed a desire or need for rewards to be provided by the principal. According to another principal, the only person's motivation for which he is responsible is his own. One respondent expressed a willingness to provide more time and rewards for good teaching, but lamented that, "Bad teachers, like bad kids, get most of the attention."

The majority of principals in the study viewed the recognition and rewarding of effective teachers to be among their most important jobs, and indicated that they provide motivational rewards often and sincerely. This group was divided in regard to the types of motivational strategies they utilized. Two principals regarded the removal of obstacles which hinder good teaching to be the most effective method of promoting it. Many principals stated that they
employ tangible, formal rewards. By far, the greater number of principals indicated that they effectively provided teacher motivation by promoting collegial principal-teacher relationships. These leaders utilized open communication, honest feedback, encouragement, support, maintenance of trust, cooperation, and personal concern as methods of assuring teacher motivation. As one principal noted, "If I can motivate the excellent teachers, they will motivate their peers."

Motivational rewards can be either intrinsic or extrinsic in nature. In the third question the principals were asked to share their determination of which type of reward they believed to be most effective in motivating teachers.

**Question 3:**
Motivational rewards can be extrinsic or intrinsic in nature. Which do you believe to be more effective? Please explain your response in detail.

Only one principal selected extrinsic rewards as most effective. Thirteen principals noted that intrinsic rewards, because they have the potential for affirming the motivation already within teachers, are the most effective.

Nine principals responded that both types of rewards can be successfully employed to motivate teachers. They urged, however, a tailoring of rewards to fit the individuals who receive them. Five members of this group of nine
principals further emphasized that unless both types of rewards were mutually employed, neither type of reward would remain effective.

It is necessary to note that not all the respondents seemed to have a clear perception of the difference between the types of rewards (extrinsic vs. intrinsic). Additionally, some of the respondents treated intrinsic rewards as being the same as intrinsic motivation. This apparent confusion possibly affected the nature of the replies. Intrinsic motivation is generated within the teacher and normally results from that person's commitment. Intrinsic rewards are bestowed by another (i.e. the principal) in an effort to affirm and maintain the motivation within the teacher. (Definitions of these terms as they specifically apply to the current study are provided in Chapter I.)

The fourth question sought to invoke from the principals a listing of the intrinsic and extrinsic rewards they have successfully employed to motivate teachers.

Question 4:
List the operational motivational strategies which you believe have been most effective with your veteran teachers. Both intrinsic and extrinsic rewards/strategies should be listed, but include only those which you have actually employed successfully.

The motivational strategies identified by the principals were categorized and are presented in TABLE 1.
<table>
<thead>
<tr>
<th>N</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Verbal praise/compliment made privately</td>
</tr>
<tr>
<td>11</td>
<td>Verbal praise/compliment made publicly (i.e. faculty or parent meeting)</td>
</tr>
<tr>
<td>14</td>
<td>Personal written note of praise/compliment</td>
</tr>
<tr>
<td>3</td>
<td>Formal letter of commendation for personnel file</td>
</tr>
<tr>
<td>6</td>
<td>Recognition of accomplishment through publication in school newsletter or local newspaper</td>
</tr>
<tr>
<td>2</td>
<td>Visibility in classroom (non-observation/evaluation)</td>
</tr>
<tr>
<td>2</td>
<td>Visibility in classroom (formal observation/evaluation)</td>
</tr>
<tr>
<td>11</td>
<td>Display of attitude of friendliness, caring, support</td>
</tr>
<tr>
<td>12</td>
<td>Available to listen to teacher's ideas and uses those ideas</td>
</tr>
<tr>
<td>11</td>
<td>Encourages new instructional programs/ideas/methods</td>
</tr>
<tr>
<td>9</td>
<td>Allows some autonomy within the classroom; provides latitude; treats as professionals</td>
</tr>
<tr>
<td>1</td>
<td>Displays a sense of humor</td>
</tr>
<tr>
<td>12</td>
<td>Encourages professional growth; provides opportunities for it</td>
</tr>
<tr>
<td>8</td>
<td>Involvement of teachers in decision-making at the local level</td>
</tr>
<tr>
<td>8</td>
<td>Provides opportunities for advancement</td>
</tr>
<tr>
<td>3</td>
<td>Develops personal relationships</td>
</tr>
<tr>
<td>3</td>
<td>Plans special signs of recognition (i.e. Teachers' Day celebration)</td>
</tr>
<tr>
<td>1</td>
<td>Substitutes for you (i.e. for one period, one half day) to allow you to plan or work on special programs</td>
</tr>
<tr>
<td>4</td>
<td>Acts like the principal; fulfills your professional expectations</td>
</tr>
</tbody>
</table>

N = Number of Respondents
The responses indicated that the principals employed a combination and variety of both intrinsic and extrinsic motivational rewards and strategies. In fact, it was the data received in reference to the fourth question that caused the researcher to consider the possibility that there has been some confusion in regard to the nature of the third question. Some of the responses to question four actually contradicted the responses given to question three. For example, Principal A stated in his answer to question three that he employed only extrinsic rewards. However, the examples given by Principal A in response to question four included both intrinsic and extrinsic rewards.

The specific operational motivational strategies identified by the principals as being effective in motivating veteran teachers were combined in categories reflecting similarities. These examples of motivational strategies were then incorporated into the Teacher's Questionnaire, as a means of confirming teacher agreement that such operational strategies and rewards employed by principals were indeed effective in motivating teachers.

There may be positive, adverse, or no measurable response received from teachers following an attempt by the principal to provide a motivational reward. This issue was investigated in the fifth question.

Question 5:
What reaction (if any) do you receive from teachers when you
provide one of the motivational rewards listed in your response to question 4? (i.e. Do the teachers react? Do you believe that your motivational attempts are recognized? Appreciated? Even noticed?)

Generally, the principals noted that their efforts were both recognized and appreciated by the teachers. Positive teacher responses took a variety of forms: verbal thanks, written expressions of appreciation, and repeated behaviors of excellent teaching, mutual support, involvement, and continued cooperation.

Moreover, even when a principal's motivational strategies were not overtly recognized by teachers, or appeared to be taken for granted, the respondents reported that the evidence of effectiveness they sought was often provided through resulting signs of continued positive behaviors and renewed enthusiasm displayed by the teachers.

Additionally, several principals stressed the "personality factor"—each individual teacher reacts and responds in his own way. As one astute principal noted, "Caring teachers react with dignity; the smile of satisfaction is present." Principals further indicated the validity of measuring the effectiveness of motivational rewards by teacher job performance and morale.

It is important to note that many of the respondents reported an apparent reluctance on the part of some teachers to publicize their "reward" for possible fear of a resulting jealousy or resentment from peers. Giving public recognition
that is unwanted and unwelcomed by the teacher could result in that teacher purposely avoiding doing anything else which might warrant additional recognition.

In question six, principals were asked to share any motivational strategies they have learned from their colleagues.

**Question 6:**
What operational strategies to motivate teachers have you learned from other principals (who have successfully implemented them)? Please be as specific as possible.

It was rather surprising that the majority of principals indicated that they had learned only what not to do from their colleagues. One principal clarified his response: "You cannot copy sensitivity. You borrow it; it comes off phony." Other principals indicated that each administrator had his own personality and style. For most of the respondents, a blending of successful personal experience and professional reading formed their list of successful motivational strategies, not recommendations from colleagues.

