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LOYOLA UNIVERSITY CHICAGO

MOTIVATING FACTORS OF ELEMENTARY TEACHERS (K-5) IN ILLINOIS WHO
BELONG TO VETERAN, BABY BOOMER, GENERATION X,
AND GENERATION Y AGE BANDS:
A STUDY OF WAYS IN WHICH IMPROVED GENERATIONAL INTELLIGENCE
CAN IMPACT SCHOOL LEADERS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY
SCOTT A. SCHWARTZ

CHICAGO, ILLINOIS
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ABSTRACT

The purpose of this study focused on identifying the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance. Increased legal and mandated demands in the field of education have made teaching and school administration more challenging. Based on what the field of education knows about motivation and research on generational intelligences this study answered questions about what building principals need to understand about Veterans, Baby Boomers, Generation Xers, and Millennials in order to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose. Implications for educational leaders as they attempt to attract, motivate, and retain a teaching faculty that potentially can represent a generational span of over 50 years were then established.

This qualitative study surveyed 435 K-5 teachers across a random sampling of Illinois school districts. After the researcher received cooperation from their superintendents, teachers anonymously and voluntarily responded to a Teacher Motivation Survey created by the researcher. Data collected during the study were analyzed through the theoretical framework of Daniel Pink (2009), author of Drive: The Surprising Truth About What Motivates Us.

This study concluded that the needs of each generation can vary with regard to generation, but do not identify great variation in the motivating factors that push teachers
to become better or methods by which job satisfaction was impacted. What the
generations indicated as a motivator does not necessarily equate to more job satisfaction
(or reduced stress levels). Three major takeaways found in the research were the
importance of administrative competency, levels of district support, and the high degree
of student care, student concern, and hopefulness that existed from teachers in Illinois’
school systems.
CHAPTER I
INTRODUCTION

Randi Weingarten, president of the American Federation of Teachers union, said, “When teacher dissatisfaction is at a 25-year high, school leaders have to stop ignoring the red flags and start listening to and working with teachers to figure out what they and their students need to succeed” (Resmovits, 2013, para. 7). Given current, tough economic times, school districts have been obligated to cut budgets, increase class sizes, and implement more accountability in the mandated teacher performance evaluations. As a result, “teachers' job satisfaction plummeted in 2012, reaching an all-time low” (Resmovits, 2013, para. 1). According to Dana Markow, vice president of youth and education research for pollster Harris Interactive who conducted a poll for the MetLife Survey of the American Teacher (see Figure 1), “We've seen a continuous decline in teacher satisfaction” (Resmovits, 2013, para. 2).

The Centre for Marketing Schools (2012) conducted a teacher satisfaction survey, attempting to identify why job satisfaction was low. Participants acknowledged the following top five problems, as perceived by teachers, as:

- Teachers are not well informed about the school’s direction;
- Communication between the staff and executive is poor;
- The principal is not approachable;
- Staff do not feel consulted about changes; and
- The school does not take teachers’ concerns seriously. (Issue 444, 2011, para. 2)

Figure 1. Teacher Job Satisfaction through the Years (% Very Satisfied)

The Met Life survey, currently in its 28th year, also showed similar attitudes among teachers working in a wide variety of areas and conditions. Survey results were consistent amongst teachers in poor and stable neighborhoods, in schools with high percentages of immigrant students and in schools with students from middle-class backgrounds. Additionally, “the race and ethnicity of the students, and length of a teacher’s experience, had little bearing on the results” (Santos, 2012, para. 8).

Additionally, new laws in Illinois were impacting retirement opportunities for future generations of teachers. As a result, teachers were going to be required to teach longer and the generational bands from within each school were going to be larger than ever before. Public Law 96-0889 and Public Law 98-0599 outlined new retirement and pension guidelines that delayed the retirement age and significantly increased the age span within schools. Public Law 96-0889, effective as of January 1, 2011, outlined retirement eligibility for Tier I teachers and administrators, those who began contributing
to TRS prior to January 1, 2011. These teachers were subjected to the following sliding scale:

- Members can retire at age 55 with full benefits if they have 35 years of service credit accumulated; if the member has elected to have his/her pension determined by the 2.2% formula and paid the required fee.

- Members also can retire at age 55 with at least 20 years of service credit and receive a benefit that is reduced by 6 percent for every year the member is under age 60.

- Members can retire at age 60 with 10 years of service and receive benefits that the member has earned. For example, ten years of service multiplied by 2.2% equals 22% of the final average salary.

- Members can retire at age 62 with five years of service and receive full earned benefits. (Public Law 96-0889)

However, Tier 2 teachers, all those who began contributing to TRS after January 1, 2011 were now required to retire at age 67 and have at least 10 years of service if they wanted to receive full pension benefits. Options existed to retire earlier, but penalties would ensue. Likewise, Public Law 98-0559, signed into law in December, 2013, while highly controversial and contested, decreased the Cost of Living Adjustments (COLA) and increased the retirement age (Public Law 98-0559). The following example illustrates the impact of a retiring teacher if this law goes into effect (on May 14, 2014, the court issued a temporary injunction delaying the implementation of the new law). The COLA of a retiree earning an average pension of $67,000 per year would normally have increased the yearly pension to $121,009 after 20 years. With this new law, that same teacher would only earn $91,183 after the same 20 year period. To further illustrate the new law’s impact, due to a new sliding scale, a 45-year-old teacher could retire at 55 years old with at least 20 years
of service or at 60 years old with at least 10 years of service. However, a 31-year-old would not be able to retire until 60 years old and 20 years of service or until 65-years-old with at least 10 years of service. These changes will eventually increase the age span of teachers teaching in schools and require principals and superintendents to create a school culture that address the needs and wants of all teachers. Thus, this researcher studied the motivating factors unique to different generations of teachers, allowing school administrators to gain a better sense of all teachers’ needs and wants in an era of expanding age differences in the school system.

**Trends in Education**

Given the preceding legislation, teachers are now in the workforce longer. Therefore, it is important to support data that suggests improving teacher retention may “yield a bigger payoff” than by focusing on only bettering teacher recruitment efforts (Mervis, 2010). According to a recent research study by Pennsylvania University’s Graduate School of Education, there are four trends that, in addition to changes to the retirement laws, indicate changes to the teacher workforce.

- **Ballooning:** “Over the past 20 years, total K-12 student enrollment (public, private, and charter schools combined) went up by 19 percent. In comparison, during the same period the teaching force increased at over 2.5 times that rate — by 48 percent” (Ingersoll, 2010, para. 7). This dramatic increase could be due to smaller class size initiatives, growth in special education/resource programming, enrichment programming (art, music, physical education, etc.), increased range of curricula, and high school graduation expectations.
- Greying: Teachers were getting older. Figure 2 shows the number of teachers who were 50 years or older increased from about 527,000 in 1987-88 to 1.3 million in 2007-08 (Ingersoll & Merrill, 2010). As the median age of teachers rose, there are implications that school leaders need to address. What were the best ways to work with teachers from within different generational bands? How could school leaders attract and retain quality teachers? Will there be a lack of quality mentors for second-career teachers entering the profession later in life? How will we keep the best and brightest teachers in the profession?

![Age of Public School Teachers, 1987-88 to 2007-08](image)


*Figure 2. Age of Public School Teachers, 1987-88 to 2007-08*
• Greening: Besides having a large proportion of older teachers, schools have seen a simultaneous increase in the proportion of younger teachers. The latter is driven by the ballooning trend—the huge increase in new hires. Most of these new hires are younger, but given another change—an increase in mid-career switching—there is also a significant number of older, and relatively inexperienced, teachers within the workforce. These many new hires resulted in a third large trend: a dramatic increase in the portion of teachers who were beginners—a greening of the teaching force (Ingersoll, 2010).

• Becoming More Female: “In Illinois, fewer than 1 in 4 [public school] teachers between kindergarten and high school are men, a percentage that has declined over a 10-year period from 24.6 percent in 1999 to 22.9 percent in 2008, according to the Illinois State Board of Education” (Chicago Tribune, August 19, 2009). Historical data also supports this trend. The percentage of men in public, K-12 schools, as shown in Table 1, decreased during most decades since 1870, from a high of almost 41% in 1870 to a low of 16% in 1921. Since 1987-1988, there has been a five percent increase in K-5 female teachers in public schools and a 25 percent increase in 6th -12th grade female teachers in public schools (Ingersoll & Merrill, 2013).
Table 1

Percentage of Male Teachers

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percentage of Male Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870</td>
<td>40.9</td>
</tr>
<tr>
<td>1880</td>
<td>41.8</td>
</tr>
<tr>
<td>1890</td>
<td>33.4</td>
</tr>
<tr>
<td>1900</td>
<td>29.1</td>
</tr>
<tr>
<td>1910</td>
<td>20.5</td>
</tr>
<tr>
<td>1921</td>
<td>16.3</td>
</tr>
<tr>
<td>1931</td>
<td>17.6</td>
</tr>
<tr>
<td>1941</td>
<td>21.3</td>
</tr>
<tr>
<td>1951</td>
<td>24.4</td>
</tr>
<tr>
<td>1960</td>
<td>16.6</td>
</tr>
<tr>
<td>1970</td>
<td>32.8</td>
</tr>
<tr>
<td>1980</td>
<td>32.4</td>
</tr>
<tr>
<td>1990</td>
<td>21.9</td>
</tr>
</tbody>
</table>


Research indicates that 25% of all teachers were men, while a mere 10% teach in the elementary grades (Center for Evaluation & Education Policy, 2008; Ricca, 2011). The overall social sentiment seems to be that teaching is women’s work, and further, that teaching young children is not appropriate work for a man (DeCorse & Vogtle, 1997; Hansen & Mulholland, 2005; King, 1998; Vogt, 2002). Additionally, low wages, lack of prestige, physical contact with children, and weak recruitment efforts also contributed to this trend (Center for Evaluation & Education Policy, 2008; Ricca, 2011).
Richard Ingersoll (2010) from the University of Pennsylvania concluded that the teacher workforce was getting older and younger at the same time. He provided the implications to the trends outlined in his research that, as this researcher investigated indicate something needs to be done to motivate teachers of all ages.

There have been many pension reform efforts in the long history of the Teacher’s Retirement System (TRS). Historically, the approximately 135,000 teachers in Illinois were able to retire at 55 years old or after 34 years of service (40 ILCS 5, Illinois Pension Code). In 2002, the Early Retirement Incentive (ERI) temporarily waived penalties normally associated with early retirement. This measure made it financially advantageous for a 50-year-old staff member to retire with the same pension benefits as a 60-year-old staff member (Civic Federation, 2008) and reduced the age span of teachers in the school system. In December 2013, new laws raised the retirement age, with penalties for every year the staff member was under 60 years old. Given that teachers now needed to teach longer because of new pension reform, many into their sixties and possibly seventies, there are new challenges for school leaders as they attempt to maintain a dynamic and motivated faculty.

**Generational Bands**

“In organizations today, generational phenomena may manifest in many ways and have varied consequences” (Joshi, Dencker, Franz, & Martocchio, 2010, p. 392). The four most commonly segregated generations include Veterans/Traditionalists/Silent Generation (born between 1922 and 1943), Baby Boomers (born between 1943 and
1960), Generation X (born between 1960 and 1980), and Generation Y/Millennials/Nexters (born between 1980 and 2000). Properly motivating and establishing a productive workforce, which is impacted by attracting, professionally developing, and retaining the best teachers, is essential for a system’s success. “It is impossible for school leaders to contemplate the future without understanding the DNA of today’s workforce and those waiting in the wings” (Lovely, 2008, p. 1).

Establishing some of the basic characteristics associated with the four generational cohorts provided guidance for the discussion and research of this study. Views and values differ among the four generations and each has a uniqueness associated with ethics, perspectives on work, and management (Zemke, Raines, & Filipczak, 2000). Promoting, rewarding, and sustaining a viable workforce is a focal point for all organizations and is affected by worker values and attitudes (Crumpacker & Crumpacker, 2007). In a school setting, these values are being tested by current legislation that is changing the course of the educational field. No Child Left Behind (Public Law 107-110), IDEA (Public Law 101-476 and Public Law 108-446), and, most recently, Illinois’ commitment to Common Core State Standards and Response to Intervention (RtI) may require teaching skills different from those by which veteran teachers are accustomed. Highly skilled teachers have “finely honed instructional skills…carefully monitor[ing] student understanding as they go” (Danielson, 2007, p. 30). When generations have differing behavioral expectations, conflicts can arise (Strauss & Howe, 1991). And with that, one of a school leader’s responsibilities should be to avert internal conflict with regard to how various staff members observe these new laws and handle the ever-changing landscape of the teaching profession.
The four commonly understood generational divides are listed in Table 2.

Table 2

The Four Generational Cohorts

<table>
<thead>
<tr>
<th>Who they are…</th>
<th>Also Known As…</th>
<th>Born Between…</th>
<th>Approximate Number in America…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>Traditionalist; Silent Generation</td>
<td>1922 - 1943</td>
<td>38 Million</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>The “Me” Generation</td>
<td>1944 - 1960</td>
<td>64 Million</td>
</tr>
<tr>
<td>Generation X</td>
<td>“Xers”</td>
<td>1960 - 1980</td>
<td>39 Million</td>
</tr>
<tr>
<td>Generation Y</td>
<td>Millennials; Nexters</td>
<td>1980 - 2000</td>
<td>79 Million</td>
</tr>
</tbody>
</table>


While some have labeled inter-generational differences at work as a ‘Phony War’ (DiRomualdo, 2006) and ‘More Myth than Reality’ (Giancola, 2006), implications may exist for school leaders when one looks at the generational divide in schools. The range in teachers’ birth year and the defining moments during each generation’s early years may impact collaborative efforts. In any organization there are moments when clashes exist between individuals and the organization, which may sometimes be further exacerbated by the differing perspectives associated with the four generations (Lancaster & Stillman, 2003).

**Motivation**

As new retirement legislation brings an increased age span in schools, districts need to plan for an increase in average wages, prolonged and more utilized health insurance benefits, and possibly less teacher turn over. At the school level, the greater variance in the generational age-band of faculty should, among other things, require
principals to differentiate the ways to increase motivation for all staff members. This study investigated teacher voices across various generations, commonly referred to as a generational intelligence (Biggs & Lowenstein, 2011), to best understand the unique characteristics of each generational band in today’s teacher workforce. When considering the importance for school leaders, more specifically, the researcher tried to portray what motivated teachers to teach from within each generational age band.

There has been considerable research conducted on the study of motivation. A carrot and stick approach has shaped much of the business world that Daniel Pink (2009) author of *Drive: The Surprising Truth About What Motivates Us*, says is a mistake. Pink says the days of “do this and you’ll get that” (p. 203) should be over – i.e., Reach sales goals and earn X% in commission; finish this project by tomorrow at noon and earn an additional day off of work. Rather, the companies that Daniel Pink highlights, often times ones led by Generation Y CEOs, instill the three main components by which intrinsic motivation (Motivation 3.0) are built: Autonomy, Mastery, and Purpose (p. 58). These three components of motivation, which comprised one of the conceptual frameworks for this study, are described below.

**Conceptual Framework I: Pink’s Motivational Theory**

**Autonomy**

Australian Company, Atlassian, requires its engineers to spend twenty percent of their time solving any problem they want, not something they do in their regular job. “To spark even greater creativity among his team, and to make sure Atlassian’s programmers were having fun at work, he [the CEO] decided to encourage them to spend a day working on any problem they wanted, even if it wasn’t part of their regular job” (Pink,
After a 24-hour period, the same groups of employees showed the results to the rest of the company. These 24-hour periods are called FedEx™ Days because the team members must deliver something overnight. Google™ has mimicked this establishment of autonomy by allowing its engineers to spend 20% of their weeks on whatever project they want. As a result, many of Google’s™ most popular products, like Gmail, have been developed out of this 20% time (Walker, 2011).

A Google vice-president recently claimed that half of new Google ‘products’ emerge from its 20 Percent Time, citing Gmail, the social networking service Orkut, and the ‘reality browser’ Google Goggles (Miraclemart, 2006). A post on official company blog titled ‘Google’s 20 Percent Time in Action’ glowingly describes a simple keyboard shortcut for Google's RSS reader application that originated in 20 Percent Time (K, 2006). So even though there is no formal requirement that Googlers spend their 20 Percent Time on marketable projects, the internal company culture clearly encourages the type of work that might eventually pay off – and Google is eager to brag about those projects that do.

With only a hint of exaggeration, Eric Schmidt has written ‘Virtually everything new seems to come from the 20% of their time engineers here are expected to spend on the side. They certainly don't come out of the management team’. (Google Operating System, 2005) (Walker, 2011, pp. 369-386)

But how can this powerful practice be replicated in education? Here in lies a challenge for educators. In a world of mandated change, with Common Core State Standards, No Child Left Behind (Public Law 107-110), high stake standardized testing, and ever-changing technological tools, school leaders may struggle to develop a motivated staff (with a positive morale and strong climate) in an age where allowing for such an autonomous classroom may not be possible. Janiszewsky (2004) says that, in 2004, there were inadequate studies about autonomy. However, a more current study suggests “the lack of autonomy is a demotivator” (Morris, 2011, p. 32) and Daniel Pink (2009) has strong evidence correlating autonomy to motivation. Findings from Janiszewsky’s (2004)
study further suggest that Gen X and Baby Boomers both value autonomy. Since consistency and adherence to the laws became a pressing reality, schools may not have been able to encourage autonomy, thus preventing achievement of one of the components to what Daniel Pink (2009) suggested was one of the three avenues for developing motivation in the 21st Century. Investigating how autonomy was developed, and how this development may differ for each age band, provided the basis and purpose of this dissertation.

**Mastery**

Daniel Pink (2009) stated that mastery, the second of three ingredients of genuine motivation, is one’s urge to get better and better at something (p. 19). In high school and middle school/junior high teaching assignments, this could manifest itself in the improvement of one’s educational pedagogy or content knowledge. In elementary school teaching assignments, where teachers are responsible for teaching all subjects, it could be argued that the pathway to content-knowledge mastery could be more challenging. Teachers are not only, hopefully, striving to become better educators, but are also attempting to master all content areas by which they are responsible to teach. Regardless, Pink suggests that the “most satisfying experiences in people’s lives were when they were in flow” (p. 125). When a teacher is in flow, “the relationship between what a person had to do and what he could do was perfect” (p. 125). To make this point, Pink distinguishes between motivation 2.0 and motivation 3.0. In motivation 2.0, the goal was compliance; while motivation 3.0 “seeks engagement” (p. 121). When analyzing the concept of the “flow experience” (Csikszentmihalyi, 1988, p. 3), Csikszentmihalyi proclaimed that
when a person’s skill is just right to cope with the demands of a situation – and when compared to the entirety of everyday life the demands are above average – the quality of experience improves noticeably. It does not matter whether one originally wanted to do the activity, whether one expected to enjoy it or not. Even a frustrating job may suddenly become exciting if one hits upon the right balance. (p. 32)

And with that, the same problem for educators exists when attempting to increase mastery. How can educational leaders guide teachers to build mastery (or establish flow) in a world of mandated change?

Purpose

“Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some great objective can achieve even more…purpose provides activation energy for living” (Pink, 2009, pp. 132). Daniel Pink suggests that a person could still be motivated by a high sense of autonomy and mastery alone, but it is the trifecta, the combination of autonomy, mastery, and purpose, that brings about the most motivation in a human being. Baby boomers are commonly known as the greatest generation (Brokaw, 1998). In a speech before the 1936 Democratic National Convention in Philadelphia, Pennsylvania, then President Roosevelt said “This generation of Americans has a rendezvous with destiny” (Roosevelt, 1936). It was this sense of purpose, individually and as an American, that propelled a generation of people to exceed expectations, outlined in Tom Brokaw’s book (1998), The Greatest Generation.

People may “not feel comfortable with any activity that lacks an aim or a purpose beyond its own pleasure, and usually they do not recognize the possibility of finding life satisfying without a continuous sense of purpose and effort” (Shapiro, 1965, p. 44). In schools, generations of teachers entered the field of education to help students, inspire
people, and make a difference in the world. In 2013, however, much of teaching was
about data (No Child Left Behind Public Law 107-110, 2001, IDEA Public Law 101-476,
1990, and Public Law 108-446, 2004). Therefore, again, how can educational leaders
build a sense of purpose in a world of mandated change, within a system that may limit
the freedom to build one’s purpose in the fashion by which teachers originally desired?

Plihal (1982) established that teachers’ job satisfaction was related, in part, to the
amount of attention student’s show in class. Furthermore, as cited by Bogler (2001), from
Plihal’s study (1982), “teacher’s years of experience was positively correlated with
intrinsic rewards conceptualized by the importance attached to ‘reaching students’” (p. 6). As such, for purposes of this study, a motivated staff member would theoretically
express a desire and be committed to learning new ways of positively impacting student
achievement across all generational age bands. They would be interested in growing
professionally and/or doing whatever it took to increase student outcomes.

Purpose of Study

The purpose of this study was to identify the perceived factors needed for
maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how
school leaders could improve their understanding of all generations, and therefore work
to increase motivation amongst a growing age span of teachers, was of increasing
importance.

Proposed Research Questions

Increased legal and mandated demands in the field of education have made
teaching and school administration more challenging. Consequently, meeting these
expectations collaboratively, with teachers and school leaders, moving forward together,
could be a hurdle. Over the past few decades, research and experience have outlined how to establish a positive culture of collaboration between teachers and school leaders. Thus, based on what the field of education knows about motivation and research on generational intelligences this study intends to answer the following questions.

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain a teaching faculty that potentially can represent a generational span of over 50 years?
Significance

This research had personal and professional significance. Personally, within the school district this researcher worked, the district was trying, but struggling to build a sense of autonomy, mastery, and purpose. It was determined in 2004 by the Board of Education that the six schools within the district were providing students with different learning experiences and outcomes based on the school they attended or the teacher they were assigned. The Board of Education was committed to closing this gap and worked to ensure that the schools were more connected and aligned. As a result, over time, the teachers felt their sense of autonomy, their ability to run their classroom how they felt was best, was being taken away. An unintended consequence of such a course of action led to the belief that teachers were not trusted. The perception was that a top-down administration was telling everyone what to do and ultimately, unintentionally, reduced the levels of job satisfaction. These incidents led to a contentious collective bargaining process and a near-teacher strike in 2011. It could be argued that the near-teacher strike continued to have a negative effect on the culture of the schools and satisfaction of the staff until significant changes were made. As seen throughout the history of the Chicago Public Schools, “teacher strikes have offered a gauge of the level of teachers’ satisfaction” (Egan, 2001, p. 196). Actual teacher strikes, and threats to strike, in the Chicago Public School system come about when the risk of losing jobs due to budget restrictions is imminent. If financial insolvency continues to be an issue, one could argue that school culture, even after a contentious contract is agreed upon, would continue to hurt.
Professionally, a trend began in which Generation Xers (born between 1960-1980) or Millennials (born between 1980-2000) went into the field of educational leadership and lead schools with increased numbers of teachers from the Baby Boomers (born between 1943-1960) and Veterans generations (born between 1922-1943) (Lovely, 2008). Despite having younger principals, accountability and teacher expectations continued to rise. Therefore, the implications of this study for school leaders today, even those on the younger side, are related to how effectively they can meet the needs of each generation and simultaneously increase levels of motivation and job satisfaction.