For those respondents who did list one or more strategy for motivating teachers which they had successfully employed following a suggestion from a colleague, the offerings were varied. One principal said she "uses more food now to motivate, especially in terms of social gatherings." Other recommendations followed included: write more personal notes, especially after a "drop-in" visit to
a classroom; use press releases to promote teachers; and, take more personal time to listen to teachers.

Finally, the principals were provided the opportunity in question seven to include any additional comments regarding teacher motivation and operational strategies employed.

**Question 7:**
Please share any additional comments concerning motivational strategies and teachers.

Several interesting and noteworthy remarks were given. One principal mentioned the importance of satisfying the basic needs of teachers before motivationally intrinsic rewards can be effective. Another principal stressed that pay is not a motivator, but "the great ones should be paid more---subjectively selected by the principal." He lamented that "Unions are the opiate of mediocre teachers."

According to another respondent, motivation is a principal's biggest problem because of the individuality of the recipient. Each person has his own needs and expectations which influence the response given to a gesture by the principal intended to motivate and reward. "A pat on the back before a group of peers could make some work twice as hard, and make others be sure they are never singled out again," noted one principal.

Several principals expressed a concern that perhaps not enough motivational rewards are given. They reported
that much of this has to do with limitations imposed that are beyond the control of the building principal. However, as one participant stated, "It may be because principals, themselves, receive so few 'rewards' from their superiors and subordinates that they are not fully aware of the need to utilize rewards to affirm teachers." This concern reflects a perceived inadequacy of their colleagues to effectively motivate teachers, and is not reflected in the personal practices of the respondents, themselves. As is evidenced by the data reported in response to the first six questions, all of the study participants have indicated both an awareness and a personal response to the necessity of providing motivational rewards to teachers.

Those who completed the Principal's Questionnaire were asked to indicate their willingness to be interviewed. Sixteen of the twenty-three participants responded that they would submit to an interview. Those interviews were conducted using a set of semi-structured questions formulated as a result of an initial analysis of the responses to both the principal and the teacher questionnaires.
THE TEACHER'S QUESTIONNAIRE

The purpose of the Teacher's Questionnaire was to provide a basis of comparison between those operational motivational strategies identified by principals as being effective, and the actual motivational strategies and rewards desired by teachers. A second purpose was to illicit additional examples of strategies and rewards that, while not currently employed by the principal, would be effective in motivating teachers.

Each of the participating principals was asked to identify five teachers within the current building whom they considered to be effective, already motivated, and veterans. Each of the five selected teachers was asked to complete a brief questionnaire containing a checklist and two open-ended questions. The teacher surveys were numerically coded to match the school of the principal who had selected them.

Of a possible total of 115 teacher participants (i.e. five teachers from each of the twenty-three participating principals' schools) ninety-five teachers actually completed and returned the survey. It is necessary to note that the teacher participants exceeded the five year minimum for consecutive service in the current school (as required by the population sample specifications). In fact, the mean was fifteen years.

Section one of the Teacher's Questionnaire involved the completion of a checklist of which operational rewards
and strategies had been utilized by the principal to motivate the teachers.

**Question 1:**
Your principal, along with other principals from suburban Cook County public elementary schools, recently identified some of the operational strategies listed below as ones he/she has used to motivate teachers. Please put X in front of those rewards and strategies that your principal has used to motivate you.

This question was followed with instructions to go back to the list in question one and indicate which of the motivational strategies were not personally effective for the respondent, whether or not it was utilized by the current principal.

**Question 2:**
Review the list above. Draw a line through any item that you feel is not a motivator for you. (Include items that were not marked X if they apply.)

The responses to these two questions were combined, and are reported in Table 2. These data indicate that the teachers generally agreed that their principals do employ a variety of motivational strategies and rewards, and that, for the most part, the specific strategies employed by their principals are effective in motivating the teachers.

Teacher responses from each school were also matched to the principal's responses from that same school.
### TABLE 2

MOTIVATIONAL STRATEGIES IDENTIFIED BY TEACHERS AS BEING EMPLOYED BY THEIR PRINCIPALS

<table>
<thead>
<tr>
<th>N¹</th>
<th>N²</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>4</td>
<td>Verbal praise/compliment made privately</td>
</tr>
<tr>
<td>66</td>
<td>10</td>
<td>Verbal praise/compliment made publicly (ie. faculty or parent meeting)</td>
</tr>
<tr>
<td>74</td>
<td>4</td>
<td>Personal written note of praise/compliment</td>
</tr>
<tr>
<td>42</td>
<td>5</td>
<td>Formal letter of commendation for personnel file</td>
</tr>
<tr>
<td>28</td>
<td>18</td>
<td>Recognition of accomplishment through publication in school newsletter or local paper</td>
</tr>
<tr>
<td>68</td>
<td>12</td>
<td>Visibility in classroom (non-observation/evaluation)</td>
</tr>
<tr>
<td>86</td>
<td>16</td>
<td>Visibility in classroom (formal observation/evaluation)</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>Display of attitude of friendliness, caring, support</td>
</tr>
<tr>
<td>86</td>
<td></td>
<td>Available to listen to teacher's ideas and uses those ideas</td>
</tr>
<tr>
<td>86</td>
<td>2</td>
<td>Encourages new instructional programs/ideas/methods</td>
</tr>
</tbody>
</table>

N¹ = Number of respondents who identified this strategy as one employed by their principal

N² = Number of respondents who do not consider this strategy to be personally motivational, whether or not it is actually employed by their principal
**TABLE 2---Continued**

**MOTIVATIONAL STRATEGIES IDENTIFIED BY TEACHERS AS BEING EMPLOYED BY THEIR PRINCIPALS**

<table>
<thead>
<tr>
<th>N&lt;sup&gt;1&lt;/sup&gt;</th>
<th>N&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>--</td>
<td>Allows some autonomy within the classroom; provides latitude; treats as professionals</td>
</tr>
<tr>
<td>88</td>
<td>7</td>
<td>Displays a sense of humor</td>
</tr>
<tr>
<td>88</td>
<td>9</td>
<td>Encourages professional growth; provides opportunities for it</td>
</tr>
<tr>
<td>75</td>
<td>--</td>
<td>Involvement of teachers in decision-making at the local level</td>
</tr>
<tr>
<td>55</td>
<td>16</td>
<td>Provides opportunities for advancement (ie. suggests name for district leadership roles)</td>
</tr>
<tr>
<td>86</td>
<td>1</td>
<td>Develops personal relationships; shows concern/sensitivity toward non-school problems</td>
</tr>
<tr>
<td>46</td>
<td>20</td>
<td>Plans special signs of recognition (ie. Teachers' Day celebration, flowers, etc.)</td>
</tr>
<tr>
<td>31</td>
<td>20</td>
<td>Substitutes for you (ie. for one period/one half day) to allow you to work on projects</td>
</tr>
<tr>
<td>75</td>
<td>6</td>
<td>Acts like the principal; fulfills your professional expectations (provides strong organization and firm follow through; is visible and &quot;in charge&quot;)</td>
</tr>
</tbody>
</table>

N<sup>1</sup> = Number of respondents who identified this strategy as one employed by their principal

N<sup>2</sup> = Number of respondents who do not consider this strategy to be personally motivational, whether or not it is actually employed by their principal
Generally, teachers indicated that their principal was employing even more motivational strategies than those mentioned by the principals in the Principal's Questionnaire. However, there was a difference in perception in the area of personal written notes to praise or compliment something a teacher has done. The teachers desire that the principal make greater use of the opportunity to write personal notes of praise to individual teachers. Even when principals did indicate that they frequently write these personal notes of praise to teachers, their teachers reported that it was done either infrequently or not at all. As was noted in TABLE 1, more than half of the principal respondents indicated their utilization of this motivational strategy. Yet, nearly two-thirds of the teacher respondents complained that their receipt of personal notes of praise written by the principal was insufficient.

There were two schools where there was a noticeable difference between the principal's perception of the actual use of successful motivational strategies and the teachers' opinions. In one school, the principal emphasized that formal, planned strategies effectively motivated his staff. The teachers, however, indicated that they desire informal, spontaneous contact with the principal, and that more personal interactions between teachers and the principal would be motivational. They complained that they were not treated like the individuals they are, and that personal needs are
not addressed; only group needs get attention.

In a different school, one overly confident principal is also not in tune with the motivational needs and desires of his faculty. While the principal believed that he adequately and consistently provided various types of motivational strategies and rewards for teachers, the staff expressed an opposite viewpoint. Teachers agreed that the principal is sincere in his attempts to motivate, but complained that such attempts were infrequent and unresponsive to individual needs. Moreover, they believed that all teachers were treated the same; even those undeserving of the praise earned by others received positive recognition. This resulted in any sincere attempts on the part of the principal to provide motivation to be perceived as meaningless by the teachers.

These points of disagreement are important since, as was indicated earlier, the teacher respondents were selected by their principals. The selection was based upon the principals' perceptions that these teachers were the successfully motivated veterans.

In addition to reacting to the list of motivational strategies created from the principals' written responses, the teachers were asked to offer other strategies which had been employed by their principals to motivate them.

Question 3:
List any additional strategies your principal has employed
successfully to motivate you. (Identify strategies/rewards not listed in question one.)

Very few of the teachers' responses were examples of extrinsic motivational rewards. However, the following operational strategies that are extrinsic in nature are noteworthy: professional journals left by the principal in teachers' mailboxes; receipt of sample materials or special classroom equipment (i.e. computer); and, treats left in teachers' mailboxes for holidays.

The majority of the teachers indicated that intrinsic motivational rewards were most meaningful. Many strategies not included by the principals were offered by the teachers. When the principal showed visible signs of support for the teacher and her programs, the teachers reported this to be motivational. Teachers noted that they appreciated administrative support given during parent confrontations. They also liked when principals made positive comments about good teaching observed during informal visits to the classroom. Additionally, teachers were motivated by a principal who did not interfere with classroom management and discipline, who removed risk-taking barriers, who displayed confidence in the teacher's ability, and who respected them for being professionals.

According to the teacher respondents, when a principal values a teacher's opinion, displays honesty and fairness in his own decisions, is careful not to humiliate, and always tries to be available to listen (even to gripes),
this, too, is motivational. The teachers indicated that they were also motivated by challenge. They welcomed added responsibilities and opportunities to try new ideas and programs (without a fear of failure).

A principal who is an effective role model motivates teachers, according to the respondents. A leader who sets an example of hard work and commitment, is actively involved and visible, introduces new theories and practices to keep teachers thinking, and shares his own goals and objectives for the school year, is effective in creating and affirming the enthusiasm and motivation of others. Efficiency and promptness in replying to the instructional requests and needs of teachers can also be motivational. Moreover, the teachers noted that they appreciated knowing that their principal valued the job that they do, and that they are motivated by a principal who lets them know the work they do is important.

Finally, in the fourth question, the teachers were asked to indicate any motivational rewards or strategies that have not been employed by their principal, but would be desired.

**Question 4:**
List any motivational reward/strategy which would be effective for you, but has not been employed by your principal. You may list as many as you like.

The responses to question four were combined to reflect similarities and are presented in TABLE 3.
TABLE 3

MOTIVATIONAL STRATEGIES DESIRED BY TEACHERS BUT NOT EMPLOYED BY THEIR PRINCIPALS

<table>
<thead>
<tr>
<th>N</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Verbal praise/compliment made privately</td>
</tr>
<tr>
<td>6</td>
<td>Verbal praise/compliment made publicly (ie. parent or faculty meeting)</td>
</tr>
<tr>
<td>5</td>
<td>Personal written note of praise/compliment</td>
</tr>
<tr>
<td>6</td>
<td>Formal letter of commendation for personnel file</td>
</tr>
<tr>
<td>3</td>
<td>Recognition of accomplishment through publication in school newsletter or local newspaper</td>
</tr>
<tr>
<td>7</td>
<td>Visibility in classroom (non-observation/evaluation)</td>
</tr>
<tr>
<td>1</td>
<td>Display of attitude of friendliness, caring, support</td>
</tr>
<tr>
<td>3</td>
<td>Available to listen to teacher's ideas and uses those ideas</td>
</tr>
<tr>
<td>3</td>
<td>Involvement of teachers in decision-making at the local level</td>
</tr>
<tr>
<td>1</td>
<td>Develops personal relationships; shows concern and sensitivity if teacher encounters personal problems unrelated to school</td>
</tr>
<tr>
<td>3</td>
<td>Plans special signs of recognition (ie. Teachers' Day celebrations, flowers, etc.)</td>
</tr>
<tr>
<td>6</td>
<td>Substitutes for you (ie. for one period, one half day) to allow you to plan or work on projects</td>
</tr>
</tbody>
</table>

N = Number of Respondents
TABLE 3---Continued

MOTIVATIONAL STRATEGIES DESIRED BY TEACHERS BUT NOT EMPLOYED BY THEIR PRINCIPALS

<table>
<thead>
<tr>
<th>N</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Acts like the principal; fulfills your professional expectations (provides strong organization and firm follow through; is visible and &quot;in charge&quot;)</td>
</tr>
<tr>
<td>2</td>
<td>Displays honesty and fairness; does not change the facts or figures; is open-minded and non-judgmental</td>
</tr>
<tr>
<td>1</td>
<td>Avoids manipulation of staff</td>
</tr>
<tr>
<td>3</td>
<td>Informs the superintendent of teacher's accomplishments and encourages a response to the teacher from the central office</td>
</tr>
<tr>
<td>2</td>
<td>Provides additional monetary compensation for extra time</td>
</tr>
<tr>
<td>1</td>
<td>Initiates greater competition between classrooms, other schools, and other districts</td>
</tr>
<tr>
<td>2</td>
<td>Provides firm and consistent discipline for children sent to the office by the teacher</td>
</tr>
<tr>
<td>3</td>
<td>Allows teachers to &quot;bend the rules&quot; and leave immediately following dismissal if lesson plans are in order for the next school day (especially on snowy days)</td>
</tr>
<tr>
<td>1</td>
<td>Provides frequent use of any motivational strategy or reward currently employed</td>
</tr>
</tbody>
</table>

N = Number of Respondents
Some of the items listed by the teachers in response to question four were strategies already identified in the checklist provided in question one. Some teachers were surprised to learn that principals in other buildings were rewarding teachers in ways so foreign to what they had experienced (ie. principals who substitute for a teacher). Teachers also provided suggestions for effective motivational strategies which were not previously identified by principals in the study.