This study could help inform the field of educational leadership by highlighting what teachers perceived to need from their principal in order to increase student achievement. This study could help to establish new ways to increase motivation of members of various generations. As previously mentioned, Pink (2009) identifies three areas, autonomy, mastery, and purpose, which, supported by research (Collins, 2001; Drucker, 2001; Hamel, 2007) increase levels of motivation in human beings. This study attempted to discover a motivational element (or elements) that applied specifically to the different generations of public school teachers. Is there a fourth factor that could be added to Pink’s framework? Veterans and Baby Boomers have been teaching for approximately 20-40 years. Contrastingly, Gen Xers and Millennials have been teaching for 1-20 years. “The first step for principals is developing an understanding of adult learners so that principals can differentiate their approach and move all teachers along a learning continuum” (Sweeney, 2011, p. 155).
Conceptual Framework II: Generational Intelligence

Recent research trends involving an aging workforce supported the need to better understand generational distinctions for a productive workplace (Avery, McKay, & Wilson, 2007). Job satisfaction is the most widely discussed issue in the field of organizational behavior (Kumar & Giri, 2009). Some research conducted on the federal and state expectation that one hundred percent of the students will meet and exceed standards by 2014 showed positive teacher responses (Firestone et al., 2002; Jones, Jones, & Hargrove, 2003; Olivant, 2009). However, “more often than not, high-stakes testing in the NCLB era results in negative effects on teaching practices, including a shift toward teacher-centered approaches and a decline in the fostering of creativity” (Olivant, p. 5). As a result, teachers across the state were losing their perceived sense of autonomy, mastery, and purpose. Eamonn O’Donovan (2009) suggested that, although generational diversity has gotten less attention than it deserves, it necessitated great consideration. This awareness had significant implications for school leaders.

During professional development opportunities and the execution of higher expectations, especially as best practices and technology continued to change, school leaders must consider the generational divide that exists, and is getting larger, in their schools. School principals must be an instructional leader for teachers from their early 20s to their 70s. Therefore, if a generation changes approximately every 20 years, school leaders must respect and speak to the needs of three to four generations of staff. Each of these generations were educated during a particular point in history and each teacher from each of these generational bands conduct their classroom in a way that is consistent with their upbringing and historical construct (O’Donovan, 2009).
In the following scenario, Eamonn O’Donovan (2009) outlines a situation in which all generations work together to come to common ground.

Jane, a high school principal, decides that it is time to change the daily schedule of classes for the next school year. Her goal is to maximize instructional time. Many staff members like the current schedule. It rewards the most senior teachers with the best sequence of classes. Other teachers are ambivalent, as they have accepted the status quo. In proposing a major change like this, a leader will often face intense opposition from those with the most to lose, while those with the most to gain will sit on the fence. Jane recognizes that this will be a significant event and begins the groundwork to prepare for the battle ahead.

First, she floats the idea past two veteran teachers, Jim and Marge, who are the gatekeepers of school tradition. Wisely, she frames the idea in the form of a question and defers to their history and prime position in the pecking order at the school. Jim and Marge like the idea and begin to spread the word with colleagues. After a couple of weeks, the principal proposes the schedule change to her leadership team. They form a study group to examine different schedules. A veteran teacher, Alice, who is five years from retirement, heads the group. She assigns tasks and develops a time-line. Kurt, who has taught for 15 years, and Isabel, a 12-year veteran, research schedule options and report back to the group. Hannah, who is four years into her teaching career, compiles data and prepares a PowerPoint presentation to make to the staff. In a number of staff meetings, facilitated by a focus group, consensus is reached and plans begin for implementation of a new schedule of classes. In September, the school year begins with a new block schedule. (O’Donovan, 2009, section 4)

Sensitivity to the history and expertise of the teachers in the above situation exemplifies why school leaders must understand the generational bands, like Jane does in the above scenario, to allow for the most effective collaboration possible (O’Donovan, 2009). Various events from one’s lifetime form the way by which teachers view the world (Biggs & Lowenstein, 2011; Lovely, 2007; Zemke, 2000).

In order to meet the federally mandated, NCLB expectation that 100% of students meet or exceed standards by 2014, teamwork is essential in order for teachers to achieve their purpose of achievement for all students (Bunker, 2008; DuFour, 2004). However, without generational intelligence, school leaders may not have been able to accommodate
how each generation views the varying needs of students. As a result, teachers from within different generational bands will dispute ways by which school districts should increase this achievement (Lovely, 2007; Zemke, 2000). Suzette Lovely (2007), of Yorba Linda, California, claims that Baby Boomers, for example, will emphasize the importance of knowledge recall and will suggest that hard work and responsibility are the keys to a successful life and career. Contrastingly, Generation X teachers, for example, will put emphasis on the importance of teaching skills that transfer to other curricular areas in a world of ever-expanding technology. These teachers will focus on collaboration and problem solving. A school leader must learn to accommodate both frames of minds to improve student learning.

The most significant point for this proposed study that Lovely makes was that many new school leaders are from Generation X, while most union leadership and many other staff are Veterans or Baby Boomers. Since Lovely conducted her work in 2007, seven years have elapsed, and this problem has compounded. The number of aging teachers in the school system has increased, retirement numbers are impacted by a weakened economy, and teachers are teaching longer. Without an understanding of generational intelligence, school leaders may not capitalize on ways by which motivation can be increased. Furthermore, school leaders will struggle to work in collaboration with the more veteran staff and the staff themselves will not work collaboratively with one another (Lovely, 2007; Zemke, 2000). This study hopefully provided productive research in the area of generational intelligence and how school leaders can boost motivation amongst all ages of its faculty members.
Proposed Methodology

This study attempted to seek out the motivational factors of elementary (K-5) teachers, excluding Chicago Public Schools and the district in which this researcher worked, across the State of Illinois by county. This researcher sought out teacher voices across the generational divides and attempted to determine ways by which motivation can increase from within multiple generations. An online survey using a Google Form™ was the most convenient and efficient method of collecting data for this study. Participants were not responsible for sending in a paper copy of the survey, and, therefore, only needed to click an online link to take and submit the survey in order to comply with this researcher’s request. Given that the survey never asked for any identifying information, beyond age, gender, and years of teaching experience, this method was also the best way to protect the anonymity of the participants and increase the response rate. After gathering data from teachers through an online questionnaire as to why they teach and what they need from their principal to be most successful, this researcher was able to draw conclusions about what motivates K-5 teachers. These conclusions, differentiated by generational age bands, were very informative for school leaders. Specifically, how can school leaders develop motivation in their staff through an increase in autonomy, mastery, and purpose, as outlined by Daniel Pink (2009), in each age band? How can school leaders develop a better understanding of their generational intelligence and use that information to develop the motivation in their staff – ultimately leading to improved administration/teacher relationships to improve teacher performance and ultimately student achievement?
Limitations of Study

This current study was limited to teacher voices in Illinois (excluding Chicago Public Schools). It was based on the idea that the age gap amongst public school teachers in Illinois increased due to new laws (Public Law 96-0889 and Public Law 98-0599) that have increased the retirement age. Other states may not have the same retirement and pension reform. It was only assumed that the findings from the surveys conducted of Illinois teachers will have impact and relevance outside of the State of Illinois.

An online survey was employed to identify teacher voices. Information gleaned from this study only highlighted what teachers perceived to need from their school leaders in order for them to have an increased sense of job satisfaction and motivation. This study did not survey principal voices. However, this could be an area for future research. Data collected was self-reported and, therefore, given the online survey, there was potential for misunderstanding of the questions without an opportunity for clarification.

However, the online nature of this qualitative survey was still a good methodology because of the ability to survey 1,986 K-5 teachers across the State of Illinois rather quickly. It also allowed for the researcher to draw conclusions of K-5 teacher motivating values on a large scale.

This researcher is on the cusp of the Generation X and Generation Y Generations. As the study unfolded and conclusions were made about what different generations of teachers require for increased motivation, there may have been biased interpretation due to this researcher’s birth year. To minimize this limitation, this researcher kept a journal that allowed him to place bias away from the research analysis.
Summary

“…Enhancement in job satisfaction, in turn, led to higher performance on the job” (Pink, 2009, p. 72). Daniel Pink has identified three areas, autonomy, mastery, and purpose, which prove to increase motivation in the workforce. However, public school leaders, living in a world of mandated change, may have limited ability to increase the levels of autonomy, mastery, and purpose to the extent that would be recommended in Pink’s book, Drive: The Surprising Truth About What Motivates Us. This study attempted to identify another motivating factor for public school teachers in Illinois by delving into teacher perceptions and voices. Specifically, by looking at motivation through the eyes of the Veteran, Baby Boomer, Generation X and Generation Y teachers, this research provided insight into ways by which school leaders can increase their understanding of what motivates teachers in each generational cohort in order to improve their supervision skills.
CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter summarizes existing literature relevant to research on teacher motivation (including Pink’s three components), teacher job satisfaction, and generational intelligences. Mandated changes to the retirement age in Illinois schools are increasing the age variation of its teachers (Public Law 96-0889 and Public Law 98-0599). Therefore, over recent decades, research and experience have sought to establish a positive culture of collaboration between teachers of all ages and school leaders. Based on the increasing age span of teachers in Illinois schools and on current educational research regarding motivation and generational intelligences, this study must answer the following questions:

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?
3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?

The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance. As teacher retirement requirements become stricter and the age span of teachers in schools continues to increase due to pension reform, the perceptions of teachers’ motivational factors are imperative.

This literature review focuses on research regarding motivation, not specific to teachers, but rather to human behaviors, and about generational intelligences. Generational intelligences refer to school leaders’ understanding of the varying generations of staff within their schools in an attempt to improve employee relations and, ultimately, student outcomes. The purpose of this literature review is to provide the
foundational knowledge necessary to answer the primary research questions about teacher motivation, teacher job satisfaction, and generational intelligences.

**Overview**

According to Thomas Sergiovanni (1992), author of *Moral Leadership: Getting to the Heart of School Improvement*, studies have been long shared, which link teacher motivation, as sociologist Dan Lortie’s study (1975) says, with “serving others, working with people (particularly students), enjoyment of the job itself, material benefits, and the school calendar” (p. 21). In 1990, Susan Moore Johnson conducted a study seeking out motivating factors for teachers and found themes such as, among others, working with students, an interest in the intellectual process, the challenges of pedagogy as an occupation, a commitment to learning more or being more fully engaged in a particular subject area, and getting to make a difference in society (Johnson, 1990) as rewarding aspects of the teaching profession. Similarly, teachers reported being dissatisfied with “low pay, lack of respect, few opportunities for advancement, lack of administrative support, unnecessary bureaucratic demands, poorly maintained buildings, nonteaching duties, lack of parental involvement, limited autonomy, isolation from other teachers, and the lack of a voice in governance and decision making” (Sergiovanni, 1992, p. 23). Johnson (1990) states, that “Despite the teachers’ successes with children and their satisfactions with a school schedule…they reported frustration and disappointment …primarily from conditions found in the workplace” (p. 42). While these older studies are useful, new, more scientific, studies highlight the increasingly important role of educational leaders to improved teacher motivation across generations.
Robert Marzano (2005) conducted a quantitative meta-analysis “to synthesize studies in…school leadership as practiced by principals” (p. 28). He and his team identified 21 responsibilities of principals that demonstrate a consistent, positive effect size related to increasing student achievement. Careful examinations of the studies from 1970 to 2005 were conducted. The following conditions were required to be included in this meta-analysis:

1) The study involved K-12 students;
2) The study involved schools in the United States or situation that closely mirrored the culture of U.S. schools;
3) The study directly or indirectly examined the relationship between the leadership of the building principal and student academic achievement;
4) Academic achievement was measured by a standardized achievement test of a state test, or a composite index based on one or both of these; and
5) Effect sizes in correlation form were reported or could be computed. (p. 28)

Marzano’s findings, called The 21 Responsibilities of School Leaders, with Correlations to Student Achievement, are listed in Table 3.

These 21 principal responsibilities, which increase student achievement, may also impact staff motivation and job satisfaction to varying degrees. “Relationships,” in particular, is a leadership characteristic worth emphasizing for this study because “a case can be made that effective professional relationships are central to the effective execution of many of the other responsibilities” (Marzano, 2005, p. 58). More specifically, principals who exhibit the behaviors related to relationships and staff motivation are cognizant of:

1) Being informed about significant personal issues within the lives of staff members;
2) Being aware of personal needs of teachers;
3) Acknowledging significant events in the lives of staff members; and
4) Maintaining personal relationships with teachers. (p. 59)
Table 3

21 Responsibilities of School Leaders

<table>
<thead>
<tr>
<th>Correlation with Achievement (Effect Size)</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>.33</td>
<td>Situational Awareness</td>
</tr>
<tr>
<td>.28</td>
<td>Flexibility</td>
</tr>
<tr>
<td>.27</td>
<td>Discipline, Outreach, Monitoring/Evaluating</td>
</tr>
<tr>
<td></td>
<td>Culture, Order, Resources, Knowledge of Curriculum, Instruction, and Assessment, Input, Change Agent</td>
</tr>
<tr>
<td>.25</td>
<td>Focus, Contingent Rewards, Intellectual Stimulation</td>
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<tr>
<td>.24</td>
<td>Communication</td>
</tr>
<tr>
<td>.23</td>
<td>Ideals/Beliefs</td>
</tr>
<tr>
<td>.22</td>
<td>Involvement in Curriculum, Instruction, and Assessments, Visibility, Optimizer</td>
</tr>
<tr>
<td>.20</td>
<td>Affirmation</td>
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<tr>
<td>.19</td>
<td>Relationships</td>
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<td>.18</td>
<td>Affirmation</td>
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Marzano’s (2005) research is important for the modern day school principal. In a changing school landscape in which teachers of varying generations have distinct needs and strengths, his research helps to identify why building relationships cross-generationally is important and how it may provide support. Kouzes and Posner (2012), authors of The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, reflect on multiple examples of ‘constituents’ receiving recognition and appreciation from their leaders, which helped establish a positive relationship and increased motivation. “The motivation for working diligently on one’s own job while keeping in mind the overall common objective is reinforced when it is the end result that gets rewarded and not simply individual efforts” (p. 235). Likewise, Daniel Pink (2009), author of Drive: The Surprising Truth About What Motivates Us, suggests that “One of
the reasons for anxiety and depression in high attainers is that they’re not having good relationships and if the broad contours of these findings are true for individuals, why shouldn’t they also be true for organizations – which, of course, are collections of individuals?” (p. 143). In other words, being mindful of collective goals while also increasing attention to the individual; may result in more job satisfaction and, therefore, productivity. To further emphasize this point, Bolman and Deal (2008) cite Burns (1978), Gardner (1986), Kotter and Cohen (2002), and Heifetz and Linsky (2002) who argue that “leaders need skill in managing relationships with all significant stakeholders, including superiors, peers, and external constituents” (p. 348). This review of literature examines the research on increasing motivation and satisfaction by generation, while this study’s data seeks to understand teacher voices regarding motivation and job satisfaction. As a result, the outcomes will hopefully provide school leaders with the information needed to properly motivate all staff members, regardless of age, and build successful relationships.

**Ethical Leadership: Motivating Others with Integrity**

Strike (2007) provides three important justifications for being an ethical leader in an age of accountability. First, a child’s life should not be contingent on “arbitrary characteristics, such as race, ethnicity, socioeconomic class, or gender” (p. 90). If leaders properly act in an ethical manner, there should be limited effects on a student’s ability to succeed. Second, in addition to tests scores, ethical leaders must place a high priority on student citizenship and the attainment of life skills. Third, ethical leaders develop a sense of community and collegiality in their schools that make it easier to achieve goals, “including equal opportunity and multiculturalism” (p. 90). Being an ethical leader on behalf of students while maintaining the integrity of the school faculty is important.
Studies on teacher motivation and job satisfaction are not new, however, Jeffrey Glanz (2010) asserts that, while many researchers have outlined the importance of moral responsibilities in education (Fullan 2003; Hester 2003; Sergiovanni 1996; Strike, Haller & Soltis 2005), “insufficient attention and research has been given to aspects related to moral or ethical leadership among school leaders” (p. 67). Shapiro and Stefkovich (2001) indicate:

Not all those who write about the importance of the study of ethics in educational administration discuss the needs of children; however, this focus on students is clearly consistent with the backbone of our profession. Other professions often have one basic principle driving the profession...In educational administration, we believe that if there is a moral imperative for the profession, it is to serve the best interests of the student. Consequently this ideal must lie at the heart of any professional paradigm for educational leaders. (p. 23)

School principals with a strong sense of ethical and moral leadership are essential for establishing effective schools and sustaining strong learning communities (Marzano, 2005; Sergiovanni, 1992; Starratt, 2003). Bolman and Deal (2011) further outline the importance of such ethical and moral leadership and how, without it, one would be leading without ‘soul’.

As principals today attempt to increase teacher motivation and job satisfaction, which has proven to have a positive impact on student achievement (Bunker, 2008; DuFour, Eaker, DuFour, 2005), they should remember “that our basic nature is to be curious and self-directed” (Pink, 2009, p. 87). Teachers may have reported dissatisfaction or low motivation during the studies Sergiovanni (1992) discussed in the 1970s, 1980s, 1990s, because school leaders may not have had the same knowledge of human behavior that exists today nor the understanding of how essential moral leadership is to student growth and teacher satisfaction. Furthermore, as the role of the principal changed, one
must recognize the effect these changes may have had on teacher motivation. For example, policies changed that required principals to increase their time in the classroom and evaluate teachers (Bolman & Deal, 2008). “When they [principals] set out to apply their new skills, morale problems and complaints soon began to surface…no one anticipated how changes in principals’ duties might affect teachers and impinge on existing agreements about authority” (p. 382).

Disorder may occur during the change process (Blase, 1986; Fullan, 1993; Maehr, Ames, & Braskamp, 1995). Rosenholtz (1987) addressed the dilemma of managing constituents during a change process, and also how to maximize effectiveness and minimize dissatisfaction, associated with the inevitable, and often times mandated changes that impact building principals and teachers. McKinsey (2002) noted these dilemmas served as a meaningful backdrop for thinking about the potential conflicts, which confront the educational reform movement. Examples of these dilemmas include those of standardization versus autonomy, management by hierarchical control, collaboration with agencies not associated with the Board of Education, mandatory versus voluntary change, and so forth. (p. 20)

While the role of the principal continues to adapt (Blasé & Blasé, 2004; Darling-Hammond, 2007; Gupton, 2003; MetLife Survey, 2013; Wulff, 1996), an understanding of leadership and how to motivate teachers has changed significantly and, as a result, so have the methods by which school leaders need to work with their multi-generational staff.

**Brief History of Educational Leadership Pk-12 Schools**

In the early 1900s, leaders were defined by their traits (Finch, 2013). Research studies confirmed over and over again that “initiative, persistence, self-confidence, drive for responsibility, insight, integrity, sociability, and influence” (p. 27) were the target
descriptors of great leaders (Stogdill & Shartle, 1948). In the late 1920s and 1930s, leaders were called upon to be more efficient, as they tried to overcome the economic impact of the Great Depression (Finch, 2013). The Hawthorn Studies of the late 1930s and 1940s (Roethlisberger, 1941) revealed that money was not, in fact, a leading motivational factor, and identified that the quality of supervision was the most instrumental to job satisfaction (Mayo, 1933; Roethlisberger & Dickson, 1939). This revelation led to decades of research and motivational theories centered on the relationship between the organizational leader and his or her subordinates (Roethlisberger, 1941). This advancement led to literature of the latter half the 20th century, which centered on the belief that leaders’ influence and managerial styles could be developed (Finch, 2013). Most recently, studies of the 21st century suggest leaders are change agents, who must prepare themselves and others inside the organization to compete in a global economy (Finch, 2013) and highlight the necessity for ethical leadership in today’s schools.

**Increasing Demands of the Modern Day Principal**

The qualities of effective school leaders continue to change and adapt to mirror both education reform efforts and the changing times (Blasé & Blasé, 2004; Gupton, 2003; Wulff, 1996). For example, if 1980s educational reform efforts were greatly impacted by *A Nation at Risk* (1983), one could argue that this report increased expectations on leaders to meet a new set of standards and attempted to establish positive change. Created as a result of the Secretary of Education, T.H. Bell’s, concern about “the widespread public perception that something is seriously remiss in our educational system,” (p. 1) *A Nation at Risk* analyzed the problem with the public education system
of the early 1980s and provided a solution. This solution led to educational standards for teachers, and higher expectations for students, which, therefore, had direct implications for educational leaders as well. One of the commission’s specific recommendations was for high school students to take four years of English, three of mathematics, three of science, one half year of computer science, and three years of social studies (Borek, 2008) with the goal of ensuring students could compete in the global workforce.

In 2001, educational leadership was affected by reform efforts that evolved into what the No Child Left Behind Act (Public Law 107-110), defines as a data-driven, decision-making, and accountability system (NCLB, 2001). Federal and State mandates under NCLB have led to high-stakes testing and teacher accountability, which are two significant pieces of the current educational framework that have brought the “distribution of resources and equality of educational opportunity sharply into focus” (Dechiara, 2007, p. 76). As the inequalities and disparities become more apparent in an age of transparency and accountability, the moral challenges confronting schools are larger, as is the call for stronger moral leadership from educational leaders (Shapiro & Gross, 2013; Starratt, 2004/2012). If today’s students are not literate, they will struggle greatly to be successful in the 21st Century workforce that awaits them. As technology continues to adapt and improve, there will be fewer factories, for example, for our illiterate students to work, as was once an option. Machines continue replacing the work once completed by human beings and, as such, schools today must prepare our students with new skills for success in alternate settings. Therefore, the obligation for school leaders to maintain high levels of morality, equity, and justice in their work is critical in order to ensure success for all students (Edmunds, 1979; Purkey & Smith, 1983; Shapiro
& Stefkovich, 2011; Stefkovich, 2013). As schools adapt to educational reform efforts, it is imperative that staff and administrators learn how these changes, whether legal or moral, will impact them. School leaders must also be cognizant of how these changes will affect a multi-generational staff so their supports of teachers navigating these changes are appropriate and differentiated. Since, in contrast to previous generations, no one can confidently predict what type of technology, economy, or workforce will exist when today’s students leave or graduate from school, there is a moral and ethical obligation to provide students with the necessary life skills on which they may one day rely, regardless of their socio-economic background. To accomplish this goal, leaders must maintain a strong sense of ethical and moral leadership that intends to bring about the most success for all students and hopefully brings about increased job satisfaction.

**Ethical/Moral Leadership**

In the midst of great educational change, teachers and school leaders alike are held to higher and higher accountability standards. Burn’s (1978) identification of transactional and transformational leadership theories has shaped other modern theories of leadership (Bass, 1998; Sergiovanni, 2009). To meet increasing demands, Marzano (2005) cites Bass (1985) and Burns (1978) by suggesting that transformational leadership is supposed to produce results beyond expectations. As such, ethical leadership styles have gained momentum in the modern era of school leadership. Fullan (2002) describes moral purpose as “social responsibility to others and the environment…leaders with moral purpose seek to make a difference in the lives of students” (p. 17). This is not to say that other styles of leadership do not attempt to positively impact students. However, Fullan (2003) suggests that, “overcoming the challenge to build cultures on trusting
relationships is the moral imperative of school leadership” (p. 45) and one of the foundations of ethical leadership.

Ethical leadership focuses on looking backward to identify the areas in need of improvement and then to look forward in order to improve the school’s impact on students. Differentiating how principals support and develop their teachers highlights the desire to honor the needs of various staff members (Zepeda, 2007) in effort to perform their jobs well. Shields (2010) further explains this point that a transformative leader “recognizes the need to begin with critical reflection and analysis and to move through enlightened understanding to action—action to redress wrongs and to ensure that all members of the organization are provided with as level a playing field as possible—not only with respect to access but also with regard to academic, social, and civic outcomes” (p. 572). Being an ethical leader involves respecting the way by which constituents exercise power, how resources are distributed, and stakeholders are influenced (Nell, 2012). Ethical leadership is seen in acts of humility, generosity, forgiveness, and trustworthiness, and it includes a consideration of multiple perspectives, altruism, and civility (Henderson, 2003; Noddings, 2005; Resick, Hanges, Dickson, & Mitchelson, 2006; Sergiovanni, 1995/2011; Shapiro & Gross, 2008; Shapiro & Stefkovich, 2011).

Ethical leadership may also be known as “responsible leadership” (Nell, 2012, p. 37) that occurs when leaders and followers have shared values (Nell, 2012). As such, responsible leaders walk the walk and they lead with integrity (Maak & Pless, 2006; Shapiro & Stefkovich, 2011). This type of leadership requires principals to understand teachers’ emotions and move them to action, while simultaneously caring for the well being of their followers (Maak & Pless, 2006). As principals navigate the changing
educational world, it is important to remember “conscious and purposeful efforts need to be made to build positive relationships with students and maximize student engagement” (Lee & Burkam, 2003). As previously indicated, strong relationships have a positive impact on student achievement (Marzano, 2005) and on job satisfaction (Morris, 2011). If ethical leaders lead with a clear vision (Shapiro & Stefkovich, 2011) and establish positive relationships, current theories on increasing employee motivation, like autonomy, purpose, and mastery, as described by Pink, could be possible.

Leaders are now mandated to act in an ethical manner. Since it is now the school leaders’ primary responsibility to improve student learning (ISLLC Standards, 2012), all students must have the opportunity to learn and prepare themselves for the unknown future post-schooling. The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, published in 1996, outline six standards that guide school leaders’ work. The fifth standard requires leaders to “act in an ethical manner” (ISLLC, 1996, p. 18). This standard is broken down into eight dispositions:

The administrator believes in values and is committed to:

1. The ideal of the common good;
2. The principles of the Bill of Rights;
3. The right of every student to free and quality education;
4. Bringing ethical principles to the decision-making process;
5. Subordinating one's own interest for the good of the school community;
6. Accepting the consequences for upholding one's principles and actions;
7. Using the influence of one's office constructively and productively in the services of all students and their families; and
8. The development of a caring community. (ISLLC, 1996)

While adhering to the ISLLC Standards (1996), principals must navigate many job responsibilities (Peckover, 2013) that are getting more complex (MetLife Survey, 2009).
Two specific areas in which principals may demonstrate ethical leadership may be seen through the implementation of two of the most prominent and current reform efforts - the new teacher evaluation system and Common Core State Standard initiatives. Implementing the *Growth for Learning* evaluation framework and the *Common Core State Standards* with fidelity is important since the implications are so high. Simply put, if a teacher is underperforming, it is essential that school leaders remediate and/or remove that teacher from the classroom so his or her negative impact on children can be eliminated. This need highlights the importance of the need for strong ethical leaders in our schools.

**Teacher Evaluations**

Of the two most prominent reform movements, principals are currently responsible for overseeing a reconceptualization of the teacher evaluation process, commonly known as Growth Through Learning (or REACH in the Chicago Public Schools District 299). This reform effort is a result of Performance Evaluation Reform Act (Senate Bill 7; Senate Bill 315; Public Act 96-0861), which outlines the methods by which teachers are evaluated and, in conjunction with Senate Bill 7 (Public Act 97-0008), retained or dismissed.

Prior to the adoption of the Growth through Learning framework, the Illinois State Board of Education said that “most current evaluations are subjective and don’t point out strengths and opportunities for professional growth” (P.A. 96-861, 2012). The 2010 Performance Evaluation Reform Act calls for the transformation of current evaluation systems and the inclusion of student academic growth” (ISBE, 2012). Additionally,
The Performance Evaluation Reform Act (P.A. 96-861) is designed to satisfy the State Board of Education’s statutory requirement but, more importantly, serve as a resource to Illinois school districts as they work to incorporate student growth as a significant factor in the evaluation of principals and assistant principals (which all school districts are required to do by September 1, 2012). (cited from http://www.isbe.net/peac/word/peac_prin_eval_model.pdf, 105 ILCS 5/24A-20)

As a result, the formative and summative teacher evaluation process has gained more significance in the modern school system. Charlotte Danielson, author of *Enhancing Professional Practice: A Framework for Teaching* (2007), argues that her framework “maximize[s] student learning and promote[s] student engagement” (p. 20). By definition, the ethical leader would attempt to appropriately manage the changes to the evaluation system. Furthermore, the principal would uphold the moral obligation to meet the needs of all students by increasing accountability for teachers as well as school leaders, and ultimately remediate or remove poor and ineffective teachers or staff. If remediation were needed to improve the quality of instruction for any or all of the students in a school, a differentiated approach should be implemented.

Sally Zepeda (2007) addresses the need for differentiated teacher supervision in her book, *The Principal as Instructional Leader: A Handbook for Supervisors.* She references Allan Glatthorn (1997) who defined differentiated supervision as “an approach to supervision that provides teachers with options about the kinds of supervisory and evaluative service they receive” (Zepeda, 2007, p. 60). She goes on to suggest that “differentiated supervision operates on the premise that teachers should have a degree of control over their professional development and the power to make choices about the support they both need and receive” (p. 60). Best practice provides varied options for a
differentiated model of teacher supervision; however, Zepeda promotes peer coaching, study groups, action research, and/or portfolio development as the best options.

If the professional growth efforts are not differentiated to meet the needs of various teachers, motivation may be negatively impacted. A study by Moore and Fink (2003) showed that motivation and the morale were negatively impacted when teachers were unable to work creatively and collaboratively with their colleagues. The teachers, “referred to loss of purpose or personal investment in the work of teaching” (p. 117). Moore and Fink also referred to ten teachers who announced their early retirement plans due to this dissatisfaction (p. 118). To avoid such a pitfall, Lovely and Buffum (2007) outline the manner in which the four generations, Veterans, Baby Boomers, Generation Xers, and Millennials, learn best (see Table 4).

Table 4

*Training Template: Meeting the Needs of a Mixed Crowd*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Class Setting</th>
<th>Style of Presenter</th>
<th>Substance</th>
<th>Worries and Aversions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>Traditional classroom environment</td>
<td>Unemotional and logical</td>
<td>Large print materials</td>
<td>Being called on and not knowing the answer</td>
</tr>
<tr>
<td></td>
<td>• Stress free: unhurried</td>
<td>• Credible experiences</td>
<td>• Reader’s Digest</td>
<td>• Stories that are too personal</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to practice skills privately</td>
<td>• Older, more mature</td>
<td>• Facts and Summaries</td>
<td>• Overly technical information</td>
</tr>
<tr>
<td></td>
<td>• Adequate breaks</td>
<td>• Presenters who speak the same language</td>
<td>• Actual examples</td>
<td>• Coddling younger participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coaches in a tactful way</td>
<td>• Minimal techno-bells and whistles</td>
<td>• Rudeness</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>Organized for group interaction</td>
<td>Recognizes them for what they already know</td>
<td>Easy to scan</td>
<td>Looking foolish in front of peers (nix the role-play)</td>
</tr>
<tr>
<td></td>
<td>• Chance to network</td>
<td>• Comes across as a friendly equal (never)</td>
<td>• Well organized</td>
<td>• Content that doesn’t apply to</td>
</tr>
<tr>
<td></td>
<td>• Open-ended discussions</td>
<td></td>
<td>• Icebreakers; team building exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Case studies</td>
<td></td>
</tr>
</tbody>
</table>
• Participation in setting the agenda
• Uses personal examples
• All the work piling up back at school or the office

Generation Xers
• Structured so they can work at own pace
• Distance learning and independent study
• On-the-job training
• Gets right to the point
• Informal and fun loving
• Earns their respect
• Doesn’t hover over them
• Gives lots of feedback
• Bulleted to highlight key points
• Headlines and lists
• Role-play (unfazed about looking clumsy)
• Reteaching them what they already know
• Beating a topic to death
• Using overheads
• Boredom

Millennials
• Versatile
• Combines teamwork with technology
• Ability to get up and move around the room when tasks are finished
• Positive and upbeat
• Makes purpose, process, and payoff clear
• Listens; validates ideas
• Recognizes them as lifelong learners
• Retooling what they know to adapt to workplace changes
• Music, art, and games
• Ideas for dealing with difficult parents
• Moving too slowly
• Lecturing
• Out-of-date technology
• Implying they can’t do something
• Criticism


Common Core State Standards

A second major change in the current educational system is the adoption of the Common Core State Standards (CCSS).

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. (CCSS mission statement, cited from corestandards.org)

Given that the children in schools today will work and lead in a future we cannot even imagine, it is important that we prepare students with a range of life-long skills. In a

Simply put, a high school diploma is no longer enough for economic security in adulthood. There is an increasing need for higher education and further advanced degrees that, therefore, necessitate a more rigorous K-12 curriculum preparing students for whatever challenges they will face in college and/or adult careers. “In the year 2000, female and male college graduates earned 60 and 95 percent more, respectively, than those who had not gone beyond high school” (The Economic Imperative for Improving Education, 2003, p. 2). Furthermore,

> The well being of the nation increasingly depends upon U.S. high schools rising to the challenge of preparing all students for a new economic reality…In a world where financial capital, technology, information and goods flow freely across borders, economic advantage goes to the educated and entrepreneurial. (The U.S. Department of Education, 2003, p. 1)

It is too soon to determine whether or not, the impact of federally mandated regulations, such as No Child Left Behind, or the CCSS, which are supported by 46 states and territories across the country, have worked to provide an equal opportunity to a quality, rigorous education. As these standards are implemented across the country, school leaders may benefit from differentiating their support of each teacher in order to maximize the integrity of the CCSS purpose. As such, school principals should navigate the implementation of the CCSS carefully and purposely, and with an ethical approach.
Ronald Holmes (2012) argues the CCSS arose from the concern that not all American children had access to the same curricular standards and from a lack of highly skilled workers in the workforce. According to a study by Carnevale and Strohl (2013), Caucasian students are more likely to go to selective colleges than their Hispanic and African American peers. The CCSS attempt to lessen this disparity and achievement gap between races and ethnicities in American schools by providing clear standards by which all students, regardless of socio-economic status, race, religion, should be held.


Figure 3. College Enrollment Percentages by Race

School leaders must work ethically to provide all children equal access to a rigorous curriculum and to ensure that they master the requirements of the curriculum for college and career readiness. The CCSS are supposed to be this catalyst. According to
Pearson’s Professional Learning Community (PLC) Chief Executive Marjorie Scardino, who partnered with the Gates Foundation to create the CCSS,

The development of the Common Core Standards has set a high bar for public education in America. With the support of the Bill & Melinda Gates Foundation and the Pearson Foundation, we’ll aim high to devise courses that will engage teachers and students and try to help a new generation compete in a demanding world economy. (Pearson Foundation, 2011, para. 5)

The CCSS attempt to provide an equal and rigorous curriculum that will prepare students for future success. More specifically, they attempt to prepare students for success in college and their post collegiate careers. The problem is that not all students currently have access to these higher expectations (Carnevale & Strohl, 2013). With that, “the purpose of the Common Core State Standards is to provide a clear and concise framework to prepare all students in the K-12 environment for college and careers. As this happens, our children will be better prepared for an increasingly competitive society” (Holmes, 2012, para. 7).

**Ethical Leadership and Motivating Others: A Summary**

In summary, according to Northouse (2007), “ethics is concerned with the kinds of values and morals an individual or society finds desirable or appropriate…[and] ethics is concerned with the virtuousness of individuals and their motives” (p. 342). An ethical school leader must find ways to appropriately meet the needs of a multigenerational staff with varying moral codes, as well as, maintain high expectations for all students in a 21st Century world. As previously mentioned, much of the literature on ethical and moral leadership is tied to the concepts of transformational leadership (Brown, Trevino & Harrison, 2005), by which leaders place an emphasis on the values and morals of individuals (Northouse, 2007). Given the complex nature of ethical school leadership,
principals must carefully navigate changes in teacher accountability, evaluation, and the implementation of rigorous CCSS.

Principals must understand how to effectively motivate and support teachers in all generational bands since one’s moral code may be determined by the era in which they were raised and educated (O’Donovan, 2009), therefore, requiring differentiated support. Likewise, as principals of the Baby Boomer generation continue to retire and Generation X (and older Generation Y) teachers aspire into vacant administrative roles, it will be imperative that all stakeholders are sensitive to what could be vastly different approaches to leadership. For example, “At the heart of the clash between Generation X and Baby Boomers are the issues of balance with work and the rest of life…Generation X tends to be unwilling to collaborate in the same manner as their Boomer bosses or Boomer coworkers” (Lovely & Buffum, 2007, p. 29). By respecting each generation’s strengths and knowing what motivates them, principals may maximize their transformation efforts.

Not all Veterans, for example, are honorable and loyal and not all Millennials are optimistic (Behrstock & Clifford, 2009; Rebore & Walmsley, 2010). Nevertheless, specific life events and backgrounds can link a group together because of their shared experiences (Howe & Strauss, 1991; Lovely & Buffum, 2007). It is for these reasons that having a strong moral code and leading in an ethical manner are essential to teacher motivation and success of the entire organization. With that, generational intelligences or a deeper understanding of each generational cohort should be a guide toward maximizing this motivation and organizational success.
Generational Cohorts

For better or worse, “the American workforce has never been so diverse, yet so uniquely singular” (Lovely, 2007, p. 1). Many teachers, in their 50s, 60s, or 70s are postponing retirement, and 20-somethings are beginning their careers. The exact divide between generations varies based on the researcher. Howe and Strauss (1991), however, suggest that looking at how specific life events unite a generational band together. It is the shared experience of a world event, tragedy, or celebration that link individuals to one another. Suzette Lovely (2007) provides four milestones that indicate into which generation an individual would be identified:

- If you remember V-J Day, you’re probably a Veteran.
- If you remember the day President Kennedy was assassinated, you’re a Baby Boomer.
- If you watched the Challenger disaster on a classroom TV, you’re a Gen Xer.
- If Columbine and 9/11 are etched in your memory from adolescence, you’re a Millennial. (Lovely, 2007, para. 7)

While the concept of a generation has many interpretations, there is agreement among contemporary scholars within the disciplines of economics, demography, political science, anthropology, and human development (e.g., Alwin & McCammon, 2007; Corsten, 1999; Howe & Strauss, 1991; Kupperschmidt, 2000; Sullivan, Forret, Carraher, & Mainero, 2009; Twenge & Campbell, 2008) that beliefs, attitudes, and memories from adolescence provide a generational lens through which subsequent experiences are filtered. (Lovely, 2012, p. 16)

Suzette Lovely and Austin Buffum identify four generational cohorts in Table 5.
Table 5

The Four Generational Cohorts

<table>
<thead>
<tr>
<th>Who they are…</th>
<th>Also Known As…</th>
<th>Born Between…</th>
<th>Approximate Number in America…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>Traditionalist; Silent, Mature</td>
<td>1922 - 1943</td>
<td>38 Million</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>The “Me” Generation, Boomers</td>
<td>1944 - 1960</td>
<td>64 Million</td>
</tr>
<tr>
<td>Generation X</td>
<td>“Xers”</td>
<td>1960 - 1980</td>
<td>39 Million</td>
</tr>
<tr>
<td>Generation Y</td>
<td>Millennials; Nexters</td>
<td>1980 - 2000</td>
<td>79 Million</td>
</tr>
</tbody>
</table>


As referenced in Table 6, as of 2010, Veterans made up approximately 3% of the workforce, Baby Boomers made up approximately 48% of the workforce, Generation Xer’s made up approximately 22% of the workforce, and Millennials made up approximately 16% of the workforce (Behrstock & Clifford, 2009). However, Berhstrock and Clifford project that by 2020, these numbers will shift.

In short, in less than 10 years, the Millennials, those born after 1980, will make up nearly half of our country’s work force (Behrstock & Clifford, 2009, p. 1). This information is highly relevant to school leaders. They not only need to be the instructional leader of the school, and continuously work to improve student achievement, but also understand the generational makeup of his or her staff in order to determine how to motivate faculty and move the school forward.
Table 6

Percentage of Workforce by Generation

<table>
<thead>
<tr>
<th>Generation</th>
<th>Percentage of workforce in 2010</th>
<th>Projected Percentage of workforce in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>3%</td>
<td>NA</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Generation Xers</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Millennials</td>
<td>16%</td>
<td>44%</td>
</tr>
</tbody>
</table>


Understanding how members of different generations will accept and adapt to change is essential. To do so, principals may find it helpful to understand the literature on Marzano’s et al. (2005) differences between the lasting impact of the change effort – what he calls first-order and second-order change (p. 66). These purposeful leadership strategies will help ensure that programs, practices, and initiatives are successful. “The leadership supporting an innovation must be consistent with the order of magnitude of the change represented by that innovation” (p. 66). In other words, first order change is incremental and “thought of as the next most obvious step to take in a school or a district” (p. 66). Second order change is a “deep change” (p. 66) that “involves dramatic departures from the expected, both in defining a given problem and in finding a solution” (p. 66). The successful implementation of second-order change could be greatly influenced by providing differentiated growth opportunities based on the generational cohort into which teachers fall. Meredith, Schewe, and Hiam (2002) propose adapting a
flexible leadership style to support generational differences. Arsenault (2004) noted preferred leadership styles of each generational cohort, as described in Table 7.

Table 7

*Preferred Leadership Style by Generation*

<table>
<thead>
<tr>
<th>Generation</th>
<th>Preferred leadership style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran</td>
<td>Tend toward a directive style that is simple and clear. Rationale for this style was that Veterans were organized men who were loyal to the organization. Within each organization there was a clear well-defined hierarchy with very formal, military like relationship. Authority was highly respected.</td>
</tr>
<tr>
<td>Baby Boomer</td>
<td>Prefer a collegial and consensual style. Passionate and concerned about participation and spirit in the workplace. They espoused lots of communication, sharing of responsibility, and respect from each other’s autonomy. Baby Boomers despise the traditional hierarchy and make every effort to turn the hierarchy upside-down.</td>
</tr>
<tr>
<td>Generation X</td>
<td>Tend to be fair, competent and straightforward. They do not respect authority as did past generations, as they prefer egalitarian relationships. They like to be challenged and thrive on change. Brutal honesty is a trademark of this generation.</td>
</tr>
<tr>
<td>Millennials</td>
<td>Prefer a polite relationship with authority. Like leaders who pull people together. Believe in collective action and a will to get things changed.</td>
</tr>
</tbody>
</table>


Teachers within each of the various generations, therefore, may respond uniquely to the modern reality of the teaching profession. “The 20th-century workforce will embrace career, success, loyalty to the employer, financial rewards, and promotion. The workforce of the 21st century will seek learning, growth, and inner contentment, along with loyalty to self, and personal development, and be more interested in the quality of life rather than material goods” (Riescher, 2009, p. 22). Martin and Tulgan (2002)
recommend that leaders use the understanding of generational differences to their advantage. For example, Veteran teachers’ expertise could be utilized to pass on knowledge to younger staff. They may become coaches or mentors, support newer teachers as they learn how to meet new responsibilities of the job, and to treat them as professional colleagues. Likewise, younger teachers can inform veteran teachers with how to integrate technology into their lessons to best guide their instruction. An educational leader must begin to understand the unique strengths, motivation, and learner characteristics of each generational cohort to best appreciate the landscape of today’s workforce. Therefore, an explanation of each generational cohort’s traits is necessary.

**Veteran Generation, Born between 1922-1943**

Veterans, also known as the Traditionalist, Silent, and Mature generations (Lancaster & Stillman, 2005; Martin & Tulgan, 2002; Smith & Clurman, 1997; Strauss & Howe, 1991; Zemke, Raines, & Filipczak, 2000), “are the generation whose vision and hard work created the United States as we know it today – a bold, powerful, prosperous, vital, modern democracy with all of its inherent challenges and paradoxes” (Zemke et al., 2000, p. 29). Veteran teachers experienced the Great Depression and World War II. Many veterans had parents who lost their job during the Great Depression and, as a result, dealt with hardship. Therefore, “members of this cohort don’t take a job for granted…it is something to be revered” (p. 47). As a result, they value dedication, hard work, conformity, law and order, respect for authority, patience, adherence to rules, and honor (Hill, 2004; Zemke et al., 2000).