The overall results of the Teacher's Questionnaire validate that veteran teachers are able to identify both practiced and non-practiced strategies which effectively motivate them and are desired from principals. It is necessary to note that some teachers included comments and suggestions about principals which did not pertain to the topic of teacher motivation, and were, therefore, not relevant to the current study. These irrelevant responses were not included.

Following an analysis of both the Principal's Questionnaire and the Teacher's Questionnaire, and after making comparisons of the types of responses received, personal interviews were scheduled and held with each of the sixteen principals who indicated a willingness to participate in that stage of the data gathering.
THE PRINCIPAL INTERVIEWS

The purpose of the Principal Interviews was to investigate further the perceptions of these administrators regarding their employment of motivational strategies to affirm veteran teachers. A second purpose of the interviews was to clarify and verify the principals' responses on the written questionnaires. Additionally, it was thought that face-to-face meetings would add another dimension to the data gathering process, since body language and environmental conditions can also clarify and modify the interpretation of the responses given.

A set of interview questions was developed, based upon the data collected through both the Principal's Questionnaire and the Teacher's Questionnaire, as well as being based upon the researcher's perceptions of areas in need of further clarification or development. The same set of interview questions was used with each of the sixteen principals who was interviewed. Using identical questions allowed a greater potential for both generalizability and comparison.

It is interesting to note that 75% of the principals interviewed appeared to take the session seriously and responded professionally. In contrast, 25% of the principals interviewed seemed to be either making jest of the process, or were intentionally trying to provide responses that would
cause the interviewer to question their sincerity and honesty. One principal in this group of 25% appeared to have his own agenda and often tried to discuss areas not relevant to the current study. Another principal in this group (who had indicated in his written questionnaire that he felt his use of humor best motivated his staff) laughed almost continuously throughout the interview, and concluded each response with (his idea of) an amusing story. The other two principals in this group of 25% seemed to contradict in their interview responses everything they had originally expressed in the written questionnaires. In fact, they appeared unable to recall that they had indicated something different in the written questionnaire (when reminded of these responses). However, all answers were analyzed and grouped for comparison and generalizability. Only those responses that were not relevant to the current research were omitted.

Interviews lasted approximately forty minutes and each was held in the principal's own office. A total of six basic questions was asked, followed by an opportunity for the principal to add anything else he wished to contribute regarding the topic of operational strategies utilized by principals to motivate veteran teachers.

The first question addressed the factors which led the principal to making a determination of the need to motivate teachers.
Question 1:
In the written questionnaire, you indicated that you perceive a need to motivate teachers, including the veterans. How did you draw this conclusion? In other words, what factors led to this conclusion?

All of the principals interviewed commented that their years of experience on the job have taught them the importance of utilizing motivational techniques. However, the principals were divided as to how they specifically came to the realization of their responsibility to motivate teachers. According to 50% of the respondents, they have always been cognizant of the need to motivate teachers. This group of principals indicated that day-to-day working relationships and an awareness of providing a total school atmosphere that is motivational are the key elements to success in this area.

Classroom observations and visibility throughout the school enabled 25% of the principals to determine the need to provide motivational strategies. These principals concluded that if you listen to what teachers are saying to one another you will have an indication of who is "sparky" and who is not. Furthermore, this group of principals stated that principals who manage their schools by "walking around" get an inner sense that tells them when something is "right" and when it is not.

The remaining 25% of the principals interviewed
said that they hear from their teachers frequently, and that they rely on the teachers, themselves, to indicate a need of any kind. One principal within this group noted that he does not create problems to be solved; he waits until teachers inform him that there is a problem. Unfortunately, all of the teachers who were study participants from the schools of this group of principals indicated that they have needs not being addressed. Apparently, this is because those needs have not been verbalized by the teachers to the principal.

The focus of this study has centered on the veteran teacher. Therefore, principals were asked in the second question if the strategies employed to motivate veteran teachers were actually different than those utilized with the beginning teachers.

**Question 2:**
Think about the motivational strategies you typically employ with veteran teachers. How are these operational strategies different from those who choose to employ to motivate novices?

This was one area where written responses contradicted the interview responses. Although in the written questionnaire all of the principals indicated that they employ strategies to motivate veteran teachers, two of the respondents during the interview replied that there was not a need to motivate the veterans. One of these principals stated that, "The veterans are all self-motivated; the State
Reform Act forces them to be accountable and that requires self-motivation." The other principal in this group noted that, "Unless you want to break the spirit of the veterans and have your motivational efforts blow up in your face, you leave them alone." These responses, unfortunately, are contrary to the expressed desire of all veteran teachers who completed questionnaires to be recognized and affirmed for their efforts.

For 50% of the principals there was no difference in the kind of motivational strategies used with veterans or beginners. This group of principals believed that all teachers need affirmation constantly. According to them, care must be taken not to take any teachers for granted. Even people who are self-motivated like to be recognized for the good work they do.

The remaining 37% of the respondents admitted that they do, indeed, employ different strategies when motivating the veteran teachers than they do with novices. One reason for the differentiation of methods has to do with an apparent greater sense of respect for the abilities of the veterans. These principals indicated that veterans have the confidence not present in most beginners. The beginners need guidance, support, ideas, and reassurance. Two principals indicated they believe that new teachers require more feedback than do the veterans.

Many negative comments were made by the principals
regarding the new teachers. One principal said that new teachers have unbridled motivation which can lead to problems. Another principal lamented that, "New Teachers don't see a need to be productive; they won't do the extras. They're damn lucky to have a job! They should take their unrealistic expectations and go to Arizona, where there's a teacher shortage." This same principal noted that he would not choose to hire any teacher who is under forty years old.

It is important to stress that one criteria for being included in the current study was that the principal be a veteran, and that he be able to identify veteran, already motivated teachers within his building. Since the schools in the sample are stable and have little teacher turnover, it might be that these principals are basing their negative comments about new teachers on relatively little experience in working with novices. Another point to be made here, is that all of the principals in the sample were forty years old or older. This age factor may also have attributed to their preference for older, veteran teachers.

The third question was related to the kinds of motivational strategies employed to motivate veteran teachers. Such strategies could be spontaneous or planned. They could be intrinsically or extrinsically exhibited. They might be directed at individuals or aimed to satisfy the needs and desires of the group.
Question 3:
In the Principal's Questionnaire, you indicated some of the intrinsic and extrinsic rewards you provide to keep your veteran teachers motivated. Discuss whether these are typically planned or spontaneous rewards. Explain why you might direct some of these strategies toward individuals and others at the group. If possible, distinguish between the specific rewards that fit each area of response (i.e., planned rewards, spontaneous rewards, individual rewards, group rewards).