There is much to be learned from teachers who fall into this veteran generation. Scherer (1992) concludes that “the input and active involvement of veteran teachers are
imperative” (p. 71) to the mentorship of all younger generations in the organization. Veteran teachers have an institutional knowledge and memory of their school and district that could be invaluable to other teachers and school principals. They also have a tremendous amount of experience in the field of education to share with all other members of the school community. A deeper understanding and appreciation for veterans allows a principal to both lead and work alongside the cohort. For example, understanding the perspective of a WWII veteran (and a member of the veteran generation), helps explain why a principal of this generation would resemble the leadership style seen most often in the military. For instance, in WWII, executive decisions and total command leadership was simple and essential to victory (Zemke et al., 2000).

Motivating members of the veteran population may depend on the personality of the veteran teacher, although certain strategies seem more successful than others. In order to build essential relationships with veteran teachers, Zemke et al. (2000) proposes using a personal touch (write a handwritten note), provide perks (personal parking spaces), and say things like, “Your experience is respected here,” or “It is valuable to the rest of us to hear what has – and hasn’t – worked in the past” (p. 49).

**Baby Boomer Generation, Born between 1944-1960**

Baby Boomers, aka the “Me” Generation or Boomers, experienced the John F. Kennedy assassination and the Vietnam War. They joined the workforce at the economic upswing of the mid-1960s and end of the 1970s (Lawler, 1994; Lovely & Buffum, 2007). Boomers think they are “cool,” they are workaholics (and competitive), and they are very
driven to succeed (Lovely & Buffum, 2007). Additionally, Baby Boomers appreciate the opportunity to contribute in the workplace and want honest feedback (Hill, 2004).

The implications for school leaders understanding the Baby Boomer generation are vast. Lovely (2007) establishes that while veterans follow rules, they are loyal, and patient (as a general rule); Baby Boomers redefined the rules and typically seek out immediate gratification. Boomers are motivated by public recognition, company perks, consensus (they highly value participation), and rewards in the workplace (Zemke et al., 2000). They want to hear things like, “[Our school system] needs you,” “I approve of you,” and “You’re worthy” (p. 77). As leaders, the Baby Boomers are generally collegial (p. 79). However, “each new generation, when it attains power, tends to repudiate the work of the generation it has displaced and to reenact the ideals of its own formative days” (Schlesinger, 1986, p. 30). While the education reform efforts of the Boomer generation have not necessarily worked (Fry, 2010), the Baby Boomers were, overall, very successful in moving the country along. Their participatory management style also led to the formation of workers’ rights and the formalization of teachers’ unions.

Unions, which started appearing in schools in the 1960s (Carini, 2003), “shape both organizational structure and individuals’ experiences and orientation toward the organization, i.e., social organization” (p. 32). They provide a group voice for workers, which allowed teachers to feel empowered (Hirschman, 1970). Although literature exists to support the idea that principals and superintendents have fewer management rights under union systems, some school leaders appreciate the increased formalization and standardization associated with teacher unionism (Kerchner & Mitchell, 1988).
**Generation X, Born between 1960-1980**

Generation X are also known as Xers, Gen X, or, unfortunately, the Lost Generation, following the great success of the Baby Boomers (Smith & Clurman, 1997; Strauss & Howe, 1991; Zemke et al., 2000). Members of Generation X were raised in an era of increasing divorce rates and a struggling economy (Lovely, 2007). They do not respect authority as much as their parents’ and grandparents’ generations. Generation Xers are comprised of people who were born and raised in the information age (Twomey, Lineham, & Walsh, 2002). As a result, “This generation will not only concern itself with significant others, but also with itself as a chance for self-reflection and renewal, both of which have been in short supply for the baby boomer principal” (O’Brien, 2008, p. 23). Since they are more comfortable with change than their predecessors (Hill, 2004; Zemke et al., 2000), Generation X see “job-hopping as essential for advancement” (Lovely & Buffum, 2007, p. 52). School leaders need to be aware that Gen Xers strive to have a work-life balance, avoid the limelight, and may go around authority (Zemke et al., 2000). Consequently, they may have a poor work ethic and reputation.

Generation X teachers enjoy a fun, informal working environment (Zemke et al., 2000). Principals of Gen X teachers, though, are leading schools that are different than those of the past, which may not necessarily be supportive of a lax environment. It is clear that schools today are more multicultural than ever before and contain students with a variety of needs (O’Brien, 2012). As such, Gen X teachers may not get to behave in the fashion by which they would choose. Therefore, this generation of teachers may require the use of mentors to “teach them some of the organizational politics” (Zemke et al., 2000, p. 123). Principals would also benefit from making Gen X teachers feel like
insiders (to build loyalty) and avoid saying things like, “There are no policies and procedures at this school district” or “Do it however you want” (p. 113).

**Generation Y, Born between 1980-2000**

Generation Y are also known as Nexters, Millennials, Generation 2001, Nintendo Generation, Internet Generation, and N generation (Hicks & Hicks, 1999; Lancaster & Stillman, 2005; Martin & Tulgan, 2002; Meredith et al., 2002; Smith & Clurman, 1997; Strauss & Howe, 1991; Zemke et al., 2000). Generation Y members are currently between 23 and 33 years of age, making up the youngest group of teachers in the current school system. Among others, Rebore and Walmsley (2010) outline Generation Y characteristics as: communicating more through technology than in person; valuing the benefits of work; seeking career advancement; desiring flexibility and higher pay; working well in teams; wanting feedback; appreciating change; and often times multitasking (p. 5). Generation Y grew up optimistic and will work hard to learn the skills necessary to do their job well (Hill, 2004; Zemke et al., 2000).

By 2014, many Baby Boomers will begin retiring from the field of education (Fry, 2010). This makes way for many Generation Y teachers to enter the field or move into more prominent roles (Behrstock & Clifford, 2009). As this happens, school principals need to provide proper supervision and support for Generation Y individuals as they begin to work with teachers from older generations with different moral codes and priorities (Zemke et al., 2000, p. 144). Principals need to communicate, “You’ll be working with other bright, creative people” or “You and your coworkers can help turn this company around” (p. 145).
In their 2007 book, *Generations at School: Building an Age Friendly Learning Community*, Lovely and Buffum (2007) outline the general characteristics and the defining moments/cultural icons of the four generational cohorts mentioned in Table 8.

Table 8

*Who’s Who? A Snapshot of Four Living Generations*

<table>
<thead>
<tr>
<th>Generation/Age Span</th>
<th>General Characteristics</th>
<th>Defining Moments/Cultural Icons</th>
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| Veterans (born 1922-1943) 38 million Americans | • Formed worldview during hard times of Depression and WWII  
• Built much of the nation’s infrastructure  
• Believe in duty before pleasure  
• Spend conservatively  
• Embrace values that speak to family, home, patriotism | • The Great Depression  
• Bombing of Pearl Harbor  
• The Golden Era of Radio  
• Superman  
• FDR, Patton, Eisenhower |
| Baby Boomers (born 1944-1960) 64 million Americans | • Grew up in optimistic times of economic expansion  
• Think of themselves as “cool” and “stars of the show”  
• Covet status and power; drive to succeed  
• Are service oriented  
• Tend to be competitive because of their group size  
• Pursue own gratification, often at a price to themselves and their family | • Vietnam War  
• Assassinations  
• Civil rights movement  
• Women’s lib  
• The peace sign  
• *Captain Kangaroo*  
• The Beatles |
Generation X
(born 1960–1980)
39 million Americans
- Raised in a era of soaring divorce rates, struggling economy and fallen heroes
- Are self-reliant and skeptical of authority
- Seek sense of family through network of friends and work relationships
- Maintain nontraditional orientation of time and space
- Eschew being labeled in any way, shape or form
- Microwaves, computer games, VCRs
- Nixon resignation
- MTV
- AIDS
- Extreme Sports
- *The Simpsons*

Millennials
(born 1980–2000)
79 million Americans
- Feel wanted and indulged by parents
- Lead busy, overplanned lives
- Embrace core values similar to Veterans – optimism, civic duty, confidence, morality
- Are well mannered and polite
- Able to use technology in unforeseen ways
- 9-11
- Columbine
- The Internet
- X Games
- Reality TV
- The Olsen Twins


In relation to a school principals’ ethical obligation to support multigenerational cohesion, Bass (1985) proposed that transformational leaders would fail in their leadership efforts if they were viewed as unethical, inauthentic or “are motivated by self-interest instead of altruism” (Brown et al., 2005, p. 118). Unfortunately for the school leader, this inauthenticity could occur from within any of the generational age bands. As a result, principals must understand what exactly motivates each generational band and
how to support their varying needs. McClelland (1965) supports this idea by suggesting that motivation as a leadership trait may influence organizational effectiveness. If increasing motivation amongst teachers is not a primary focus of school principals, one could argue that the school system will be negatively impacted. Teachers may remain unmotivated and, therefore, create more challenges for the school principals or worse yet be unable to appropriately meet the needs of their students.

Gareth Morgan (1998) provides metaphors for understanding the multifaceted nature of organizations. Morgan describes organizations for leaders as bureaucratic machines, complex, chaotic brain-like structures, or as psychological prisons. As such, rather than simply managing organizations, leaders must navigate these complex networks and determine how to improve job satisfaction and increase motivation in the workplace (Pink, 2009). Principals can increase their impact by “making employees feel more useful and important by giving them meaningful jobs and by giving as much autonomy, responsibility, and recognition as possible as a means of getting them involved” (Morgan, 1998, p. 38). When sensitivity to the needs of a multigenerational teaching staff is not harnessed or an increase in motivation is not sought or accomplished for all generational cohorts, a “survival of the fitting” culture (p. 61) may develop. If teachers do not feel like they have power to make change outside of their classroom (i.e., they do not feel respected as a member of their organism/system), they will simply work together against the administration to fight for their voice to be heard (Morgan, 1998). To avoid such a setback, leaders must lead in an ethical manner, which requires principals to understand teacher’s feelings (Maak & Pless, 2006) and lead in a trustworthy and
altruistic fashion (Henderson, 2003; Noddings, 1995; Resick et al., 2006; Sergiovanni, 1995/2011; Shapiro & Gross, 2008; Shapiro & Stefkovich, 2011).

Given this reality, a discussion on the challenges school leaders face and what motivates teachers is imperative. In doing so, principals must understand how to cultivate a culture of collaboration (Senge, Kleiner, Roberts, Ross, & Smith, 1994) and recognize what members of each generational band needs in order to maximize effectiveness.

Harnessing the Power of Generational Intelligence When Leading Faculty towards Improved Student Outcomes

Teacher teams do not automatically work well together. As Professional Learning Communities (PLCs) become more commonplace in the American education system, it is imperative that teachers know how to collaborate with each other, especially those from different generational cohorts. “A major goal in the design of a learning community is facilitating a culture of collaboration within a setting that is complicated by the cross-age diversity of most teams” (Lovely & Buffum, 2007, p. 28). However, teacher teams, be they organized by content or grade level, are not designed around the generation of the teacher. Therefore, teams are likely to consist of varying blends of Millennials, Gen Xer’s, Baby Boomers, and Veterans. It must be acknowledged that each of the representatives on these teams from different generations brings to the work a unique upbringing, moral code, and belief system (Lovely & Buffum, 2007).

Multiple research studies support the idea that stronger learning communities equate to greater student outcomes (Bunker, 2008; DuFour et al., 2005). Thus, one could argue the stronger the professional team and acknowledgment of generational differences the better the professional learning community. Lovely and Buffum (2007) outline a
series of attributes of Millennials (quoted from Howe & Strauss, 2003). From this study, it is suggested that Millennials enjoy a TEAM (Together Everyone Achieves More) approach (p. 75). This example could provide important generational information a principal may use to help create effective PLCs amongst multi-generational staff. While challenging, school leaders must be committed to seeking other examples, too, of what motivates each generation and cultivating a culture of collaboration to bring about the most student achievement (DuFour et al., 2005).

In bridging the generational gaps in such PLCs or teacher teams, Biggs and Lowenstein (2011) distinguish between generational conscientiousness and generational intelligences. They say, “Generational intelligences attempts to bridge generational differences through empathetic understanding” (p. 52). School leaders have a moral and practical obligation to bridge any divides, which exist on the various teams that function within their school. “Although leadership and supervision are not synonymous, some of the same attributes should be considered when reviewing research” (Morris, 2011, p. 61). While all four generations were fairly consistent in the characteristics they felt were important in systems’ leadership (Deal, 2007), it is still important for school principals to nurture and be cognizant of techniques that support all teachers.

Eaton (2008) conducted a fairly extensive research project focusing specifically on all the needs of the four generations. While this study was not conducted specifically on teachers (participants were government employees in a bureaucratic setting), the findings may transcend to other fields such as education. In summary, Eaton suggests that additional measures need to be taken to better accommodate Millennials (the youngest group of employees) to an organization’s culture. Eaton (2008) concludes that there are
significant differences among the generations in the workplace specific to job
satisfaction, promotion, and basic day-to-day operations.

With consideration of generational cohorts, Lovely and Buffum (2007) provide
wisdom for school leaders on how to accommodate these varying needs and best
establish a school community. Principals can learn from what they say is important for
teachers to better ensure the success of the organization.

• If new to a position, seek out others who have been around the block,
• Let people argue with you, even if they’re a lot younger,
• Don’t paint every generation with the same brush,
• Wait your turn,
• Be wise with words,
• In any crisis, stop and step away from the confusion,
• Swallow your pride. (Lovely & Buffum, 2007, pp. 68-69)

Zemke et al. (2000) further identify challenges of four generational cohorts
working with one another. “The four generations – Veterans, Boomers, Xers, and Nexters
– have unique work ethics, different perspectives on work, distinct and preferred ways of
managing and being managed, idiosyncratic styles, and unique ways of viewing such
work-world issues as quality, service, and, well...just showing up for work” (p. 25).
These differences inherently pose challenges for school leaders. In any organization there
are moments when clashes exist between individuals and the organization, which may
sometimes be further acerbated by the differing perspectives associated with the four
generations (Lancaster & Stillman, 2003). Even though these challenges exist, school
leaders are still obligated, and hopefully morally driven, to improve student learning.
An Industry Example

In order to increase motivation, creativity, and productivity, Australian Company, Atlassian, requires its engineers to spend 20% of their work time solving any problem they desire, not necessarily something related to their regular job (Pink, 2009, p. 101). After a 24-hour period, the same groups of employees show the results of their autonomous work to the rest of the company. These 24-hour periods of autonomous study and creative problem solving are referred to as FedEx™ Days because the team members must deliver something overnight. Google™ mimicked this establishment of autonomy and allowed its engineers to spend 20% of their week on whatever project they wanted as well. As a result of this 20% time, many of Google’s™ most popular and successful products, like Gmail, have been developed (Walker, 2011). Implementing these same beliefs about autonomy may have a tremendous impact on student achievement because of the ways by which certain life-long skills, such as problem solving and teamwork, would be fostered in the classroom.

To draw upon the theoretical framework of Daniel Pink’s theories and research, human motivation is based on providing autonomy, establishing a sense of purpose, and encouraging mastery in the workplace. Cultivating autonomy, as provided in the example above, is just one strategy of increasing motivation. Other known theories of motivation, including Pink’s three methods of establishing “Motivation 3.0” (p. 59), autonomy, mastery and purpose, are described below.

Motivation

Varying views and motivational theories have evolved over the years, including, but not limited to Herzberg’s hygiene-factors and motivation, Vroom’s expectancy
theory, Maslow’s hierarchy of needs, McGregor’s X/Y theory (Lawler, 1994; Morris, 2011), and most recently, Daniel Pink’s Type X behavior theories. While what is known about human behavior has developed, “researchers in human motivation have long talked about two kinds of motivation—extrinsic and intrinsic” (Kouzes & Posner, 2012, p. 114). “People do things either because of external controls—the possibility of a tangible reward if they succeed or punishment if they don’t—or because of internal desire (Kouzes & Posner, 2012, p. 114). As school leaders have better understood these motivational theories, they have been better able to inspire workers to maximize output and potential.

Herzberg (1968) was one of the first psychologist to begin identifying and valuing intrinsic over extrinsic factors, which impact motivation. Herzberg believed that motivation would increase if businesses adopted a democratic approach to management, such as establishing policies, outlining working conditions, clarifying salary, etc. He also argued that job satisfaction is distinctive from job dissatisfaction, believing that motivation increased by attempting the following:

- **Job Enlargement** – work becomes more interesting if [workers] are given a variety of tasks to complete (not necessarily more challenging).
- **Job Enrichment** – workers gain a greater sense of achievement if they are given more complex and challenging tasks to complete.
- **Empowerment** – workers are delegated more authority and autonomy to make their own decisions about work (Herzberg, Mausner, & Snyderman, 1959).

The theory of extrinsic and intrinsic motivation has value in the teaching profession and for instructional leadership. “Leaders who create schools and districts capable of sustained substantive improvement are not laissez-faire in their approach to
education, but rather are skillful in implementing the concept of simultaneous loose and tight leadership” (DuFour, 2007, p. 39). Knowing which concepts need to be kept loose and which tightly controlled is a crucial skill. In order to increase motivation, Herzberg (1968) identified achievement, recognition, responsibility, advancement, and learning as motivators. In contrast, policy and administration, supervision, and working conditions were labeled as hygiene factors (p. 99). Providing a sense of autonomy and creativity in the district’s decision making, “within a systematic framework that stipulates clear, non-discretionary priorities and parameters” is critical (DuFour, 2007, p. 39). Herzberg’s (1968) theory on how job enrichment is central to workers motivation is still consistent with current research on motivation and generational intelligences.

Research suggests that providing more autonomy and freedom to workers is a highly valued skill by members of Generation X, born between 1960-1980 (Lovely & Buffum, 2007). Likewise, a Millennial, born between 1980-2000 may appreciate the systematic framework that outlines a district’s priorities and expectations (Zemke et al., 2000). Halvorson (2013) challenges readers to “imagine there was something you could add to your car’s engine, so that after driving a hundred miles, you’d end up with more gas in the tank than you started with. Wouldn’t you use it” (para. 1)? She argues that “autonomy – when they [workers] have some say in what they do and how they do it” (para. 1) makes work more interesting and increases creativity. Essentially, getting more out of your workers is possible by providing choice and flexibility. Nelson (2005) outlines common motivators shared across the generations. The top motivator, according to her research, is support and involvement, which includes being informed by the boss, being asked for input, and knowing it is okay to make mistakes (p. 4). Next, in priority
order, are personal praise, autonomy, and authority (getting to decide how work is done, choice of assignments). While Herzberg (1968) provides one theory of building intrinsic motivation, which is supported by more current research as well, other theories exist, too, that help to inform this literature review.

Vroom’s Expectancy Theory (1964) suggests that although individuals may have different sets of goals, they can be motivated if:

- There is a positive correlation between efforts and performance;
- Favorable performance will result in a desirable reward;
- The reward will satisfy an important need; and
- The desire to satisfy the need is strong enough to make the effort worthwhile.

(Vroom, 1983, para. 1)

Determining what motivational and leadership style is needed depends on the workers’ “maturity” (Hersey, Blanchard, & Johnson, 1977) or “readiness level” (Hersey, 1984). Hersey notes readiness is based on how willing workers are to do a good job and how able they are to do their job well (Hersey et al., 1977). Lovely and Buffum (2007) identify veteran superintendents as a case in point. “In their minds, age correlates with rank and status” (p. 3) and is greatly impacted by the type of education the people in the different generations had growing up. When Baby Boomers, for example, were school-aged children, they were the first generation to focus on cooperation and sharing (Raines, 1997). As a result, Baby Boomers, as adult workers, value teamwork, have a strong desire to prove themselves, and are good at building rapport (Lovely & Buffum, 2007).

The Veterans and Baby Boomers, as members of those generations, have a high readiness level and value hard work. Likewise, members of the Generation X tried riding the wave of the Baby Boomers and, as a result, are known as the Lost Generation. As adult
workers, Generation Xers tend to be lazy and “respond well to a traditional classroom environment” (p. 242). Millennials feel ready based on their high-praise upbringing.

Another motivational theory is that of Harry Maslow. Maslow’s work (1943) “proposes a hierarchy of needs that advances from surviving to thriving in an individual. Each successive need must be fulfilled for a psychological progression of personal growth to take place in that particular area of an individual” (Walsh, 2010, pp. 21-22). “These basic needs are physiological, safety, love, esteem, and, self-actualization” (Maslow, 1943, p. 394). Maslow also suggests that human beings are motivated by the desire to achieve and by various intellectual factors (Maslow, 1943; Morris, 2011).

Understanding what needs are met and not met, for all staff members, will help increase motivation and, theoretically, student achievement as well (Bunker, 2008; DuFour et al., 2005).

While there are pieces of Maslow’s work that still provide relevant motivational theories, there has been tremendous change in the workforce since the era when Maslow’s Hierarchy of Needs was first published in 1943. When looking at Maslow’s Hierarchy of Needs as a tool for understanding how it applies to the different generations, it may be a little outdated. Janice Carter-Steward (2009) investigated these changes. Given that there were two generational cohorts when Maslow first published his work and we have transformed from an industrial age to a knowledge/information, age, “Maslow’s motivation theory has very little effect on today’s four groups of workers” (Carter-Steward, 2009, p. 119). Carter-Steward found that the four generations, Veterans, Baby Boomers, Generation Xers, and Millennials were “very different in their perceptions of motivation and that it was dependent on the circumstances and the
generation specifically” (Morris, 2011, p. 49). As principals gain a greater understanding of what motivates each generational cohort, the updated information on Maslow’s original work is important.

Another motivational theory is McGregor’s Theory X and Y. McGregor (1960) suggests that “successful management depends – not alone, but significantly – upon the ability to predict and control human behavior” (p. 4). McGregor’s theory has had implications for managers in all industries, school principals included, based on the notion that there are two ways to look at human behavior. The assumptions were named *Theory X and Theory Y*. Theory X assumes that employees are naturally lazy and will avoid work if they can. Therefore, Theory X assumes that school leaders need to control employees because people prefer to be directed, do not want the responsibility, have little ambition, and want security (McGregor, 1960, 1967; McGregor & Cutcher-Gershenfeld, 2006). Theory Y assumes the opposite, that employees are determined, self-motivated, and eager to accept more work-related responsibilities. This assumption is also based on the idea that people have self-control, they want to be self-directed, and they have potential to solve problems (McGregor, 1960, 1967; McGregor & Cutcher-Gershenfeld, 2006). According to these two views of human behavior and motivation, school leaders should treat teachers and other staff members accordingly (McGregor, 1960). Kreitner (2001) suggests that having a negative outlook (Theory X) would require leaders to manage activities of people very closely and potentially decrease motivation. The more positive approach (Theory Y) allows leaders to create and improve culture and climate. People would feel supported and trusted, and their motivation to work hard would allow for corporations [schools] to meet their goals.
Accurately predicting human behavior has much to do with generational intelligences. School leaders must consider the learning styles of the various generations of workers, which are “determined, more than anything, by the way they were taught when they were in school” (Zemke et al., 2000, p. 242). Kotler and Keller (2006) agree that each generation is profoundly influenced by the times in which it grows up – the music, movies, politics, and defining events of that period...Members of a cohort [generation] share the same major culture, political, and economic experiences. They have similar outlook and values. Marketers often advertise to a cohort group by using the icons and images prominent in their experience. (pp. 235-236)

Therefore, having a differentiated supervision and professional development model in schools is critical (Zemke et al., 2000; Zepeda, 2007) and an important method by which principals could be sensitive to the needs of, and therefore motivate all staff members.