All of the principals indicated that they used both planned and spontaneous strategies to reward and motivate teachers. However, planned strategies must not appear to be contrived, according to the respondents. Taking "purposeful advantage of time, as when one is staying late in the building for a late meeting," is an example of the kind of planned strategy operationalized by these principals. The principal plans to use that time to write personal notes of compliment to teachers, or plans an inservice aimed at motivating the staff. The principal might plan to compliment the staff for their professionalism after conference day. One principal noted that by planning ahead and informing teachers always of what is coming is also motivational. In addressing the spontaneous strategies employed, one principal stated that those methods appeared to be less threatening and more widely accepted.
All of the principals also indicated that they used both group and individual rewards and strategies to motivate teachers. The principals agreed that it was typically the group rewards that were planned, and those directed at individuals were usually spontaneous. It must be noted, however, that not all principals shared the same concept of "group" motivational strategies. For the majority of the respondents, praising the entire faculty for improved standardized test scores constituted a group motivational strategy. In contrast, however, there were a few principals who interpreted group motivation as meaning, for example, that you provide birthday cards on the teachers' birthdays. Since each teacher eventually receives the same reward (i.e., a birthday card), this would be an example of group, not individual affirmation.

A further distinction of overt and covert rewards was made by one of the principals. He stated that he used overt strategies when attempting to motivate the group, but employed covert strategies when addressing the motivational needs of an individual teacher. Motivational rewards directed at the individual were considered to be the most effective by 80% of the principals. The remaining 20%, while noting that they did employ both group and individual rewards, did not acknowledge that one type of reward has been more effective than another in successfully achieving motivation.

In addressing the use of group strategies, 50% of
the principals indicated that the action taken "depends upon the specific group and the particular event or deed being rewarded." For example, the same group reward may not be as effective with junior high teachers as it was with primary teachers. Or, praising the entire staff for their professionalism following parent conference day might be considered sincere by the teachers, and would therefore be appreciated. However, extending total staff praise for a school program in which all teachers were not actually involved would be very ineffective in motivating the staff, and might be resented.

All of the principals indicated that they give group praise in school board reports and parent communications. One principal shared how he contacts the superintendent when he has some group praise to report about the faculty. He asks the superintendent to write a letter of praise to the faculty, then copies the superintendent's letter so that each teacher receives a copy. A different principal lamented that, "Group praise is wasted on the non-deserving and ineffective for the already motivated teachers."

As was indicated earlier, spontaneous or planned praise aimed at the individual is most effective in achieving motivation. 80% of the principals indicated that they do focus on the individual teacher. Such praise or reward can take many forms: verbal or written praise made privately, specific tangible awards (ie. certificates or plaques),
public acknowledgments, or evening phone calls to the teacher's home in times of personal stress or family crisis. One-on-one counseling and taking the time to listen and advise, both professionally and on a personal basis, are also believed to be effective as ways to affirm and motivate teachers; let them know you care.

Honesty is a key issue in principal-teacher working relationships. In the written questionnaires both principals and teachers stressed the importance of being honest. During the principal interviews 75% of the principals further emphasized the necessity of being perceived as being honest. As one principal stated, "It's very important to be truly honest. Don't praise mediocre teaching. Tell a teacher, instead, that you appreciate that she is always punctual, or that her new dress is so great looking it belongs in Vogue." Another principal emphasized that the principal should not be a hypocrite: "Don't ask of others what you are not willing to do yourself. Also, remember to stop and consider what your reaction would be if you were the teacher."

Unfortunately, 25% of the respondents appeared to have a contradictory view of what it means to motivate individuals. One principal first said that he uses a "family concept," and that he even shovels the sidewalks for three widowed teachers who live in the vicinity of the school. He then went on to say that he takes care not to get close to the teachers because then they would lose their professional
respect for him. Another principal said he motivates the individual teachers by "publicizing the hell out of them and bringing visitors into all of the classrooms." This really is not individual motivation, but group motivation, since all are being treated in the same manner, and with the same type of recognition. According to one principal, he never singles out anyone for blame or praise. He treats the problems of one or two teachers as though these were group problems. For example, two teachers are frequently tardy in the morning; a memo is sent to all staff members reminding them of the importance of arriving on time. Such actions are resented by teachers, as was indicated on the teacher responses.

There is validity in mentally tracking the teachers one has rewarded. This way the principal is sure all of the staff members are affirmed and rewarded. Each teacher may not be rewarded the exact number of times or for the same deeds, but the principals interviewed stressed the importance of not being perceived as being subjective. Individual rewards will not be motivational unless they address specific needs and desires of those receiving them. Additionally, the motivational strategies must be perceived as being sincerely and fairly bestowed.

The fourth question addressed perceived or actual resistance on the part of the recipients when the principal utilizes strategies aimed at motivating individual teachers.
Question 4:

When you are utilizing operational strategies in an attempt to motivate individual teachers do you ever sense resistance? From whom does resistance typically seem to come? How do you counteract this resistance?

All of the principals agreed that some amount of resistance is bound to be received despite their sincere efforts to provide motivational strategies. One principal explained that resistance results from the inability of Americans to accept a compliment. Sometimes, according to 50% of the principals, resistance is the result of the basic conservative nature of veteran teachers. They are set in their ways and tend to object to criticism or change. It is important to note here that we are speaking of successful, competent teachers. Staff members might think you are being critical about a teaching method that have utilized successfully for years, when all you are trying to do is suggest a new technique to keep them motivated.

One principal stated that resistance always comes from the newer staff members. "If they came from a situation where they've gotten burned, they're not sure they can trust you," this principal said. A different principal indicated that teachers who have been on staff longer than the current principal tend to be the ones who exhibit resistance to the motivational efforts of the administrator. Another principal noted that on most staffs you are apt to have at least one
"aggressive, yet passive" individual who will try to stir up resistance from the other staff members.

Often, according to 75% of the respondents, the resulting resistance has been caused by a breakdown in communication; a misunderstanding of what is desired. Additionally, they remarked that specific situations (ie. a faculty meeting) can cause resistance that would not have been present if the matter was provided for differently (ie. privately with the individual).

All of the principals were able to offer the strategies they employed to counteract the resistance faced when motivational efforts have not been perceived as such, and were unwelcomed. Basically, 96% of the principals believe that by providing the resisting individuals with valid reasons and explanations (ie. because of your expertise, due to your experience, because of your value as perceived by your peers) for their actions they are able to win over the resisting persons. Only one individual, or 6% of the respondents said, "Why try to win them over or work to counteract those putting up resistance? Work with those with whom you click!"

Again, 99% of the principals did state they try to avoid future resistance, and they offered many suggestions for achieving greater harmony and acceptance. Once more the issue of honesty was brought forth: "Never lie; you may hedge a bit but give straight answers." When a principal
is able and willing to share some of his own weaknesses, according to one respondent, this adds to his staff members' perception of his sincerity and humaness. Also, it is important to let the staff members know that your motive is to accomplish what is best for the entire staff and the school, not to merely satisfy your own selfish ego.

Sometimes the principal must be willing to change his approach to counteract staff resistance to his attempted motivational strategies. Using sealed envelopes placed in teacher mailboxes might be better received than comments made at a faculty meeting. One principal said that he tries to "work around not through" his staff.

According to 50% of the principals, a no-confrontation approach is desired; you do not want to make a veteran teacher who has already proven his competence suddenly become hostile or feel he is being hassled. However, these same principals also agreed that confrontations, if indeed necessary and unavoidable, must be utilized, when that is what the principal should do to resolve the problem.

The fifth interview question was concerned with the use of motivational strategies which had not been as successfully implemented as had been anticipated.

**Question 5:**
Can you recall a time when an operational strategy intended to motivate a teacher "backfired" and had an outcome opposite of what you had anticipated? Share that situation.
According to 75% of the respondents, they were not aware that any of their motivational strategies had been unsuccessful. Earlier responses from the teachers, however, contradict the principals' perceptions of success. The teachers noted that not every strategy employed by their principals had proven motivational for them. Additionally, the teachers indicated that there was much more which could be done by the principals to motivate them.

Two of the group of 75% principals noted above clarified their answer somewhat. They stated that there sometimes may not be a negative response, just no response at all. One of these principals recalled a motivational effort that involved re-assigning junior high teachers to their "best" subject (according to his perception). "This did not motivate them to do anything differently or better," he said, "In fact, it didn't do a damn thing!"

Unsuccessful motivational strategies were reported by 25% of the principals. One administrator instituted a "Teacher of the Week" award, but lamented that the work of teachers is not measureable like the work of salesmen. The selection of the "Teacher of the Week" was perceived by other staff members as being subjective and unfair; they resented the program. This same administrator tried to motivate a teacher to produce more creative and attractive bulletin boards. He asked the teacher on staff whose bulletin boards were known by all to be the "best" to offer to help the
seemingly uncreative teacher. Both teachers resented the suggestion. Teacher A felt that, "Now everybody knows my bulletin boards are no good, and -------(Teacher B) is just a brown nose for agreeing to help!" Teacher B, on the other hand, instead of feeling flattered that her expertise and creativity were what prompted the principal to select her, resented being "rewarded" by being asked to do more work "and give away her ideas to someone else."

A different principal shared an episode where she presented a "Good Effort" certificate to the class of a veteran teacher, only to have the teacher return it, saying that her class did not deserve it. The teacher told the principal that the art teacher deserved the credit.

But, another principal recalled times when she had encouraged teachers to try new instructional methods that just did not work for them. She also had sent teachers to workshops she felt would be motivational and rewarding, only to have the teachers report that the workshops were boring and a complete waste of time.

Finally, one of the principals shared the dilemma of praising a teacher who keeps questioning his support. He said that this teacher asked why he rated her superior (on the formal evaluation) and then questioned what she did. According to this principal, there is danger in being too complimentary and, perhaps, "over motivating."
There are many reasons why principals may not be providing as many motivational rewards as they would like to extend to teachers. In question six, the respondents were asked to list the factors that curtail these motivational efforts.

**Question 6:**
What factors inhibit or limit your ability to provide motivational rewards as often and to the degree that you would desire to implement them?

The factors identified by the principals as inhibiting or limiting their motivational efforts are shown in **TABLE 4**, with the percentage of respondents in each category.

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**TABLE 4**

<table>
<thead>
<tr>
<th>FACTORS IDENTIFIED BY PRINCIPALS AS HINDERING EFFORTS TO PROVIDE MOTIVATIONAL REWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Personality</td>
</tr>
<tr>
<td>Money</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Unions</td>
</tr>
<tr>
<td>Familiarity</td>
</tr>
<tr>
<td>Lack of Knowledge of what motivates</td>
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</tbody>
</table>
It is important to note that some of the principals gave responses which included more than one factor. This explains why the total percentage shown exceeds 100%.

Time restraints, by far, seem to be the greatest inhibiting factor felt by the principals. Reports and other types of paperwork take up the majority of the principals' time, according to these respondents.

The personality factor, unavoidable when people are interacting, adds additional restraints for principals attempting to provide motivational rewards for teachers. First, one must consider the personality of the individual teacher. Some teachers are just easier to affirm, according to the respondents. "Sometimes the neediest folks are the most challenging," indicated one principal. The confident, successful veteran often is afraid to admit she needs additional support in a time of personal crisis.

The principal's own feelings can either paralyze or help if properly used, noted one administrator. When personal friendships have developed between the principal and one or more of his teachers, feelings often interfere with the working relationship. This can have both negative and positive ramifications, depending upon the particular situation.

One principal described what he called the "personal resources" of the administrator. He noted that one's emotions often come into play in a given situation. A
principal worries about showing favoritism. He also worries that, while everybody wants his time and attention, that is just not always possible.

In identifying the money factor, it is important to note that principals were not referring to salary, but to money factors within the operating budget over which they had no control. One principals specifically made reference to the fact that "in-service is expensive."

Management becomes a factor inhibiting the efforts of the principal to provide motivational rewards, according to some of the respondents, because of "the organizational nitty-gritty of running a building," and "having also to deal with pupil problems."

Two of the principals emphasized the role of the unions in limiting what a principal can do to motivate the teachers. While they would like to be able to monetarily reward (ie. with bonuses and higher salary) the "gifted" teachers, unions have provided salary scales for teachers that make it impossible to differentiate between incompetent and gifted teachers. Apparently, these two principals are in the minority which believes money motivates people.

In a small setting, especially where there is little personnel turnover and a belief in the competence of the employees, there is a tendency to take people for granted. Therefore, as one principal noted, "familiarity" can become an inhibiting factor in the administrator's ability to
implement motivational strategies to the extent desired.

It is not surprising that only one principal selected "a lack of basic knowledge about what motivates" as a factor inhibiting the ability of the principal to provide such motivation for teachers. As was noted earlier, the principals in this study overwhelmingly agreed that they provided many motivational rewards and implemented motivational strategies successfully. But, as was indicated by the teacher participants, there are many additional motivational rewards desired by teachers, as well as many current practices being implemented by principals that are not mutually perceived by the teachers as being motivational.

At the conclusion of the interview, each principal was given the opportunity to add any further remarks in reference to the topic of teacher motivation.

Question 7:
You may now add any further comments you would like to make concerning the motivation of teachers.

Only six of the sixteen principals, or 37% of the respondents, wished to add further comments. The diversity of these comments, and their relevancy to the study, warranted the presentation of these remarks verbatim.

Principal #1

The key is to keep the job in focus. You must maintain your own motivation if you are going to motivate others. I don't take anything home with me. I may stay late, but I don't bring it home. The job is not my total life.
Principal #1 (Continued)

I try to be available to people, and model the behaviors I expect. I have always operated on the positive side of personal relationships. A professional day-to-day working basis is key for providing the motivational atmosphere. Just say hello in the morning; tour the building daily to see each staff member; show concern for both their professional and personal needs. Set the table with caring and motivation before you can expect good teaching to take place. They can't teach if you don't provide the caring atmosphere. Help them to feel ownership in the school.

Principal #2

Sometimes the principal is taken advantage of. The teachers take motivational efforts from the principal for granted; they become expectations. 'What have you done for me lately?' I get irritated when I need something from them, and I don't get it---at least not willingly. There has to be a mutual give and take relationship.

Principal #3

Motivation is not emphasized enough. The principal, however, must first remove any obstacles before real motivation take occur.

I enjoy the kids and let the teachers know it. That's one of the best motivational strategies I can use. I'm also visible; I know what and how the teachers are doing.

Principal #4

A gifted teacher has God-given talents and inner motivation. You can't take mediocre teachers and turn them into gifted ones.