Jim Collins, author of Good to Great (2001), states that “expending energy trying to motive people is largely a waste of time...If you have the right people on the bus, they will be self-motivated” (p. 89). Self-motivation may not be enough because it “imply[ies] that motivation is something that gets done to people rather than something that people do” (Deci, 1995, p. 21). Pink (2009) concurs and suggests people have a choice in how they behave. Going forward, Pink says, “We can cling to a view of human motivation that is grounded more in old habits than in modern science” (p. 79). Pink goes on to outline what he calls Motivation 3.0 in his book, Drive: The Surprising Truth about What Motivates Us. Pink suggests that motivation is mainly intrinsic (as opposed to extrinsic) and that the three main methods of increasing motivation are to provide the necessary autonomy, develop mastery, and provide a clear sense of purpose to people’s work.
Pink’s Motivational Theory

Autonomy

In a world of mandated change, with Common Core State Standards, No Child Left Behind (Public Law 107-110), high stake standardized testing, new evaluation instruments and expectations, and ever-changing technological tools, how can school leaders develop a motivated staff (with a positive morale and strong climate) in an age where allowing for such an autonomous classroom may not be possible? Findings from Janiszewsky’s (2004) study suggest that Gen X and Baby Boomers both value autonomy. Other studies show it is the younger generations who value autonomy (Cennamo & Gardner, 2008). Principals who have a solid understanding of which staff members need and desire autonomy in their work will benefit and, hopefully, student achievement will be improved.

Mastery

Daniel Pink (2009) states that mastery, the second of the three ingredients of genuine motivation, is one’s urge to get better and better at something (p. 19). In high school and middle school/junior high teaching assignments, this could manifest itself in one’s educational pedagogy or content knowledge. In contrast, in elementary schools, teachers mainly focus on only becoming better instructors, given that teachers are expected to teach all subjects and do not concern themselves as much with mastery of content. Regardless, Pink suggests that the “most satisfying experiences in people’s lives were when they were in flow” (p. 125). When a teacher is in flow, “the relationship between what a person had to do and what he could do was perfect” (p. 125). Pink distinguishes between motivation 2.0 and motivation 3.0. In motivation 2.0, the goal was
compliance. Motivation 3.0 “seeks engagement” (p. 121). And with that, the same problem for educators exists when increasing mastery. How can educational leaders guide teachers to build mastery (or establish flow) in a world of mandated change?

**Purpose**

“Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some great objective can achieve even more…purpose provides activation energy for living” (Pink, 2009, pp. 145-146). Daniel Pink suggests that a person could still be motivated by a high sense of autonomy and mastery alone, but it is the trifecta, the combination of autonomy, mastery, and purpose, that brings about the most motivation in a human being. Baby boomers are commonly known as the greatest generation (Brokaw, 1998). In a speech before the 1936 Democratic National Convention in Philadelphia, Pennsylvania, President Roosevelt said “This generation of Americans has a rendezvous with destiny” (Roosevelt, 1936). It was this sense of purpose, individually and as an American, that propelled a generation of people to exceed expectations, outlined in Tom Brokaw’s book, *The Greatest Generation*. People may “not feel comfortable with any activity that lacks an aim or a purpose beyond its own pleasure, and usually they do not recognize the possibility of finding life satisfying without a continuous sense of purpose and effort” (Shapiro, 1965, p. 44).

**Summary**

This literature review has attempted to explain how ethical leadership and an understanding of multi-generational cohesion may help principals increase job satisfaction, all while navigating current reform efforts, such as teacher evaluations and the Common Core State Standards. To do so, this review linked current research on
ethical leadership, motivation, and generational intelligences of Veteran, Baby Boomer, Generation X and Millennial age bands. Marzano’s (2005) meta-analysis on the 21 principal responsibilities that improve student achievement and Sergiovanni’s (1991) examples of moral leadership began the conversation about what works. Research on PLC’s, that have a positive correlation to student achievement, and Pink’s Motivational Theory (2009) suggest that specific principal behaviors can have a direct impact on teacher morale and student achievement. With greater knowledge of these behaviors and a solid understanding of all generational cohorts, principals may be better able to address the challenges of maintaining high levels of teacher job satisfaction and motivation to work hard in an era of accountability and high expectations (Lovely & Buffum, 2007; Zemke et al., 2000).

Generations of teachers entered the field of education to help students, inspire people, and make a difference in the world. In 2013, much of teaching is surrounding data and data-driven instruction (No Child Left Behind Public Law 107-110, 2001, IDEA Public Law 101-476, 1990, and Public Law 108-446, 2004). While this literature review touches upon the challenges to inter-generational cohesion and teacher motivation in such a data-driven era, there are methods by which principals and other school leaders can navigate these waters with success and increase student achievement. Danielson (2007) has outlined that her Growth through Learning framework has two primary functions of “coaching and evaluation” (p. viii). If school districts successfully implement the mandated changes to the evaluation process, teachers will have the coaching and professional development necessary to improve student achievement. Likewise, with the Common Core State Standards, in conjunction with the Partnership for Assessment of
Readiness of College and Careers (PARCC) assessments, schools will be able to gauge the strength of their programs, instruction, and CCSS implementation plans (Achieve, Inc., 2012, p. 4).

School leaders have a great opportunity to support teachers through the current reform movement through effective, purposeful, and differentiated professional development (Zepeda, 2007). Especially since best practices and technology continue to evolve, school leaders must consider the generational divide that exists, and that is increasing, in their schools. School principals must effectively lead teachers from their early 20s to their 70s. Therefore, given that generations change approximately every 20 years, school leaders must respect and speak to the needs of three to four generations of staff. Each of these generations was educated during a particular point in history and each teacher from the generational bands conducts their classroom in a way that is consistent with their upbringing and historical construct (O’Donovan, 2009).

Prior research outlines core values and the commonalities of each generation. It also has begun to more scientifically establish the motivating factors for each generation (Pink, 2009). Future research will hopefully further inform the field of education by providing principals with knowledge to better serve the students for which they are responsible by having a greater understanding of how to best motivate their teachers. Most importantly, proper implementation of any change that comes to the field of education will allow teachers to do their jobs well, which, at the end of the day, will inherently increase motivation in the teachers who have the direct impact on the students.

The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how
school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance. As teacher retirement requirements become stricter and the age span of teachers in schools continue to increase due to various pension reform, the perceptions of teachers’ motivational factors will be essential to accomplish this objective. The implications of such a study are to inform so school leaders so they can better understand what motivates teachers from Veteran, Baby Boomer, Generation X, and Generation Y age bands. In order to achieve this goal, this study seeks to identify motivational factors of K-5 teachers in Illinois (excluding Chicago Public Schools) from within each of these generations by attempting to answer the following questions:

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?
4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?
CHAPTER III
RESEARCH PROCEDURES

Introduction

The purpose of this study was to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders could improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, was of increasing importance. As teacher retirement requirements became stricter and the age span of teachers in schools continued to increase due to said pension reform, the perceptions of teachers’ motivational factors were explored.

The methodology discussion included within this chapter contains the following topics: purpose, research design, sample, procedure for data collection, data analysis, ethical considerations, bias prevention, validity and reliability, limitations, and summary.

Given the perceptions and perspectives of the responses required from teachers, a qualitative study, using a Teacher Motivation Survey design developed by this researcher, was the primary data collection method. A Freedom of Information (FOIA) request was made to the Illinois State Board of Education (ISBE) that sought out the number of K-5 teachers in Illinois (excluding Chicago Public Schools) by year of birth. The researcher was able to obtain the number of teachers born in a given year by county and by gender. The researcher was unable, however, to obtain teacher email addresses, as
ISBE did not collect that information from school districts. As a result, a second FOIA request was made to the Teacher’s Retirement System (TRS) that sought out this information. This FOIA request also was not honored because TRS did not obtain or collect teacher email addresses either. Additionally, the second FOIA request could not be honored without redacting the number of teachers born in a given year, in a given county, if there were less than 10. This information would have been helpful to this study and, therefore, the researcher needed to rethink how he could obtain the necessary information.

As a result, the researcher sought out the student population of each K-5 district in Illinois, excluding Chicago Public Schools, on the ISBE website (see Appendix A). The researcher identified the top 50 student population districts and sent a letter of cooperation (see Appendix B) to each of those district superintendents. The researcher accepted the cooperation of the first districts to agree to share their teacher’s email addresses. The original plan was to survey 1000 teachers, but the researcher was granted access to 1,986 teachers from within the districts that agreed to participate in this study. Once the teachers were identified, the researcher sent a consent letter to the participating teachers (see Appendix C) that included a link to the Teacher Motivation Survey (see Appendix D).

The questions in the enclosed online survey (see Appendix D) were created to determine what, if any, teacher perceptions exist about what motivates them, as categorized by generational age band. The implications of such a study were primarily so school leaders could better understand what motivated teachers to teach from within the Veteran, Baby Boomer, Generation X, and Generation Y age bands. This study sought to
identify motivational factors of K-5 teachers in Illinois (excluding Chicago Public Schools and the district in which this research works) from within each of these generations. The main research questions were:

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?
**Research Design**

In this study, participants were asked to provide information about their age, gender, years of service in teaching, and, using a Likert scale, determine the extent to which they agreed or disagreed with various questions about motivation, as defined by Daniel Pink (2009).

The Teacher Motivation Survey developed by this researcher and based on Daniel Pink’s (2009) conceptual framework on motivation and Suzette Lovely’s (2007) conceptual framework on generational intelligences, provided school leaders with an opportunity to “hear” the voices of K-5 teachers in Illinois to better understand what it was that teachers needed to remain motivated in their work. Participation was voluntary and there was no penalty for not participating. All information was completely anonymous and used solely for purpose of this research study. Individual results were never available.

**Research Strategy**

According to John Creswell (2009), author of *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*; a survey design provides an interpretation of the trends and opinions of a group of people when a representative sample of that population is examined. The researcher was then able to generalize information for the remainder of the population based on the results of the survey. “The survey method has long been accepted as an effective method for obtaining data to answer the research questions” (Kappel, 2012, p. 65). Three significant advantages of qualitative design that most benefited this study were a quick response time in the collection of data, the cost effectiveness with the ability to summarize information from the sample of participants,
and the anonymity of individual participants (Babbie, 1990; Fowler, 2002; Kappel, 2012). Participants were all K-5 teachers in Illinois, making one of the most clear-cut variables the teacher’s age. This information allowed the researcher to understand the characteristics that existed within the K-5 teacher population.

The primary goal of this research study was to determine the motivating factors of K-5 teachers in Illinois (excluding Chicago Public Schools) and thereby gaining an understanding of what it was that raised motivation amongst teachers of differing generations. Therefore, it was upmost importance that all teachers from within the K-5 population were afforded an opportunity to participate. A qualitative survey was chosen because it best allowed this researcher to analyze and identify motivational factors of teachers from within the Veteran, Baby Boomer, Gen X, and Generation Y age bands. Data was collected using a Google Form™. This design allowed for participants to contribute at their convenience and comfort of their office or home environment. This research design required approximately 10 to 15 minutes to complete.

A qualitative survey was chosen because of how well this method allowed for this researcher to seek out the teacher voices which he studied. “Survey research is used to describe specific characteristics of a group of persons” (Jaeger, 1997). The answers to the questions in the survey spoke for themselves and provided this researcher with information as to what it was that Veteran, Baby Boomer, Gen X, and Generation Y teachers needed to remain motivated in their profession. Additionally, a qualitative survey was selected so that the researcher could understand the social circumstances and perceptions surrounding teacher motivation. A qualitative survey allowed the researcher to use real people in the real world to learn about the varying degrees of motivating
factors for teachers and then created new understandings of that topic (Rossman & Rallis, 2003). Investigating the opinions of K-5 teachers in Illinois allowed this researcher to “understand and interpret how the various participants in a social setting construct the world around them” (Glense, 2006, p. 4). Using a Google Form™ to house the Teacher Motivation Survey provided the most confidential and simplest method of collecting the data.

A quantitative methodology was considered, but not chosen given that this researcher was most interested in identifying teacher voices and perceptions about motivation. A quantitative study would have limited the variety of information that could be collected, which is a strength of the qualitative methodology. Additionally, this researcher was less interested in investigating a particular hypothesis, what quantitative studies attempt to do, but rather seek out the perceptions (and realities) of a large group of teachers. Furthermore, the researcher chose not to use a case study approach. A case study “focuses on a single unit, a single instance, the issue of generalizability looms larger here than with other types of qualitative research” (Merriam, 2009, p. 51). Given the large number of teacher voices required for purposes of this study, a case study of a few teachers would not be sufficient.

Implementation of a grounded theory approach was not selected either. Within this structure, the researcher attempts to describe and explain a phenomenon (Johnson & Christensen, 2004; Ricca, 2011). The objective of this research was not to develop a theory but to explore the motivating factors of K-5 teachers across the State of Illinois. While conclusions were drawn from this study, they should not be considered theories.

With that, a Teacher Motivation Survey, designed by this researcher, was used as
the primary method of collecting responses. Qualitatively analyzing the results of this survey was appropriate when considering the perceptions of K-5 teachers. Data was summarized from the information gleaned from the survey. Once a 20% response rate was achieved, the researcher was able to make assumptions about the larger population by which was studied. From there, the purpose of the analysis was to bring “order to the data, organizing what was there into patterns, categories, and basic descriptive units (Patton, 2002, p. 144). While a Likert scale was used for fifteen of the questions, an open-ended question concluded this survey, which allowed for participants to provide information that may have been unanticipated by the researcher. Qualitative studies allow for an unanticipated nature of data collection and provide an opportunity for the researcher to analyze unexpected responses (Westman, 2009).

After giving an electronic consent by clicking “agree” or “disagree,” the survey was segregated into four parts. Part I asked general questions about the participant’s age, years of experience in the field of education, gender, current grade taught, and the generation by which he or she belonged. Question one asked teachers to identify their age. Question two asked participants to identify the number of years they have worked in the field of education. Both of these questions were important to the researcher because age within a particular generational band may not have provided enough information about motivation. Given that teachers in Illinois could be in their second career, they may have had less years of service in the field of education than their age would have otherwise indicated. When determining the motivating factors of the Veteran, Baby Boomer, Generation X, or Generation Y teachers, this researcher needed to determine if motivation was influenced more by age or years of service, or both. A 54-year-old
teacher in the Baby Boomer Generation may be highly motivated in their work, but only five years into the profession because he or she switched careers at 49 years old. This researcher needed to investigate how the profile of this teacher compared or contrasted to the motivating factors of a 54-year-old teacher in their 32\textsuperscript{nd} year of teaching. Likewise, a 27-year-old teacher in the Generation Y age band, also in their fifth year of service, may be motivated, but for entirely different reasons. The various profiles of the Illinois teachers provided this researcher with the opportunity to define what motivation looked like for the teachers in the various generations, based on age and the number of years of service. Question three asked participants to identify their gender. There is a choice for “male,” “female,” or “I’d prefer not to answer.” Question four asked “What grade do you currently teach?” Question five asked “In which generation are you considered?” There was a choice for “Veterans (born between 1922-1943),” “Baby Boomers (born between 1944-1960),” “Generation X (born between 1960-1980),” “Generation Y/Millennial (born between 1980-2000),” or “I don’t know.”

From Daniel Pink’s (2009) book, \textit{Drive: The Surprising Truth about What Motivates Us}, questions 6 through 23 used a Likert scale for participants to indicate the extent to which they agreed or disagreed with the subsequent statements in Part II. As the conceptual framework for this study, Pink identified three areas, autonomy, mastery, and purpose, which build intrinsic motivation and make workers more productive and interested in their job. More specifically, questions 6 through 11 asked questions from within Pink’s “Autonomy” section of what motivates human beings. Pink suggests that autonomy is one of three factors that are imperative in motivation. This research study focused on the idea that in a world of mandated change in the field of education, with
Common Core State Standards, No Child Left Behind (Public Law 107-110), high stake standardized testing, and ever-changing technological tools, school leaders may have difficulty developing a sense of autonomy (leading to a positive morale and strong climate). The questions in this part of the survey provided insight into what teachers need to be autonomous and, therefore, motivated in their work.

Questions 12 through 18 were from Pink’s “Mastery” section of what motivates human beings. Mastery was the second of three motivating factors that guided this research. Pink (2009) suggests that the “most satisfying experiences in people’s lives were when they were in flow” (p. 125). When a teacher is in flow, “the relationship between what a person had to do and what he could do was perfect” (p. 125).

Furthermore, Pink distinguishes between, what he calls, Motivation 2.0 and Motivation 3.0. In Motivation 2.0, the goal was compliance. Motivation 3.0 “seeks engagement” (p. 121). And with that, the questions in this section identified methods by which teachers can work in flow, be engaged, and, therefore, be more motivated in their work.

Questions 19 through 23 asked participants to determine the extent to which they agree with statements in Pink’s “Purpose” section of what motivates human beings. Purpose was the third factor that guided this research. Daniel Pink (2009) suggests that a person could still be motivated by a high sense of autonomy and mastery alone, but it is the trifecta, the combination of autonomy, mastery, and purpose, that brings about the most motivation in a human being. By identifying what it was that established a strong sense of purpose for teachers helped this researcher determine what it was that motivated teachers.

Part III, question 24, attempted to seamlessly blend motivation with generational
intelligence. This blend of the study’s two conceptual frameworks was the essence by which this study attempted to purport implications for school leaders. Part III listed 24 descriptors for motivating factors in the workplace and had an additional blank box for “other” factors the participants were able to write in on their own. The participants were asked to check the five most motivating factors that pushed them to become a better teacher. The following descriptors were the options teachers chose from:

- Clear Expectations from your district or principal
- Opportunities to be Coached
- Team Cohesiveness
- Ability to Multitask
- Structure
- Relationship Building with Colleagues
- Communication from Teammates
- Collaboration with administrators
- Frequent Feedback from your evaluator(s)
- Use of Technology
- Fun workplace
- Use of Written Goals
- Involvement in Teams
- Truthful, Honest, and Direct Conversations
- Separate Career and Life (work-life balance)
- Treated as an Equal
- Opportunities to contribute
- Personal Interactions with Colleagues
- Respect for my Age and Experience
- Retention of School Culture and Traditions
- Flexibility Over How I Spend my Time at Work
- Flexibility Over how I spend my Time at Work
- Mastery of Craft Knowledge/content knowledge
- Clear Sense of Purpose for my Work
- Other (with a blank box for open ended responses)
Part IV was the open-ended conclusion to this survey. This last question asked, “In an ideal world, what would make you most satisfied in your job?” This question sought to understand the unanticipated factors that motivated teachers from within the Veteran, Baby Boomer, Generation X, and Generation Y age bands. It provided the researcher with the opportunity to see what emerged as important motivating factors to Illinois teachers that were not listed in Part III.

**Research Procedure**

Since seeking out elementary school teacher’s professional emails (see Appendix A) was unsuccessful, this researcher established a new way to get an appropriate sample size for this study. To maintain validity to the study, the research emailed a letter of cooperation to superintendents of the 50 largest student populous districts (see Appendix B). An informational letter (see Appendix C) and a web link to the Google Form™ containing the Teacher Motivation Survey was then be emailed to the participating K-5 teachers in the State of Illinois at their school email address, as provided by the district’s superintendent (n=1,986). For purposes of this study, it was important that this researcher received at least a 20% response rate from teachers within each of the four generational bands being studied and therefore emails to every qualified teacher to provide information was necessary. Increasing the potential participants helped the researcher to gain enough responses so that the study became valid and reliable. This researcher chose not to include teachers from Chicago Public Schools District 299 because of the inability to access reliable teacher contact information due to the school actions occurring in 2013. The informational letter corresponding with the email link sent to each K-5 teacher in Illinois provided the study’s purpose and outlined the voluntary nature of participating
(see Appendix C). It was important that all participants understood that there was no consequence for nonparticipation.

The questionnaire took approximately 10 to 15 minutes to complete. An online survey using a Google Form™ was the easiest and most efficient method of collecting data for this study. Participants were not responsible for sending in a paper copy of the survey, and therefore only needed to click the online link to take and submit the survey in order to comply with this researcher’s request. Given that the survey never asked for any identifying information, beyond age, gender, and years of teaching experience, this method was also the best way to protect the anonymity of the participants and increase the response rate.

Sample

Purposive sampling strategies are designed to enhance understandings of selected individuals or groups’ experience(s) or for developing theories and concepts. Researchers seek to accomplish this goal by selecting ‘information rich’ cases, that is individuals, groups, organizations, or behaviors that provide the greatest insight into the research question (Miles & Huberman, 1994, p. 34; Devers & Frankel, 2000).

A successful purposive sampling had many advantages that were highly appropriate to this researchers study and intentions. A FOIA request was made to the Illinois State Board of Education that sought out email addresses of each teacher qualified for this study, but it was an unsuccessful attempt at receiving the information needed. The Illinois State Board of Education did not maintain a list of teacher email addresses and, therefore, a letter of cooperation (see Appendix B) was sent to Illinois Superintendents of the top 50 most populous districts. Responses were then held in a confidential manner and only utilized for purposes of this study. The email addresses the
researcher eventually received from the individual and participating superintendents remained under the researcher’s control and were not be sold or distributed to any outside agency. Google Forms™ provided this researcher with responses in a Google Spreadsheet™. The responses were password protected and only accessible in the Google Spreadsheet™ by this researcher who knew the password. It was the hope that 20% of participants responded to the Teacher Motivation Survey to be considered feasible (Miles & Huberman, 1994), which was achieved and exceeded. With 435 responses, the survey received a response rate of 22.5%.

**Procedure for Collecting Data**

First, the researcher sent an email letter of cooperation (see Appendix B) to the superintendents of the 50 largest student populous districts (excluding Chicago Public Schools and the district by which he works) in Illinois. The responses received from the letter of cooperation dictated the teachers who receive the consent to participate information (see Appendix C). For purposes of this research study, the 1,986 participating K-5 teachers in the State of Illinois were surveyed using the Teacher Motivation Survey (see Appendix D). This researcher emailed a link to all participants using a Google Form™ (see Appendix D). It was important that the researcher got a 20% response rate from each age band so that the data could not be skewed. Reminder emails were sent after two weeks (see Appendix E) and four weeks (see Appendix F) that ensured a high response rate.

The cover letter stated the following information prior to the teachers’ completions of the survey:

- Purpose of the study
• Procedures of the study
• Risks/Benefits of the study
• Confidentiality of the study
• Anonymity assurance
• Volunteer nature of the study
• Consent information of the study

This researcher assumed consent once the participant had completed the survey. Once the survey results were returned via Google Spreadsheet™, this researcher sorted the data in a variety of ways that determined trends, commonalities, and outliers.

**Data Analysis**

“Qualitative data analysis is primarily inductive and comparative...and making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning” (Merriam, 2009, pp. 175-176). The greatest challenge presented to this researcher was to compare and contrast the results of the survey data with the theoretical frameworks outlined in Chapters I and II of this study. Survey results arrived in the form of a Google Spreadsheet™ and this researcher began to organize and sort the data in various forms to determine the many ways by which the results could be analyzed. For example, results were looked at based on the age of the participants, as a member of the Veteran, Baby Boomer, Generation X, or Generation Y age band. Additionally, the results were analyzed in terms of the participants’ number of years in the field of education. Furthermore, the last question of the survey was open-ended and therefore needed to be coded by this researcher. Response data was placed into “buckets or baskets into which
segments of text are placed” (Marshall & Rossman, 2006, p. 159). Coding was completed in Microsoft Excel™. This researcher began assigning coding descriptors from the conceptual frameworks to the open-ended responses to the last question on the Teacher Motivation Survey and group responses. From there, common themes and outlier responses were identified. As suggested, coding arose by

First, the number of people who mention something or the frequency with which something arises in the data indicates an important dimension. Second, the audience may determine what is important – that is, some categories will appear to various audiences as more or less credible. Third, some categories will stand out because of their uniqueness and should be retained. And fourth, certain categories may review ‘areas of inquiry not otherwise recognized’ or ‘provide a unique leverage on an otherwise common problem’. (Guba & Lincoln, 1985, p. 95)

Determinations, patterns, common themes, and categories surfaced as this coding process unfolded. Figure 4 visually shows how the data was triangulated.

Figure 4. Triangulation of Data: A Visual
Ethical Considerations and Minimization of Bias

It was of the highest importance that an ethical approach was taken for the duration of this study. “Part of ensuring for the trustworthiness of a study – its credibility – is that the researcher himself or herself is trustworthy in carrying out the study in as ethical a manner as possible” (Merriam, 2009, p. 234). The cover letter that introduced the researcher and the study’s purpose to each participant included confirmation of and commitment to this ethical nature. More specifically, the cover letter established that all responses were kept confidential, that participation was voluntary, and that risk for participating was nil (Patton, 2002). Additionally, participants were assured that survey responses would never be individualized, as that would give readers the ability to identify responses. Rather, survey responses were coded and grouped to identify themes that helped to impact the field of educational leadership. The survey did not contain any place for participants to provide a name, a district name, or any other identifying indicators of the individual.

The researcher kept a journal of personal thoughts and opinions in order to avoid placing any bias into the study. The journal was the place for the researcher to reflect upon the data before making true sense of it and allowed for conclusions to be considered in the research. Notes were kept in this journal to provide the researcher with an opportunity to identify personal thoughts, work out possible conclusions based on data, determine themes from the data, or write about concerns and decisions made in the research process. This practice is commonly followed by experienced researchers and understood to be an integral part of the research process (Glaser & Strauss, 1967; Lincoln & Guba, 1985; Maykut & Morehouse, 1994; Westman, 2009).
Given this researcher’s age and place in between Generation X and Generation Y age bands, two of the four generations that were studied, it was important that biases as a member of one or both of these generations were eliminated. Accurate conclusions needed to be drawn, regardless of the researcher’s age or personal experiences.

**Validity and Reliability**

This researcher worked hard to establish validity and reliability in the study. Ratcliff (1983) suggests that data do not stand alone and, in the analysis of data, there is always an evaluator who makes up meaning. In this study, given the online nature of the survey, “the ability to read, save, copy, archive, and easily edit huge volumes of material written by faceless masses can lead a researcher to forget that these are words of individuals” (Merriam, 2009, p. 161). Given this challenge, this researcher followed the code of ethics by Hewson, Yule, Laurent, and Vogel (2003), written to accommodate online research. This group provided four ethical issues that needed to be considered when conducting this online research. First, receive informed consent. Second, ensure confidentiality and security of the information. Third, determine what is public and private. Fourth, determine that no harm will occur (Hewson et al., 2003; Merriam, 2009). Given the online nature of this survey, the researcher needed and wanted to avoid having invalid or unreliable data to draw from at the conclusion of the data collection process. Additionally, in this study, since the researcher created the Teacher Motivation Survey, based on Daniel Pink’s (2009) framework about motivation in the book, *Drive: The Surprising Truth About What Motivates Us*, much work went into developing the most valid and reliable questions for the survey.
To increase the validity and reliability of the survey, the researcher piloted the survey with educators, not included in the study. On July 2, 2013, the researcher submitted the survey to 13 6th-8th grade teachers who were not participants in the actual survey. The 13 pilot participants varied in age from 26 to 56 years old. These participants were members of the Baby Boomer, Generation X, and Generation Y generations, which allowed for a good sampling of feedback from most of the generations being studied. From this pilot, participants found one spelling error and asked some clarifying questions about the format. This researcher was able to change one piece of the format to accommodate this feedback. Other feedback reported confusion on some of the statements. The researcher had the opportunity to alter the questions to avoid this confusion for future participants. Specifically, the researcher changed the following items on the survey as a result of pilot feedback:

- Removed headings of “Autonomy,” “Mastery,” “Purpose,” and “Generational Intelligence” from each section of the survey. The headings provided the researcher with these names to help in data analysis, but, since they were not necessary and created confusion for the participants, he removed them.

- Rewarded the instructions for the multiple choice questions from “Please rate the degree to which you agree with the following statements as honestly as possible” to “Please use the choices below to indicate how strongly you agree or disagree with each statement.”

- Added the option of “I am not ‘required’ to work with anyone” to the statement “The people I am required to work with make it easier for me to meet my district’s expectations.”
• Reworded the statement “I believe I am an excellent teacher and my performance evaluations reflect this” to “I believe my performance evaluations reflect my teaching ability.”

• Reworded the statement “I understand the direction my school district is headed and I agree with that direction” to “I agree with the direction my district is headed” and moved the statement to directly after “My district clearly explains the rationale behind the directions they’re going.”

• Clarified the directions for Part III, asking participants to “Check the five (5) most motivating factors that push you to become a better teacher.”

**Limitations**

There were seven eminent limiting factors to this study:

1. This current study was limited to teacher perceptions in Illinois (excluding Chicago Public Schools). It was based on the idea that the age gap amongst public school teachers in Illinois has increased due to new laws (Public Law 96-0889 and Public Law 98-0599) that have increased the retirement age. Other states may not have the same retirement and pension reform. It was only assumed that the findings from the surveys conducted of Illinois teachers had impact and relevance outside of the State of Illinois.

2. Only kindergarten through fifth grade teachers were involved in the research. Investigating teacher voices in sixth through twelfth grade may be an area of further research, but, for this study, information gathered cannot assume to apply to teachers other than those in kindergarten through fifth grades.
3. An online survey was employed to identify teacher voices. Information gleaned from this study only highlighted what teachers perceive to need from their school leaders in order for them to have an increased sense of motivation. This study was not surveying principal voices. However, this could be an area for future research. Data collected was self-reported and, therefore, given the online survey, there was potential for misunderstanding of the questions.

4. Given that the survey was self-administered, there was no opportunity for follow up questions and/or the ability to clarify any question by which the participants were responding.

5. This researcher is on the cusp of the Generation X and Generation Y Generations. As the study unfolded and conclusions were made about what different generations of teachers require for increased motivation, there may have been a biased interpretation due to this researcher’s birth year. To correct for this limitation, this researcher kept a journal that allowed him to place bias away from the research analysis.

6. The sample size of this study was originally being limited to 1,000 Illinois teachers (although it grew to 1,986). While it could be argued that this sampling was sufficient, it may not be reflective of the approximately 30,000 K-5 Illinois teachers.

7. The Illinois superintendents receiving the researchers Letter of Cooperation were limited to K-8 or K-12 districts. Then, the only teachers being surveyed were K-5 classroom teachers.
Summary

To summarize, a qualitative survey was emailed to approximately 1,986 K-5 teachers in the state of Illinois, excluding District 299 of the Chicago Public Schools and the district in which this researcher worked. Email addresses were sought out and utilized to connect with the qualified participants via a Letter of Cooperation to the superintendents of the largest 50 districts in the state of Illinois, excluding Chicago Public Schools and the district in which this research worked. The completed surveys were submitted online and only the researcher had access to the results through a password protected website. An unbiased and ethical analysis of the responses was conducted based on Daniel Pink’s (2009) framework for motivation and Suzette Lovely’s (2007) framework for generational intelligences. The questionnaire contained 25 questions in total, five of which were demographic, 18 of which, using a Likert scale, asked respondents to determine their level of agreement, one question that asked participants to check the five most applicable motivating factors to them, and one open ended question about working in an ideal world. The questions were established to investigate the following research questions:

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job
satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?
CHAPTER IV
PRESENTATION OF DATA

Introduction

The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations and therefore work to increase motivation amongst a growing age span of teachers is of increasing importance. As teacher retirement requirements become stricter and the age span of teachers in schools continues to increase due to pension reform, the perceptions of teachers’ motivational factors are imperative. Thus, based on the increasing age span of teachers in Illinois schools and on current educational research regarding motivation and generational intelligences, the proposed research questions attempt to answer the following questions:

1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job
satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?

**Review of the Survey Administration**

Since seeking out elementary school teacher’s professional emails (see Appendix A) was unsuccessful, this researcher established a new method to procure an appropriate sample size for this study. To maintain validity of the study, the researcher emailed a letter of cooperation to the 50 largest student populous districts (see Appendix B), excluding Chicago Public School District 299, in the State of Illinois. The researcher sent an initial email seeking cooperation to the 50 selected superintendents. After the first email attempt at seeking cooperation from superintendents, two school districts responded positively, giving the researcher access to 583 K-5 teacher emails. A second attempt at seeking cooperation was made by the researcher’s superintendent. After the
researcher’s superintendent made the attempt, one more district cooperated, totaling the number of K-5 teachers to 899. The researchers “n” was originally 1,000, so the researcher sent a third email of cooperation in effort to receive, at a minimum, 101 more teacher email addresses. This attempt collected two more cooperating districts, totaling the number of K-5 teachers in Illinois to 1,986. However, 47 emails were “returned to sender.” The overall number of teachers who received an email and the opportunity to complete the researcher’s survey was 1,939. Overall, of the 50 superintendents in which the researcher was seeking cooperation, three superintendents (or Director of Communications) responded that they would not participate in this study, five superintendents cooperated with this study, and 41 superintendents did not respond to the researcher’s three attempts at gaining cooperation. Of the five school districts that cooperated with this study, an informational email (see Appendix C) and a web link to the Google Form™ containing the Teacher Motivation Survey and corresponding reminder emails were emailed by this researcher to three of the school districts directly, as provided by the district’s superintendent (n=1,353). In the other two districts, the superintendents of those districts sent out the researcher’s email, with survey link, and corresponding reminder emails, to their staff (n=586). These two superintendents wanted to participate in the study, but did not want to relinquish access to the teachers’ email addresses.

This researcher chose not to include teachers from Chicago Public Schools District 299 because of the inability to access reliable teacher contact information due to the school actions occurring in 2013-14. With that, according to the Illinois State Board
of Education 2013-2014 District Summary data, the five schools that cooperated with this study were as follows:

Table 9

Participating School Districts, By Student Populous

<table>
<thead>
<tr>
<th>Number of K-5 Students</th>
<th>Number of K-5 Teachers</th>
<th>Rank, by size, in Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>18,317</td>
<td>789</td>
<td>2</td>
</tr>
<tr>
<td>8,073</td>
<td>356</td>
<td>10</td>
</tr>
<tr>
<td>8,073</td>
<td>340</td>
<td>11</td>
</tr>
<tr>
<td>3,390</td>
<td>184</td>
<td>35</td>
</tr>
<tr>
<td>2,723</td>
<td>236</td>
<td>48</td>
</tr>
</tbody>
</table>

In total, 1,986 surveys were sent out via email to K-5 teachers in five school districts across the state of Illinois. Forty-seven of these email invitations to participate were removed from the sample because the email addresses were undeliverable. This reduced the sample size to 1,939. When the survey link was closed, this researcher received an overall response rate of 22.5% of the sample size (n=435). Comparing and contrasting these data from a generational standpoint was essential to the study, which focuses on the examination of generational cohorts. From the responses received, 26% were from teachers who identified themselves as Baby Boomers, born between 1944-1960 (n=114), 52% were from teachers who identified themselves as Generation Xers, born between 1960-1980 (n=221), and 22% were from teachers who identified themselves as Millennials, born between 1980-2000 (n=95) (see Figure 5).
Figure 5. Percentage of Generational Cohorts

The researcher received one participant who identified with the Veteran Generation (born between 1922-1943), but also claimed to be 50 years of age with 27 years of service, which identifies her as someone within the Generation X age band. Therefore, no responses from teachers who identified with the Veteran Generation (born between 1922-1943) are outlined in this study.

Data Presentation

In the next section, the researcher is going to display these data by:

1) Demographic Information

2) Statement Responses

   a. Autonomy

      i. Autonomy Summary;

      ii. Comparison of Generational Cohorts

   b. Mastery
i. Mastery Summary;

ii. Comparison of Generational Cohorts

c. Purpose

i. Purpose Summary;

ii. Comparison of Generational Cohorts

3) Motivational Factors of K-5 Teachers

a. Closed; and

b. Open-Ended Data

4) Summary

**Demographic Information**

As seen in Figure 6, the majority of overall respondents were female (n=394), compared to male teachers (n=41) and teachers who said they would “prefer not to answer” the gender question on the survey (n=8). It is worth noting that of the 8 respondents who preferred not to answer the gender question were made up of four members of the Baby Boomer generation and four members from the Gen X generation.

![Gender of Participants](Diagram)

*(n=435)*

*Figure 6. Gender of Participants*
Figure 7 displays the percentage of male and female respondents, based on generational cohort. Thus, almost half of all respondents were females in the Gen X age band (n=204). The least represented group of teachers were males in the Millennial generation (n=9).

![Participants by Gender, by Generational Cohort](image_url)

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>22.81%</td>
<td>46.54%</td>
<td>20.51%</td>
</tr>
<tr>
<td>Male</td>
<td>2.53%</td>
<td>4.15%</td>
<td>1.61%</td>
</tr>
<tr>
<td>I'd prefer not to answer</td>
<td>0.92%</td>
<td>0.92%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Figure 7. Gender of Participants, By Generational Cohort

Overall, the teacher’s surveyed represent varying grade levels (see Figures 8 and 9). Figure 8 illustrates that most respondents teach multi-age students (n=124) followed by 2nd grade (n=65), 1st grade (n=58), 5th grade (n=55), 3rd grade (n=53), 4th grade (46), and kindergarten (n=35). Teachers who identified teaching multi-aged students could be teaching in a multi-age, regular education setting or be acting as a special education resource, music, PE, art, band, orchestra teacher, or library media specialists. The survey used in this study did not seek out this information. Figure 8 illustrates the same data as Figure 9, but Figure 9 is disaggregated by generational cohort. Figure 9 shows Generation Y respondents who teach multi-age students (n=152) and Gen Xers teaching kindergarten (n=100) representing the largest subgroups. The smallest subgroups are representative of kindergarten and 3rd grade teachers in the Baby Boomer generation.
(n=26), followed by kindergarten and 5th grade teachers in the Gen Y age bands (n=27). All other subgroups represent between 43 and 69 teachers.

Figure 8. Participants by Grade Level

Figure 9. Participants by Grade Level, By Generational Cohort

In addition to the age and corresponding generational cohort of each participant, this researcher was interested in teachers’ years of service to the field of education. Given that teachers in Illinois could be in their second career, they may have fewer years of
service in the field of education than their age would otherwise indicate. When determining the motivating factors of the Veteran, Baby Boomer, Generation X, or Generation Y teachers, this researcher needed to determine if motivation is influenced more by age or years of service, or both. A 54-year-old teacher in the Baby Boomer Generation may be highly motivated in their work, but only five years into the profession because he or she switched careers at 49 years old. This researcher needed to investigate how the profile of this teacher compares or contrasts to the motivating factors of a 54-year-old teacher in their 32nd year of teaching. Likewise, a 27-year-old teacher in the Generation Y age band, also in their fifth year of service, may be motivated, but for entirely different reasons. Figure 10 and Figure 11 illustrate the percentage of years respondents identified teaching. Figure 10 displays the same data as Figure 11, but is segregated by generational cohort.

The majority of respondents have been teaching between 6-10 years (n=106) followed by 11-15 years (n=70), 21-25 years (n=65), 0-5 years (n=61), 16-20 years (n=55), 26-30 years (n=49), and 31+ years (n=28). It is worth noting that two respondents mentioned teaching two years and three years in a private school setting before moving to the public sector. For purposes of these data collection, the researcher combined the years of private and public service, which included the parochial teaching years. Most of the Millennial population has less than 10 years of service (n=91), with only five respondents in the Generation Y age band having taught between 11-15 years. Likewise, 25 participants in the Baby Boomer Generation claim to have taught less than 15 years, which would indicate a career change, an interruption due to child rearing, or a late start to the field of education.
**Figure 10.** Participants’ Years of Service

**Figure 11.** Participants’ Years of Service, By Generational Cohort

(n=435)
Figure 12 illustrates the percentage of respondents’ ages. The most populous group of teachers is between 47-51 years of age (n=70). The least populous age group are those over 67 years old (n=2).

*(n=435)*

*Figure 12. Age of Participants*

**Statement Responses**

From Daniel Pink’s (2009) book, *Drive: The Surprising Truth about What Motivates Us*, questions 6 through 23 of the Teacher Motivation Survey used a Likert Scale for participants to indicate the extent to which they agree or disagree with the subsequent statements in Part II of the Teacher Motivation Survey (see Appendix D) created by this researcher. Options to the participants were to indicate if they strongly agree, agree, are neutral, disagree, or strongly disagree with each statement.

As the conceptual framework for this study, Pink (2009) identifies three areas, autonomy, mastery, and purpose, which build intrinsic motivation and encourage productivity and job satisfaction. Two charts will be displayed for each statement. The
chart on the left displays the overall percentages of how the participants responded to each question. The chart on the right displays the data for the same question, but separated by generational cohort. Each bar graph on the right hand side totals 100% of respondents who chose that particular answer. The following data illustrates how the K-5 teachers included in this study responded.

**Autonomy**

Questions 6 through 11 on the Teacher Motivation Survey asked questions from within Pink’s “Autonomy” section of what motivates human beings. Pink (2009) suggests that autonomy is one of three factors that are imperative in motivation. This research study focused on the idea that in a world of mandated change in the field of education, with Common Core State Standards, No Child Left Behind (Public Law 107-110), high stake standardized testing, and ever-changing technological tools, school leaders may have difficulty developing a sense of autonomy (leading to a positive morale and strong climate). The questions in this part of the survey will hopefully provide insight into what teachers need to be autonomous and, therefore, motivated in their work.
Figure 13 displays data from respondents about the statement, “The Common Core State Standards limit the freedom I have to do what I want in the classroom.”

Overall, 38% of respondents were in agreement or strong agreement with this statement (n=247), while 47% disagreed or strongly disagreed with this statement (n=315), and 24% (n=105) were neutral. As indicated in Figure 13b, however, Millennials were much less likely to agree with this statement than Gen Xers or Baby Boomers. Of those who “Strongly Agreed” with this statement, only 2.5% (n=3) were from the Millennial generation.

Figure 13. The Common Core State Standards Limit the Freedom I Have to do What I Want in the Classroom
Figure 14 displays data for the extent to which respondents agreed or disagreed with the statement, “The time I have to teach in class is sufficient to meet my student’s needs.” Overall, the vast majority of participants strongly disagree or disagree (n=270, 62%) with this statement. The next highest level were respondents who agreed with this statement (n=105, 24%), followed by those who were neutral (n=44), and strongly agree (n=19). As seen in Figure 14b, the generations felt relatively similar regarding this statement, except for those who selected “Strongly Agree.” Those respondents were overwhelmingly from within the Gen X and Baby Boomer generations (89% of the Strongly Agree responses, 3.56% of the overall responses).

![Figure 14a](image1)

*Figure 14a. The time I have to teach in class is sufficient to meet my student’s needs*

![Figure 14b](image2)

*Figure 14b. The time I have to teach in class is sufficient to meet my student’s needs*

(\(n=431\))

(\(n=431\))

*Figure 14. The Time I Have to Teach in the Class is Sufficient to Meet my Student’s Needs*
Figure 15 displays data for the extent to which respondents agreed or disagreed with the statement, “My daily teaching schedule allows for flexibility to meet job expectations.” The responses for this statement were relatively distributed between disagreement (n=177, 40%) and agreement (n=148, 34%). This was followed, with significantly fewer responses, by neutral (n=60), strongly disagree (n=37), and strongly agree (n=18). As seen in Figure 15b, it is worth noting that Baby Boomers make up 52.94% of the Strongly Agree responses, while Millennials make up 10.81% of the Strongly Disagree statements. Additionally, while participants were either in agreement or disagreement with this statement, more Baby Boomers (n=44) disagreed with this statement at higher rates than Millennials (n=35).

Figure 15a. My daily teaching schedule allows for flexibility to meet job expectations

Figure 15b. My daily teaching schedule allows for flexibility to meet job expectations

Figure 15. My Daily Teaching Schedule Allows for Flexibility to Meet Job Expectations
Figure 16 displays data for the extent to which respondents agreed or disagreed with the statement, “I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers.” The vast majority of responses for this statement disagree (n=181) and strongly disagree (n=139), totaling 73% of all responses. This was followed, with significantly fewer responses, by agree (n=62), neutral (n=50), and strongly agree (n=7). Figure 16b illustrates how each generational cohort responded to this statement. Even though a smaller percentage of respondents strongly agreed or agreed with this statement (2% and 14%), Baby Boomers agree with this statement more than members in other generations.