Principal #5

Salary is not a motivator. We were able to provide a more generous Christmas bonus for our staff this year, than in previous years. Only two people even mentioned this fact. There did not appear to be any significant changes in personal attitudes or work habits, either. The people who come to work early and work after school with students continue to do this. Those who perform marginally show no apparent improvement.
Principal #6

Have few meetings---this will motivate the teachers. When you do call meetings, don't talk about anything that does not apply to all who are there. Use written handouts as much as feasible. Prepare teachers ahead of time for any input you'll be seeking at the meeting; don't put them on the spot. Meetings result in hostility if you debate gum chewing or set up teachers who don't get along by assigning them to the same committee. Don't hold meetings at the end of the day; the teachers are tired. Maybe you have no control over home problems, but you can lessen school tensions by keeping meetings short and to a minimum.

If you don't acknowledge their needs, don't expect anything from the teachers in return. Let the staff do some 'missionary work' by allowing opportunities for staff members to encourage each other. Accept that they're gonna have a bad day; the bad days can become palatable.

You can't keep giving them pats on the back only. A pat on the back is only a few inches away from a kick in the butt. Use the easy opportunities for showing them you care and appreciate the work they do---like letting them leave early on snowy days.

Within the context of the principal interview, the complexity of the problem of successfully and adequately providing teacher motivation became apparent. Factors, both identified by the principals, themselves, and implied (yet probably not realized) in the responses given, hinder even the most astutely aware administrator from implementing motivational rewards to the degree to which teachers desire to receive them.

The principals in this study noted that veteran teachers are successful and competent, and possess a basic conservative nature that can cause them to be resistant and resentful of motivational rewards. Teachers may
question the motives or sincerity of the principal when he bestows a motivational reward. Moreover, unless collegiality and a professional working relationship have been established, teachers may misinterpret motivational strategies and assume a meaning other than what the principal had intended.

However, the same basic conservative nature referred to by the principals as being present in the teachers may also be present in the veteran principals, themselves. The principals in the study have experienced years of (self-perceived) success in their administrative positions. They are, therefore, perhaps overly confident that what they now do to motivate teachers is both successful and sufficient. Such confidence would lead these principals to be reluctant to admit that subordinates (ie. teachers) might be able to offer valid suggestions for changes in operational strategies intended to motivate teachers. Indeed, as has been noted earlier, there is a definite disagreement between teachers and principals about the perceived effectiveness of certain motivational strategies employed.

Generally, the principals in this study reported that the successful veteran teachers were self-motivated, and did not require too many additional affirmations or rewards from their principal. Additionally, the principals seemed not to be clearly cognizant of the degree to which they should attempt to recognize and meet the unexpressed needs and desires of veteran teachers. Again, the importance
of open and on-going communication is perceived by both principals and teachers to be vital to the establishment of satisfactory principal-teacher relationships.

Honesty is an important component of successful motivational rewards and strategies employed by principals. Motivational efforts must be perceived by teachers as being both sincerely and fairly bestowed if they are to be accepted and effective. While such rewards can be planned or spontaneous, and intrinsic or extrinsic in nature, what is most important is that the rewards be matched to the desires and needs of the individual who is to receive them.

Unfortunately, most principals are unaware that they may lack the basic knowledge of what motivates teachers. If principals are to be helped to improve their ability to recognize and reward teacher needs, they must first be made to acknowledge their debility in this area. Another problem with which principals must learn to come to terms, is their own possible resentment or indignation. They are expected to be sensitive to the needs of teachers and to work to insure that teachers are motivated and affirmed. Yet, the needs of the principals to be praised and rewarded are not addressed. It may be difficult, or even impossible, for a principal to provide for teachers what he has not himself experienced.
CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS

INTRODUCTION

The purpose of this study was to examine the role of the building principal in successfully implementing motivational strategies to affirm veteran teachers. Specifically, the study sought to identify the basic perceptions of veteran, elementary school principals as to their need to employ and implement operational strategies aimed at providing teacher motivation. Moreover, the study was designed to enlist from the principals examples of intrinsic and extrinsic rewards they have successfully utilized to affirm veteran teachers and keep them motivated. An examination of the types of rewards actually perceived by teachers to be utilized by their principal and successful in motivating them was also a part of the study.

Two types of instruments were used to gather data: two survey instruments (one mailed to principals and one given to teachers) and a set of interview questions for principals. Twenty-three principals and ninety-five teachers completed and returned questionnaires concerning the use of motivational strategies. Sixteen principals participated in
the interview sessions. Data generated from the survey instruments and interview sessions were interpreted and analyzed. Emphasis in interpretation was accorded to the data assimilated during the interviews.

In the analysis of the data comparisons were made between the teacher and principal written (survey) responses. Likewise, the verbal (interview) and the written (survey) responses of the principals were compared and contrasted. The analysis is presented in written narrative form and is accompanied by graphic displays where appropriate.

This chapter presents conclusions, recommendations for action, and suggestions for further research based upon the results of this study.
CONCLUSIONS

Several major conclusions concerning operational strategies employed by veteran principals to motivate veteran teachers based upon this study can be stated:

1. Veteran principals are cognizant of the need to provide motivational rewards for teachers. They are not in agreement, however, as to whether different operational strategies should be employed with veteran teachers than with novices.

2. Not all veteran principals believe veteran teachers need motivational rewards administered by the building principal. Some veteran principals believe veteran teachers are self-motivated and require no additional, outside motivation.

3. Veteran principals lack a knowledge base of what motivates veteran teachers. They rely on their own instincts and experiences in making determinations regarding the types of strategies and rewards to be implemented to motivate veteran teachers.

4. Veteran principals employ a variety of motivational strategies and rewards to acknowledge and affirm veteran teachers. These strategies and rewards can be intrinsic or extrinsic in nature, planned or spontaneous, and aimed at the individual or the group.

5. Veteran principals are inhibited in their ability
to provide motivational rewards by such factors as: time, money, management, and unions. Additionally, in making determinations regarding the choice and extent of motivational rewards bestowed upon veteran teachers, veteran principals are influenced by their own sense of motivation, as well as their personality and leadership style.

6. Veteran teachers need and desire motivational rewards from building principals.

7. Veteran teachers can identify the types of motivational strategies and rewards which are personally effective, whether or not those strategies and rewards are currently employed by the building principal. Veteran teachers prefer intrinsic rewards that are frequently and consistently given, as well as rewards that are matched to the specific needs and desires of the individual receiving them.

8. Veteran principals and veteran teachers agree that motivational strategies are most successfully implemented after a collegial working relationship has been established between the principal and the teacher. To be effective, rewards must be perceived by the recipient to be sincerely and objectively conferred; not contrived or manipulative.

9. Veteran principals and veteran teachers lack a consensus regarding the perceived and actual needs and preferences of veteran teachers for the different types of motivational strategies and rewards to be employed by principals.
RECOMMENDATIONS

The data generated from the principal and teacher responses in this study on motivational strategies form the basis for the following recommendations for the improvement of principal initiated teacher motivation:

1. Staff development aimed at providing principals with both basic and expanded knowledge of what successfully motivates teachers should be implemented.

2. Superintendents and other Central Office personnel should become more actively involved in the motivation of building principals.

3. Opportunities for veteran principals to interact and share successful motivational strategies with other principals should be provided.

4. Veteran teachers should become more involved in the planning of staff development sessions on motivation in which they are expected to be participants.

5. Survey instruments aimed at evaluating the effectiveness of current motivational practices should be constructed collaboratively by principals and teachers (both veterans and novices). Comparative analysis aimed at identifying points of agreement as well as disagreement should be conducted at the local level.

6. Formative and ongoing evaluation of motivational
practices, with both principal and teacher input should be implemented.