Figure 16. I Feel that the Supports Provided to be by my District are Sufficient Enough to Properly Deal with Increasing Accountability on Teachers
Figures 17 and 18 display data for the extent to which respondents agreed or disagreed with the statement, “The people I am required to work with make it easier for me to meet my district’s expectations.” The largest subgroup was “Agree” (n=215), followed by “Neutral” (n=84), “Disagree” (n=51), “Strongly Agree” (n=45), “Strongly Disagree” (n=27). This question gave the opportunity for respondents to indicate if they are “not ‘required’ to work with anyone.” Four percent of respondents (n=17) chose this option. As seen in Figure 17, almost half of all respondents (49%) agreed with this statement. Figure 18 illustrates the breakdown in each generation’s perspective on this statement.

![Bar chart](chart.png)

The people I am required to work with make it easier for me to meet my district’s expectations

- I am not "required" to work with: 4%
- Strongly Disagree: 6%
- Disagree: 12%
- Neutral: 19%
- Agree: 49%
- Strongly Agree: 10%

(n=432)

*Figure 17. The People I am Required to Work with Make it Easier for me to Meet my District’s Expectations*
Figure 18. The People I am Required to Work with make it Easier for me to Meet my District’s Expectations
Figure 19 displays data for the extent to which respondents agreed or disagreed with the statement, “When I run into a problem at work, I have flexibility to work with a team or solve the problem myself.” The vast majority and largest subgroup agreed with this statement (n=261), followed by “Strongly Agree” (n=67), Neutral” (n=53), “Disagree” (n=43), “Strongly Disagree” (n=15). As seen in Figure 19a, Millennials agreed with this statement at higher rates than Baby Boomers and Gen Xers. Figure 19b illustrates the perceptions of each generational cohort.

**Figure 19a.** When I run into a problem at work, I have flexibility to work with a team or solve the problem myself

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21.21%</td>
<td>23.14%</td>
<td>24.53%</td>
</tr>
<tr>
<td>Agree</td>
<td>39.39%</td>
<td>54.12%</td>
<td>56.60%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.87%</td>
<td>31.11%</td>
<td>40.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17.78%</td>
<td>13.33%</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

**Figure 19b.** When I run into a problem at work, I have flexibility to work with a team or solve the problem myself

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Agree</td>
<td>59%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Autonomy: A Summary**

For purposes of data analysis, the researcher converted each answer to a number, as follows in Table 10.
Table 10

Response Values

<table>
<thead>
<tr>
<th>Response</th>
<th>Number Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

When the answers were converted to numbers, the researcher was able to find averages that indicate how each generation felt about a particular statement. Figure 19 illustrates how Baby Boomers, on average, responded to each of the autonomy statements. As Figure 19 displays, Baby Boomers, on average, felt the greatest sense of agreement with the statement, “When I run into a problem at work, I have the flexibility to work with a team or solve the problem myself.” Followed by, “The people I am required to work with make it easier for me to meet my district’s expectations.” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that, overall, Baby Boomers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Baby Boomers were more in disagreement than in agreement with them. In decreasing order, these statements were “My daily teaching schedule allows for flexibility to meet job expectations,” “I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers, “The Common Core State Standards limit the freedom I have to do what I want in the
classroom,” and “The time I have to teach in class is sufficient to meet my student’s needs.”

As Figure 20 displays, Gen Xers, on average, also felt the greatest sense of agreement with the statement, “When I run into a problem at work, I have the flexibility to work with a team or solve the problem myself.” These were followed by, The people I am required to work with make it easier for me to meet my district’s expectations.” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that overall, Gen Xers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Gen Xers were more in disagreement than in agreement with them. In decreasing order, similar to Baby Boomers, these statements were “I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers,” “My daily teaching schedule allows for flexibility to meet job expectations,” “The Common Core State Standards limit the freedom I have to do what I want in the classroom,” and “The time I have to teach in class is sufficient to meet my student’s needs.”
The Common Core State Standards limit the freedom I have to do what I want in the classroom  

The time I have to teach in class is sufficient to meet my student’s needs  

My daily teaching schedule allows for flexibility to meet job expectations  

I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers  

The people I am required to work with make it easier for me to meet my district’s expectations  

When I run into a problem at work, I have flexibility to work with a team or solve the problem myself

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Common Core State Standards limit the freedom I have to do what I want in the classroom</td>
<td>2.8509</td>
</tr>
<tr>
<td>The time I have to teach in class is sufficient to meet my student’s needs</td>
<td>2.3596</td>
</tr>
<tr>
<td>My daily teaching schedule allows for flexibility to meet job expectations</td>
<td>2.9825</td>
</tr>
<tr>
<td>I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers</td>
<td>2.9315</td>
</tr>
<tr>
<td>The people I am required to work with make it easier for me to meet my district’s expectations</td>
<td>3.2895</td>
</tr>
<tr>
<td>When I run into a problem at work, I have flexibility to work with a team or solve the problem myself</td>
<td>3.7368</td>
</tr>
</tbody>
</table>

*Figure 20. Autonomy Summary, Baby Boomers*
As Figure 21 displays, Millennials, on average, also felt the greatest sense of agreement with the statement, “When I run into a problem at work, I have the flexibility to work with a team or solve the problem myself.” These were followed by, “The people I am required to work with make it easier for me to meet my district’s expectations.” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that overall, Gen Xers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Gen Xers were more in disagreement than in agreement with them. In decreasing order, similar to Baby Boomers and Gen Xers, these statements were “I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers,” “My daily teaching schedule allows for flexibility to meet job expectations,” “The Common Core State Standards limit the freedom I have to do what I want in the classroom,” and “The time I have to teach in class is sufficient to meet my student’s needs.”
In summary, all three generations felt most strongly about the lack of time teachers have to teach the kids in their classrooms. Likewise, teachers in all three generations expressed disagreement with the fact that their daily schedule allows for flexibility to meet job expectations. Table 10 and Figure 21 displayed a summary of the average response on all six autonomy statements that participants were to respond to in the Teacher Motivation Survey. Table 11 indicates that Baby Boomers are in more agreement or they relate more with the autonomy statements than Gen Xers and Millennials, followed by Gen Xers, then Millennials. Figure 22 illustrates how each generation compared to one another.
Table 11

*Average of Autonomy Questions*

<table>
<thead>
<tr>
<th></th>
<th>Average of Autonomy Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>3.0336</td>
</tr>
<tr>
<td>Gen Xers</td>
<td>2.9338</td>
</tr>
<tr>
<td>Millennials</td>
<td>2.9236</td>
</tr>
</tbody>
</table>

Figure 22. Autonomy Summary, Millennials
**Autonomy Summary**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Millennials</th>
<th>Gen Xers</th>
<th>Baby Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I run into a problem at work, I have flexibility to work with a team or solve the problem myself</td>
<td>3.7813</td>
<td>3.6830</td>
<td>3.7368</td>
</tr>
<tr>
<td>The people I am required to work with make it easier for me to meet my district’s expectations</td>
<td>3.3229</td>
<td>3.3259</td>
<td>3.2895</td>
</tr>
<tr>
<td>I feel that the supports provided to me by my district are sufficient enough to properly deal with increasing accountability on teachers</td>
<td>2.8542</td>
<td>2.7455</td>
<td>2.9315</td>
</tr>
<tr>
<td>My daily teaching schedule allows for flexibility to meet job expectations</td>
<td>2.8122</td>
<td>2.7139</td>
<td>2.9825</td>
</tr>
<tr>
<td>The time I have to teach in class is sufficient to meet my student’s needs</td>
<td>2.2083</td>
<td>2.2232</td>
<td>2.3596</td>
</tr>
<tr>
<td>The Common Core State Standards limit the freedom I have to do what I want in the classroom</td>
<td>2.5208</td>
<td>2.8795</td>
<td>2.8509</td>
</tr>
</tbody>
</table>

*Figure 23. Autonomy Summary of Responses*

**Statement Responses: Mastery**

Questions 12 through 18 were from Pink’s (2009) “Mastery” section of what motivates human beings. Mastery is the second of three motivating factors that guided this research. Pink suggests that the “most satisfying experiences in people’s lives were when they were in flow” (p. 125). When a teacher is in flow, “the relationship between what a person had to do and what he could do was perfect” (p. 125). Furthermore, Pink distinguishes between, what he calls, Motivation 2.0 and Motivation 3.0. In Motivation 2.0, the goal was compliance. Motivation 3.0 “seeks engagement” (p. 121). And with
that, the questions in this section attempted to identify methods by which teachers can work in flow, be engaged, and, therefore, more motivated in their work.

Figure 24 displays data for the extent to which respondents agreed or disagreed with the statement, “The primary reason I continue to teach is for the salary and retirement benefits.” The responses for this statement were overwhelmingly in disagreement (n=161, 37%) and strong disagreement (n=134, 30%), totalling 67% of all responses. This was followed, with significantly fewer responses, by neutral (n=64), agree (n=64), and strongly agree (n=17). While the majority of respondents disagreed with this statement, as seen in Figure 24b, it is worth noting that the percentages of each response for Millennials increased steadily from disagreement to strong agreement, while Baby Boomers and Gen Xers showed steady decrease strong agreement to strong disagreement.

Figure 24. The Primary Reason I Continue to Teach is for the Salary and Retirement Benefits
Figure 25 displays data for the extent to which respondents agreed or disagreed with the statement, “The primary reason I continue to teach is for the job security.” The largest response for this statement were in disagreement (n=158, 36%), followed by strong disagreement (n=113, 26%), totalling 62% of all responses. This was followed those in agreement (n=92, 21%), neutral (n=62), and strong agreement (n=15). While the majority of respondents disagreed or strongly disagreed with this statement, 21% agreed with this statement and, as seen in Figure 25b, it is worth noting that they were mainly from Gen Xers and Baby Boomers (n=86%).

*Figure 25a. The primary reason I continue to teach is for the job security*

*Figure 25b. The primary reason I continue to teach is for the job security*

(Figure 25. The Primary Reason I Continue to Teach is for the Job Security)
Figure 26 displays data for the extent to which respondents agreed or disagreed with the statement, “In my work, I often have opportunities to be completely engrossed in my work, without distraction.” The largest response for this statement were in disagreement (n=165, 38%), followed by agreement (n=115, 26%). This was followed those in strong disagreement (n=77, 18%), neutral (n=58, 13%), and strong agreement (n=24, 5%). Respondents seemed to have either agreed or disagreed with this statement. As seen in Figure 26b, Baby Boomers, on average, agreed or strongly agreed with this statement slightly more than Gen Xers and Millennials. However, it is worth noting no significant patterns exist for which generation answered a particular way.

**Figure 26a.** In my work, I often have opportunities to be completely engrossed in my work, without distraction

- Strongly Agree: 38%
- Agree: 26%
- Neutral: 13%
- Disagree: 18%
- Strongly Disagree: 5%

(n=432)

**Figure 26b.** In my work, I often have opportunities to be completely engrossed in my work, without distraction

- Baby Boomers: 16.67% Strongly Agree, 29.17% Agree, 54.17% Neutral, 1.16% Disagree, 1.16% Strongly Disagree
- Gen Xers: 21.43% Strongly Agree, 48.21% Agree, 30.36% Neutral, 13.79% Disagree, 1.16% Strongly Disagree
- Millennials: 25.86% Strongly Agree, 60.34% Agree, 13.79% Neutral, 26.54% Disagree, 1.16% Strongly Disagree

(n=432)

**Figure 26.** In my Work, I Often Have Opportunities to be Completely Engrossed in my Work
Figure 27 displays data for the extent to which respondents agreed or disagreed with the statement, “The goals by which I am evaluated at work are my own.” The largest response for this statement was in disagreement (n=166, 38%), followed by agreement (n=117, 27%). This was followed those in strong disagreement (n=70, 16%), neutral (n=69, 16%), and strong agreement (n=17, 4%). Respondents seemed to have either agreed or disagreed with this statement. As seen in Figure 27b, on average, Millennials agreed or strongly agreed with this statement slightly more than Gen Xers and Baby Boomers. However, it is worth noting no significant patterns exist for which generation answered a particular way.

Figure 27a. The goals by which I am evaluated at work are my own

Figure 27b. The goals by which I am evaluated at work are my own

(n=432)

(n=432)

Figure 27. The Goals by Which I am Evaluated at Work are my Own
Figure 28 displays data for the extent to which respondents agreed or disagreed with the statement, “I am required to follow a clear set of policies and procedures when completing a task at work.” The largest response for this statement was “Agree” (n=188, 43%), followed by “Disagree” (n=116, 26%). This was followed those who were “Neutral” (n=90, 20%), “Strongly Agree” (n=37, 8%), and “Strongly Disagree” (n=9, 2%). Respondents seemed to have either agreed or disagreed with this statement. As seen in Figure 28b, it is worth noting no significant patterns exist for which generation answered a particular way.

![Figure 28a](image1.png)  
**Figure 28a.** I am required to follow a clear set of policies and procedures when completing a task at work

<table>
<thead>
<tr>
<th>Response</th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10.81%</td>
<td>22.70%</td>
<td>24.44%</td>
</tr>
<tr>
<td>Agree</td>
<td>51.35%</td>
<td>49.73%</td>
<td>58.89%</td>
</tr>
<tr>
<td>Neutral</td>
<td>37.84%</td>
<td>27.57%</td>
<td>16.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24.44%</td>
<td>25.89%</td>
<td>24.11%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11.11%</td>
<td>44.44%</td>
<td>44.44%</td>
</tr>
</tbody>
</table>

(n=433)

![Figure 28b](image2.png)  
**Figure 28b.** I am required to follow a clear set of policies and procedures when completing a task at work

(n=433)

*Figure 28. I am Required to Follow a Clear Set of Policies and Procedures When Completing a Task at Work*
Figure 29 displays data for the extent to which respondents agreed or disagreed with the statement, “I believe my performance evaluations reflect my teaching ability.” The largest response for this statement was “Agree” (n=220, 50%), followed by “Disagree” (n=68, 15%). This was followed those who were “Neutral” (n=66, 15%), “Strongly Agree” (n=55, 13%), and “Strongly Disagree” (n=29, 7%). Respondents overwhelmingly agreed with this statement. As seen in Figure 29b, it is worth noting Millennials agreed more with this statement, followed by Gen Xers and then Baby Boomers.
Figure 30 displays data for the extent to which respondents agreed or disagreed with the statement, “In my job, I am always striving to improve my teaching abilities.” The vast majority of response for this statement were “Strongly Agree” (n=312, 71%) and “Agree” (n=122, 28%), followed by “Neutral” (n=4, 1%), “Disagree” (n=1, 0%), and “Strongly Disagree” (n=1, 0%). Respondents overwhelmingly agreed with this statement. Although 0% of responses were in disagreement or strong disagreement with this statement, it is worth noting that, as seen in Figure 30b, one Gen X respondent disagreed with this statement and one Baby Boomer strongly disagreed with this statement, indicating that these respondents are not “always striving to improve their teaching abilities.” The colors in Figure 30b represent the generational cohort of the one person who “Disagreed” (a Gen Xer) and the one person who “Strongly Disagreed” (a Baby Boomer) with this statement. Overall, though, no significant patterns exist for which generation answered a particular way.

**Figure 30a. In my job, I am always striving to improve my teaching abilities**

(n=433)

**Figure 30b. In my job, I am always striving to improve my teaching abilities**

(n=433)

*Figure 30. In my Job, I am Always Striving to Improve my Teaching Abilities*
Mastery: A Summary

For purpose of data analysis, the researcher converted each answer to a number, as follows (see Table 10). When the answers were converted to numbers, the researcher was able to find averages that indicate how each generation felt about a particular statement. Figure 31 illustrates how Baby Boomers, on average, responded to each of the Mastery statements. As Figure 31 displays, Baby Boomers, on average, felt the greatest sense of agreement with the statement, “In my job, I am always striving to improve my teaching abilities.” Followed by, I believe my performance evaluations reflect my teaching ability” and “I am required to follow a clear set of policies and procedures when completing a task at work.” These three responses were the only three that fell above the “Neutral” category (i.e., “3”), indicating that overall, Baby Boomers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Baby Boomers were more in disagreement than in agreement with them. In decreasing order, these statements were “In my work, I often have opportunities to be completely engrossed in my work, without distraction,” “The primary reason I continue to teach is for the salary and retirement benefits,” “The goals by which I am evaluated are my own,” and “The primary reason I continue to teach is for the job security.”
Figure 32 illustrates how Gen Xers, on average, responded to each of the Mastery statements. As Figure 32 displays, Gen Xers, on average, felt the greatest sense of agreement with the statement, “In my job, I am always striving to improve my teaching abilities.” Followed by, “I believe my performance evaluations reflect my teaching ability” and “I am required to follow a clear set of policies and procedures when completing a task at work.” These three responses were the only three that fell above the “Neutral” category (i.e., “3”), indicating that overall, Gen Xers are more in agreement with these statements than in disagreement. The remaining statements received averages below “3,” which indicated that Gen Xers were more in disagreement than in agreement with them. In decreasing order, these statements were “The primary reason I continue to
teach is for the salary and retirement benefits,” “The goals by which I am evaluated are my own,” “In my work, I often have opportunities to be completely engrossed in my work, without distraction,” and “The primary reason I continue to teach is for the salary and retirement benefits.”

<table>
<thead>
<tr>
<th>Mastery Summary, Gen Xers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary reason I continue to teach is for the salary and retirement benefits</td>
</tr>
<tr>
<td>The primary reason I continue to teach is for the job security</td>
</tr>
<tr>
<td>In my work, I often have opportunities to be completely engrossed in my work, without distraction</td>
</tr>
<tr>
<td>The goals by which I am evaluated at work are my own</td>
</tr>
<tr>
<td>I am required to follow a clear set of policies and procedures when completing a task at work</td>
</tr>
<tr>
<td>I believe my performance evaluations reflect my teaching ability</td>
</tr>
<tr>
<td>In my job, I am always striving to improve my teaching abilities</td>
</tr>
</tbody>
</table>

*Figure 32. Mastery Summary, Gen Xers*

Figure 33 illustrates how Millennials, on average, responded to each of the Mastery statements. As Figure 33 displays, Millennials, on average, felt the greatest sense of agreement with the statement, “In my job, I am always striving to improve my teaching abilities.” Followed by, “I believe my performance evaluations reflect my teaching ability” and “I am required to follow a clear set of policies and procedures when completing a task at work.” These three responses were the only three that fell above the
“Neutral” category (i.e., “3”), indicating that overall, Millennials are more in agreement with these statements than in disagreement. The remaining statements received averages below “2” or “3” which indicated that Gen Xers were more in disagreement than in agreement with them. In decreasing order, these statements were “The goals by which I am evaluated are my own,” “In my work, I often have opportunities to be completely engrossed in my work, without distraction,” “The primary reason I continue to teach is for the salary and retirement benefits,” and “The primary reason I continue to teach is for the salary and retirement benefits.”

Figure 33. Mastery Summary, Millennials

In summary, all three generations of teachers felt most strongly about striving to improve teaching abilities, performance evaluations reflecting their teaching abilities, and the requirement to follow a clear set of policies and procedures when completing a task at work. Likewise, teachers in all three generations expressed disagreement with the idea
that the primary reason to continue teaching is for the salary and retirement benefits.

Table 12 and Figure 34 display a summary of the average response on all seven Mastery statements that participants were to respond to in the Teacher Motivation Survey. Table 12 indicates that Baby Boomers are in more agreement with the Mastery statements than Gen Xers and Millennials, followed by Gen Xers, then Millennials. Baby Boomers and Gen Xers both have averages above “3,” which indicates more agreement with the Mastery statements than disagreement. Contrastingly, Millennials average below “3,” which indicates, on average, Millennials disagree more with the Mastery statements than agree with them. An analysis of this finding will be discussed in Chapter V. Figure 34 illustrates how each generation compared to one another.

Table 12

*Average of Mastery Questions*

<table>
<thead>
<tr>
<th>Average of Mastery Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>3.1266</td>
</tr>
<tr>
<td>Gen Xers</td>
<td>3.0497</td>
</tr>
<tr>
<td>Millennials</td>
<td>2.9464</td>
</tr>
</tbody>
</table>
Figure 34. Mastery Summary of Responses

**Statement Responses: Purpose**

Questions 19 through 23 ask participants to determine the extent to which they agree with statements in Pink’s (2009) “Purpose” section of what motivate human beings. Purpose is the third factor that will guide this research. Daniel Pink suggests that a person could still be motivated by a high sense of autonomy and mastery alone, but it is the trifecta, the combination of autonomy, mastery, and purpose, that brings about the most motivation in a human being. By identifying what it is that establishes a strong sense of purpose for teachers will hopefully help this researcher determine what it is that motivates teachers.
Figure 35 displays data for the extent to which respondents agreed or disagreed with the statement, “The primary reason I work is to improve the lives of my students.” The vast majority of response for this statement were “Strongly Agree” (n=265, 60%) and “Agree” (n=149, 34%), followed by “Neutral” (n=17, 4%), “Disagree” (n=6, 1%), and “Strongly Disagree” (n=2, 0%). Respondents overwhelmingly agreed with this statement. Although 0% of responses were in disagreement or strong disagreement with this statement, it is worth noting that, as seen in Figure 35b, one Millennial, two Gen Xers, and three Baby Boomers disagreed with this statement, representing the colors in Figure 35b. Likewise, one Gen Xer and one Baby Boomer “Strongly Disagreed” with this statement, indicating that these respondents’ primary reason to work is not to improve the lives of students. Overall, Millennials showed a slightly higher rate of agreement with this statement, no real significant patterns exist for which generation answered a particular way.

![Figure 35a](image1.png)  
**Figure 35a.** The primary reason I work is to improve the lives of my students

![Figure 35b](image2.png)  
**Figure 35b.** The primary reason I work is to improve the lives of my students

*(n=432)*

*Figure 35. The Primary Reason I Work is to Improve the Lives of my Students*
Figure 36 displays data for the extent to which respondents agreed or disagreed with the statement, “I receive regular feedback, positive or negative, from my principal.” Responses for this statement evenly distributed. The largest response was from participants who “Agree” (n=152, 35%) with this statement, followed by participants who were “Neutral” (n=90, 21%), “Disagree” (n=89, 20%), “Strongly Disagree” (n=57, 13%) and “Strongly Agree” (n=50, 11%). Overall, no significant patterns exist for which generation answered a particular way.