7. Principals should work closely with superintendents and other Central Office personnel to alleviate those factors which inhibit the ability of the principal to provide motivational rewards and strategies to the degree that they are desired.

8. Current literature on teacher motivation and the types of rewards and strategies employed by principals to affirm teachers should be available in the professional library of the school.

9. Staff development should be utilized to assist principals and teachers in acquiring and developing those interpersonal skills which facilitate the building of collegial working relationships.
SUGGESTIONS FOR FURTHER RESEARCH

Based on the results of this dissertation, several suggestions can be made which warrant further research:

1. Replicate the study using non-veteran principals and/or non-veteran teachers in order to determine if the results would compare favorably with this study.

2. Replicate the study using secondary veteran principals and teachers to determine if the results would compare favorable with this study.

3. Replicate the study using a different geographic population to determine whether generalizations made in this study can be extended to include a larger population.

4. Conduct a longitudinal study using the same sample participants to allow for more definitive statements to be made about the results of this study, and to eliminate any inherent biases resulting from time-related circumstances.

5. Replicate the study giving special emphasis to specific subcultures of teachers (ie. primary, junior high) to compare and contrast the data generated from each particular group and determine whether the results agree with this study.
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MICROFORM REPRODUCTIONS


THESES AND DISSERTATIONS


APPENDIX A
PRINCIPAL'S QUESTIONNAIRE

Name of Principal__________________________________________*

School ____________________________________________________*

Code# ____________________________________________________*

Address ____________________________________________________*

Phone ____________________________________________________*

Please circle your response.

1. Have you been a principal in the current building for at least five years?

   YES  NO  (Stop; return questionnaire)

2. Does this school have a student population of not more than 500 and a full time certified staff of not more than 35?

   YES  No  (Stop; return questionnaire)

3. Are you able to identify five current teachers on your staff that have been at the school for five or more consecutive years, and whom you consider to be excellent and enthusiastic (ie. motivated)?

   YES  NO  (Stop; return questionnaire)

CONGRATULATIONS! If you answered YES to the three questions you meet the sample criteria for a proposed study on OPERATIONAL STRATEGIES EMPLOYED BY VETERAN PRINCIPALS TO MOTIVATE VETERAN TEACHERS. As a participant you are asked to complete the brief questionnaire enclosed. You will be asked to select five teachers (designated in Question 3 above) who will also complete a questionnaire at a later date.

4. Are you willing to participate in the proposed study as described?

   YES  (Continue with completion of the enclosed questionnaire)

   NO  (Stop; return questionnaire)

   (Thank you for your time and help.)

*This information is for correspondence purposes only. All responses will receive a code number. The anonymity of all participants is guaranteed.)
1. Sergiovanni has said that "High teacher motivation to work and a strong commitment to work are essential requirements for effective schooling... (and that) excellent schools will remain elusive unless many teachers are motivated to make this commitment." (The Principalship: A Reflective Practices Perspective, p.236) Please comment and indicate whether you agree or disagree.

2. Share your perception of your responsibility in providing motivational rewards to teachers. Consider those (five) teachers whom you have identified as being excellent, effective, and enthusiastic—not teachers needing remediation or exhibiting signs of burnout.

3. Motivational rewards can be extrinsic or intrinsic in nature. Which do you believe to be more effective? Please explain your response in detail.

4. List the operational motivational strategies which you believe have been most effective with your veteran teachers. Both intrinsic and extrinsic rewards may be listed, but include only those which you have actually employed successfully.
5. What reaction (if any) do you receive from teachers when you provide one of the motivational rewards listed in response to question 4? (ie. Do the teachers react? Do you believe that your motivational attempts are recognized? Appreciated? Even noticed?)

6. What operational strategies to motivate teachers have you learned from other principals?

7. Please share any additional comments concerning motivational strategies and teachers. (You may use the reverse side if you need more space.)
8. If you are selected to participate in an interview to further discuss the topic of teacher motivation, would you be willing to do so?

YES  NO

(Thank you for your time and help.)
APPENDIX B
TEACHER'S QUESTIONNAIRE

1. Your principal, along with other principals from suburban Cook County public elementary schools, recently identified some of the operational strategies listed below as ones he/she has used to motivate teachers. Please put X in front of those rewards and strategies that your principal has used to motivate you.

___ Verbal praise/compliment made privately
___ Verbal praise/compliment made publicly (ie. faculty or parent meeting)
___ Personal written note of praise/compliment
___ Formal letter of commendation for personnel file
___ Recognition of accomplishment through publication in school newsletter or local paper
___ Visibility in classroom (non-observation/evaluation)
___ Visibility in classroom (formal observation/evaluation)
___ Display of attitude of friendliness, caring, support
___ Available to listen to teacher's ideas and uses those ideas
___ Encourages new instructional programs/ideas/methods
___ Allows some autonomy within the classroom; provides latitude; treats as professionals
___ Displays a sense of humor
___ Encourages professional growth; provides opportunities for it
___ Involvement of teachers in decision-making at the local level
___ Provides opportunities for advancement (ie. suggests name for district leadership roles or committee chairmanship roles locally)
___ Develops personal relationships; shows concern/sensitivity toward non-school problems
___ Plans special signs of recognition (ie. Teachers' Day celebration)
___ Substitutes for you (ie. for one period/one half day) to allow you to work on projects
___ Acts like the principal; fulfills your professional expectations

Code #
2. Review the list on the front page. Draw a line through any item that you feel is not a motivator for you. (Include items that were marked X if they apply.)

   SAMPLE: Verbal-praise/compliment-made-privately

3. List any additional strategies your principal has employed successfully to motivate you. (Identify strategies/rewards not listed in question 1.)

4. List any motivational reward/strategy which would be effective for you, but has not been employed by your principal. You may list as many as you like.

   (Thank you for your time and help.)
PRINCIPAL INTERVIEW QUESTIONS

1. In the written questionnaire, you indicated that you perceive a need to motivate teachers, including the veterans. How did you draw this conclusion? In other words, what factors led to this determination?

2. Think about the motivational strategies you typically employ with veteran teachers. How are these operational strategies different from those you choose to employ to motivate novices?

3. In the Principal's Questionnaire, you indicated some of the intrinsic and extrinsic rewards you provide to keep your veteran teachers motivated. Discuss whether these are typically planned or spontaneous rewards. Explain why you might direct some of these strategies at individuals and others at the group. If possible, distinguish between the specific rewards that fit each area of response (i.e., planned rewards, spontaneous rewards, individual rewards, group rewards).

4. When you are utilizing operational strategies in an attempt to motivate individual teachers do you ever sense resistance? From whom does resistance typically seem to come? How do you counteract this resistance?

5. Can you recall a time when an operational strategy intended to motivate a teacher "backfired" and had an outcome opposite of what you had anticipated? Share that situation.

6. What factors inhibit or limit your ability to provide motivational rewards as often and to the degree that you would desire to implement them?

7. You may now add any further comments you would like to make concerning the motivation of teachers.
The dissertation submitted by Patricia M. Brown has been read and approved by the following committee:

Dr. Melvin P. Heller, Director
Professor and Chairman,
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Philip M. Carlin
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Loyola University of Chicago

Dr. Howard B. Smucker
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Date: May 1, 1996

Director’s Signature