*Figure 36a.* I receive regular feedback, positive or negative, from my principal

*Figure 36b.* I receive regular feedback, positive or negative, from my principal

*Figure 36. I Receive Regular Feedback, Positive or Negative, From my Principal*
Figure 37 displays data for the extent to which respondents agreed or disagreed with the statement, “My district clearly explains the rationale behind the direction they’re going.” Responses for this statement lean toward disagreement or strong disagreement from all generations, but there is a substantial representation who agree with this statement as well. The largest response was from participants who “Disagree” (n=163, 38%) with this statement, followed by participants who “Agree” (n=91, 21%), “Strongly Disagree” (n=89, 20%), are “Neutral” (n=76, 17%) and “Strongly Agree” (n=17, 4%). Overall, there is a relationship between the age of the respondent and agreement with this statement. Millennials, on average, agree with this statement more than Gen Xers and Gen Xers agree with this statement more than Baby Boomers. However, for all three generations as seen in Figure 37b, the majority disagree with this statement.

Figure 37a. My district clearly explains the rationale behind the direction they’re going

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>4%</td>
<td>21%</td>
<td>17%</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td>Gen Xers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millennials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 37b. My district clearly explains the rationale behind the direction they’re going

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>17.65%</td>
<td>29.41%</td>
<td>52.94%</td>
<td>21.84%</td>
<td>13.16%</td>
</tr>
<tr>
<td>Gen Xers</td>
<td>27.59%</td>
<td>50.57%</td>
<td>64.47%</td>
<td>22.37%</td>
<td>21.12%</td>
</tr>
<tr>
<td>Millennials</td>
<td>22.37%</td>
<td>49.69%</td>
<td>9.69%</td>
<td>29.19%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

Figure 37. My District Clearly Explains the Rationale Behind the Direction They’re Going
Figure 38 displays data for the extent to which respondents agreed or disagreed with the statement, “I agree with the direction my district is headed.” The largest response was from participants who are “Neutral” (n=135, 31%) with this statement, followed by participants who “Disagree” (n=129, 29%), “Agree” (n=94, 21%), “Strongly Disagree” (n=65, 15%) and “Strongly Agree” (n=15, 3%). Figure 38b illustrates that Millennials agree or strongly agree with this statement more than Gen Xers and Baby Boomers. Overall, this statement provided the most balanced opinions between answers within the area of purpose.
Figure 39 displays data for the extent to which respondents agreed or disagreed with the statement, “I have very little choice over what I do each day at work.” The largest response was from participants who are “Disagree” (n=232, 53%) with this statement, followed by participants who are “Neutral” (n=90, 21%), “Agree” (n=61, 14%), are “Strongly Disagree” (n=42, 10%) and “Strongly Agree” (n=14, 3%). Figure 39b illustrates that Baby Boomers agree with this statement more than Gen Xers and Millennials.

**Figure 39a. I have very little choice over what I do each day at work**

**Figure 39b. I have very little choice over what I do each day at work**

*Purpose: A Summary*

For purpose of data analysis, the researcher converted each answer to a number, as follows (see Table 10). When the answers were converted to numbers, the researcher was able to find averages that indicate how each generation felt about a particular statement. Figure 40 illustrates how Baby Boomers, on average, responded to each of the
Purpose statements. As Figure 40 displays, Baby Boomers, on average, felt the greatest sense of agreement with the statement, “The primary reason I work is to improve the lives of my students. Followed by, “I receive regular feedback, positive or negative, from my principal.” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that, overall, Baby Boomers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Baby Boomers were more in disagreement than in agreement with them. In decreasing order, these statements were “I have very little choice over what I do each day at work,” “I agree with the direction my district is headed,” and “My district clearly explains the rationale behind the direction they’re going.”

\[
\begin{array}{ll}
\text{Purpose Summary, Baby Boomers} \\
\hline
\text{The primary reason I work is to improve the lives of my students} & 4.4912 \\
\text{I receive regular feedback, positive or negative, from my principal} & 3.1140 \\
\text{My district clearly explains the rationale behind the direction they’re going} & 2.3947 \\
\text{I agree with the direction my district is headed} & 2.6228 \\
\text{I have very little choice over what I do each day at work} & 2.6316 \\
\hline
\end{array}
\]

Figure 40. Purpose Summary, Baby Boomers
Figure 41 illustrates how Gen Xers, on average, responded to each of the Purpose statements. Figure 41 displays, Gen Xers, on average, felt the greatest sense of agreement with the statement, “The primary reason I work is to improve the lives of my students.” Followed by, “I receive regular feedback, positive or negative, from my principal” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that, overall, Gen Xers are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Baby Boomers were more in disagreement than in agreement with them. In decreasing order, these statements were “I agree with the direction my district is headed,” “I have very little choice over what I do each day at work,” “I agree with the direction my district is headed,” and “My district clearly explains the rationale behind the direction they’re going.”

<table>
<thead>
<tr>
<th>Purpose Summary, Gen Xers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary reason I work is to improve the lives of my students</td>
<td>4.4821</td>
</tr>
<tr>
<td>I receive regular feedback, positive or negative, from my principal</td>
<td>3.0714</td>
</tr>
<tr>
<td>My district clearly explains the rationale behind the direction they’re going</td>
<td>2.4643</td>
</tr>
<tr>
<td>I agree with the direction my district is headed</td>
<td>2.5804</td>
</tr>
<tr>
<td>I have very little choice over what I do each day at work</td>
<td>2.4643</td>
</tr>
</tbody>
</table>

*Figure 41. Purpose Summary, Gen Xers*
Figure 42 illustrates how Millennials, on average, responded to each of the Purpose statements. Figure 42 displays, Gen Xers, on average, felt the greatest sense of agreement with the statement, “The primary reason I work is to improve the lives of my students. Followed by, “I receive regular feedback, positive or negative, from my principal.” These two responses were the only two that fell above the “Neutral” category (i.e., “3”), indicating that, overall, Millennials are more in agreement with these statements than disagreement. The remaining statements received averages below “3,” which indicated that Millennials were more in disagreement than in agreement with them. In decreasing order, these statements were “I agree with the direction my district is headed,” “I have very little choice over what I do each day at work,” “I agree with the direction my district is headed,” and “My district clearly explains the rationale behind the direction they’re going.”

<table>
<thead>
<tr>
<th>Purpose Summary, Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary reason I work is to improve the lives of my students</td>
</tr>
<tr>
<td>I receive regular feedback, positive or negative, from my principal</td>
</tr>
<tr>
<td>My district clearly explains the rationale behind the direction they're going</td>
</tr>
<tr>
<td>I agree with the direction my district is headed</td>
</tr>
<tr>
<td>I have very little choice over what I do each day at work</td>
</tr>
</tbody>
</table>

**Figure 42.** Purpose Summary, Millennials

In summary, all three generations of teachers felt most strongly about working to improve the lives of students. Likewise, teachers in all three generations were fairly
neutral about receiving feedback from their principal. Table 13 and Figure 43 display a summary of the average response on all five Purpose statements that participants were to respond to in the Teacher Motivation Survey. Table 13 indicates that Millennials are in more agreement with the Purpose statements than Baby Boomers and Gen Xers, followed by Baby Boomers and Gen Xers. All three generations have averages above “3,” which indicates more agreement with the Purpose statements than disagreement. It is worth noting that the Purpose statements brought about the highest average responses, as compared to the Autonomy and Mastery statements. An analysis of this finding will be discussed in Chapter V. Figure 43 illustrates how each generation compared to one another.

Table 13

*Average of Purpose Questions*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>3.0509</td>
</tr>
<tr>
<td>Gen Xers</td>
<td>3.0125</td>
</tr>
<tr>
<td>Millennials</td>
<td>3.1438</td>
</tr>
</tbody>
</table>
Closed and Open-Ended Questions

The Teacher Motivation Survey (see Appendix D) asked two open-ended questions. The first asked participants to “Check the five (5) most motivating factors that push you to become a better teacher,” with an option for “Other,” which provided participants an opportunity to write in a motivating factor not listed in the survey. The second asked, “In an ideal world, what would make you most satisfied in your job?”

Figure 44 illustrates the frequency by which each option was chosen and includes the “n” for each response. The top 25% of responses consisted of, in order, “Mastery of Craft Knowledge/content knowledge,” “Collaboration,” “Clear Sense of Purpose for my Work,” “Opportunities to Contribute,” “Personal interactions with colleagues,”
Relationship building,” and “Autonomy I have over my daily work.” The second 25% of responses consisted of “Truthful, honest, and direct conversations,” “Other” (more on this option will be discussed later in Chapter IV), “Team cohesiveness,” “Use of technology,” “Fun workplace,” and “Involvement in teams.” The third 25% of responses consisted of “Communication,” “Flexibility over how I spend my time at work,” “Treated as an equal,” “Separate career and life (work-life balance),” “Clear expectations from you district or principal,” and “Ability to multitask.” The bottom 25% of responses consisted of “Structure,” “Respect for age and experience,” “Opportunity to be coached,” “Frequent feedback from your evaluator(s),” “Use of written goals,” and “Retention of school culture and traditions.”

Figure 45 illustrates the same data as Figure 44, but includes the percentage of responses and the corresponding “n.” Since respondents could check up to five answers, the percentages don’t equal 100%. As seen in Figures 44, 45, and 46, 73 respondents chose to add in an additional motivating factor not listed in the options provided, which will be discussed later in this chapter. As seen in Figures 44 and 45, n=2,078, which includes the 73 “other” responses. Figure 46 does not include the “other” responses, which results in an “n” of 2,005.
Check the five (5) most motivating factors that push you to become a better teacher

(n=2,078)

Figure 44. Five Motivating Factors, Number of Responses
Figure 45. Five Motivating Factors, Percentage of Responses

Since the purpose of this study was to analyze what the different generational cohorts need to remain motivated in their work, the Figure 46 illustrates the number of responses each option received by generational cohort. It is worth noting that Gen Xers provided the most feedback (n=170), followed by Baby Boomers (n=100) and Millennials (n=69), which explains why there are more Gen X responses in Figures 46-70.
The five (5) most motivating factors that push you to become a better teacher, by generational cohort

<table>
<thead>
<tr>
<th>Factor</th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to multitask</td>
<td>13</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Autonomy I have over my daily work</td>
<td>14</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>Clear expectations from your district or principal</td>
<td>12</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Clear sense of purpose for my work</td>
<td>37</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>Collaboration</td>
<td>18</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Communication</td>
<td>16</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Flexibility over how I spend my time at work</td>
<td>16</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>Frequent feedback from your evaluator(s)</td>
<td>13</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>Fun workplace</td>
<td>16</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Involvement in teams</td>
<td>18</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Mastery of craft knowledge/content knowledge</td>
<td>24</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Opportunities to contribute</td>
<td>24</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Opportunity to be coached</td>
<td>24</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Personal interactions with colleagues</td>
<td>18</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Relationship building</td>
<td>19</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Respect for age and experience</td>
<td>19</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Retention of school culture and traditions</td>
<td>18</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Separate career and life (work-life balance)</td>
<td>19</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Structure</td>
<td>18</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Team cohesiveness</td>
<td>14</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Treated as an equal</td>
<td>15</td>
<td>31</td>
<td>50</td>
</tr>
<tr>
<td>Truthful, honest, and direct conversations</td>
<td>15</td>
<td>21</td>
<td>50</td>
</tr>
<tr>
<td>Use of technology</td>
<td>15</td>
<td>21</td>
<td>50</td>
</tr>
<tr>
<td>Use of written goals</td>
<td>15</td>
<td>21</td>
<td>50</td>
</tr>
</tbody>
</table>

(n=2005)

*Figure 46. Motivating Factors, Number of Responses by Generational Cohort*

Figures 47 through 70 illustrate, individually, how each generational age band responded to the 25 options in the question, “Check the five (5) most motivating factors that push you to become a better teacher.” The graphs on the left display data by
generation for the percentage of participants who checked that option as a motivating factor. It is worth noting that Gen Xers made up 51% (n=221), Baby Boomers made up 26% (n=114), and Millennials made up 22% (n=95) of the survey participants, which explains why there is a higher percentage of Gen X responses in Figures 47-70. The graphs on the right display data for the percentage of each particular generation who claimed to be motivated by that option.

Figure 47 illustrates that more than half the respondents who checked “Ability to Multitask” as one of their five motivating factors were from the Gen X generation (n=24), followed by Baby Boomers (n=13) and Millennials (n=9). The graph on the right illustrates that 11.40% of the Baby Boomers selected this option as a motivating factor, 10.86% of the Gen Xers selected this option as a motivating factor, and 9.47% of Millennials selected this option as a motivating factor.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28.26%</td>
<td>52.17%</td>
<td>19.57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.40%</td>
<td>10.86%</td>
<td>9.47%</td>
</tr>
</tbody>
</table>

*Figure 47. Ability to Multitask*
Figure 48 indicates that more than half the respondents who checked “Autonomy I have over my daily work” as one of their five motivating factors were from the Gen X generation (n=50), followed by Baby Boomers (n=29) and Millennials (n=14). The graph on the right illustrates that 25.44% of the Baby Boomers selected this option as a motivating factor, 22.62% of the Gen Xers selected this option as a motivating factor, and 14.74% of Millennials selected this option as a motivating factor.

![Graph showing autonomy](image)

*Figure 48. Autonomy I Have Over my Daily Work*
Figure 49 indicates that the largest subgroup who checked “Clear expectations from your district or principal” as one of their motivating factors were from the Gen X generation (n=24), followed by Millennials (n=21) and Baby Boomers (n=12). The graph on the right illustrates that 10.53% of the Baby Boomers selected this option as a motivating factor, 10.86% of the Gen Xers selected this option as a motivating factor, and 22.11% of Millennials selected this option as a motivating factor.

Figure 49. Clear Expectations from Your District or Principal
Figure 50 indicates that the largest subgroup who checked “Clear sense of purpose for my work” as one of their five motivating factors were from the Gen X generation (n=100), followed by Baby Boomers (n=58) and Millennials (n=37). It is worth noting that this option was the third highest selected options. The graph on the right illustrates that 50.88% of the Baby Boomers selected this option as a motivating factor, 45.25% of the Gen Xers selected this option as a motivating factor, and 38.95% of Millennials selected this option as a motivating factor.

Figure 50. Clear Sense of Purpose for my Work
Figure 51 indicates that the largest subgroup who checked “Collaboration” as one of their five motivating factors were from the Gen X generation (n=102), followed by Millennials (n=56) and Baby Boomers (n=38). It is worth noting that this option was the second highest selected options, and Gen Xers and Millennials appear to value collaboration more than Baby Boomers. The graph on the right illustrates that 33.33% of the Baby Boomers selected this option as a motivating factor, 46.15% of the Gen Xers selected this option as a motivating factor, and 58.95% of Millennials selected this option as a motivating factor.

(n=196)

*Figure 51. Collaboration*
Figure 52 indicates that the largest subgroup who checked “Communication” as one of their five motivating factors were from the Gen X generation \((n=35)\), followed by Millennials \((n=19)\) and Baby Boomers \((n=18)\). The graph on the right illustrates that 15.79% of the Baby Boomers selected this option as a motivating factor, 15.84% of the Gen Xers selected this option as a motivating factor, and 20.00% of Millennials selected this option as a motivating factor.

*Figure 52. Communication*
Figure 53 indicates that the largest subgroup who checked “Flexibility over how I spend my time at work” as one of their five motivating factors were from the Gen X generation (n=42), followed by Baby Boomers (n=16) and Millennials (n=13). The graph on the right illustrates that 14.04% of the Baby Boomers selected this option as a motivating factor, 19.00% of the Gen Xers selected this option as a motivating factor, and 13.68% of Millennials selected this option as a motivating factor.

![Bar chart showing the percentage of each generation selecting flexibility as a motivating factor.]

*Figure 53. Flexibility Over How I Spend my Time at Work*
Figure 54 indicates that the largest subgroup who checked “Frequent feedback from your evaluator(s)” as one of their five motivating factors were from the Gen X generation (n=11), followed by Millennials (n=7) and Baby Boomers (n=4). It is worth noting that only 22 respondents consider this a motivating factor, and only four Baby Boomers felt this way. The graph on the right illustrates that 3.51% of the Baby Boomers selected this option as a motivating factor, 4.98% of the Gen Xers selected this option as a motivating factor, and 7.37% of Millennials selected this option as a motivating factor.

Figure 54. Frequent Feedback from your Evaluator(s)
Figure 55 indicates that the largest subgroup who checked “Fun workplace” as one of their five motivating factors were from the Gen X generation (n=41), followed by Millennials (n=24) and Baby Boomers (n=16). The graph on the right illustrates that 14.04% of the Baby Boomers selected this option as a motivating factor, 18.55% of the Gen Xers selected this option as a motivating factor, and 25.26% of Millennials selected this option as a motivating factor.

Figure 55. Fun Workplace
Figure 56 indicates that the largest subgroup who checked “Involvement in teams” as one of their five motivating factors were from the Gen X generation (n=42), followed by Millennials (n=19) and Baby Boomers (n=18). The graph on the right illustrates that 15.79% of the Baby Boomers selected this option as a motivating factor, 19.00% of the Gen Xers selected this option as a motivating factor, and 20.00% of Millennials selected this option as a motivating factor.

(n=79)

*Figure 56. Involvement in Teams*
Figure 57 indicates that the largest subgroup who checked “Mastery of craft knowledge/content knowledge” as one of their five motivating factors were from the Gen X generation (n=111), followed by Baby Boomers (n=64) and Millennials (n=41). It is worth noting that this option received the most responses, totally 10% of all responses. The graph on the right illustrates that 56.14% of the Baby Boomers selected this option as a motivating factor, 50.23% of the Gen Xers selected this option as a motivating factor, and 43.16% of Millennials selected this option as a motivating factor.

(n=216)

*Figure 57. Mastery of Craft Knowledge/Content Knowledge*
Figure 58 indicates that the largest subgroup who checked “Opportunities to contribute” as one of their five motivating factors were from the Gen X generation (n=65), followed by Baby Boomers (n=51) and Millennials (n=32). The graph on the right illustrates that 44.74% of the Baby Boomers selected this option as a motivating factor, 29.41% of the Gen Xers selected this option as a motivating factor, and 33.68% of Millennials selected this option as a motivating factor.

\[
\begin{array}{ccc}
\text{Opportunities to contribute} & \text{Opportunities to contribute:} \\
\text{Baby Boomers (born between 1944-1960)} & \text{Percentage of Generation} \\
34.46\% & 44.74\% \\
43.92\% & 29.41\% \\
21.62\% & 33.68\%
\end{array}
\]

(n=148)

*Figure 58. Opportunities to Contribute*
Figure 59 indicates that the largest subgroup who checked “Opportunities to contribute” as one of their five motivating factors were from the Gen X generation (n=10), followed by Millennials (n=10) and Baby Boomers (n=4). The graph on the right illustrates that 3.51% of the Baby Boomers selected this option as a motivating factor, 4.52% of the Gen Xers selected this option as a motivating factor, and 9.47% of Millennials selected this option as a motivating factor.

<table>
<thead>
<tr>
<th></th>
<th>Opportunity to be coached</th>
<th>Opportunity to be coached: Percentage of Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>17.39%</td>
<td>3.51%</td>
</tr>
<tr>
<td>(born between 1944-1960)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation X</td>
<td>43.48%</td>
<td>4.52%</td>
</tr>
<tr>
<td>(born between 1960-1980)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y/</td>
<td>39.13%</td>
<td>9.47%</td>
</tr>
<tr>
<td>Millennials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(born between 1980-2000)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(n=23)

Figure 59. Opportunity to be Coached
Figure 60 indicates that the largest subgroup who checked “Personal interactions with colleagues” as one of their five motivating factors were from the Gen X generation (n=68), followed by Baby Boomers (n=24) and Millennials (n=18). The graph on the right illustrates that 21.05% of the Baby Boomers selected this option as a motivating factor, 30.77% of the Gen Xers selected this option as a motivating factor, and 18.95% of Millennials selected this option as a motivating factor.

<table>
<thead>
<tr>
<th>Personal interactions with colleagues</th>
<th>Personal interactions with colleagues: Percentage of Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers (born between 1944-1960)</td>
<td>21.82%</td>
</tr>
<tr>
<td>Generation X (born between 1960-1980)</td>
<td>61.82%</td>
</tr>
<tr>
<td>Generation Y/Millennials (born between 1980-2000)</td>
<td>16.36%</td>
</tr>
<tr>
<td>Baby Boomers (born between 1944-1960)</td>
<td>21.05%</td>
</tr>
<tr>
<td>Generation X (born between 1960-1980)</td>
<td>30.77%</td>
</tr>
<tr>
<td>Generation Y/Millennials (born between 1980-2000)</td>
<td>18.95%</td>
</tr>
</tbody>
</table>

(n=110)

*Figure 60. Personal Interactions with Colleagues*
Figure 61 indicates that the largest subgroup who checked “Relationship building” as one of their five motivating factors were from the Gen X generation (n=54), followed by Millennials (n=25) and Baby Boomers (n=19). The graph on the right illustrates that 16.67% of the Baby Boomers selected this option as a motivating factor, 24.43% of the Gen Xers selected this option as a motivating factor, and 26.32% of Millennials selected this option as a motivating factor.

![Bar chart](attachment:image.png)

*Figure 61. Relationship Building*
Figure 62 indicates that the largest subgroup who checked “Respect for age and experience” as one of their five motivating factors were from the Baby Boomer Generations (n=14) followed closely by the Gen X generation (n=13) and Millennials (n=4). The graph on the right illustrates that 12.28% of the Baby Boomers selected this option as a motivating factor, 5.88% of the Gen Xers selected this option as a motivating factor, and 4.21% of Millennials selected this option as a motivating factor.

(n=31)

Figure 62. Respect for Age and Experience
Figure 63 indicates that the largest subgroup who checked “Retention of school culture and traditions” as one of their five motivating factors were from the Gen X Generation (n=7), followed by the Baby Boomer Generation (n=6) and Millennials (n=3). It is worth noting that this option received the least amount of votes that indicate a motivating factor for the survey participants. The graph on the right illustrates that 5.26% of the Baby Boomers selected this option as a motivating factor, 3.17% of the Gen Xers selected this option as a motivating factor, and 3.16% of Millennials selected this option as a motivating factor.

![Diagram of Retention of School Culture and Traditions]

*Figure 63. Retention of School Culture and Traditions*
Figure 64 indicates that the largest subgroup who checked “Separate career and life (work-life balance)” as one of their five motivating factors were from the Gen X Generation (n=40), followed by the Millennials (n=12) and Baby Boomers (n=11). The graph on the right illustrates that 9.65% of the Baby Boomers selected this option as a motivating factor, 18.10% of the Gen Xers selected this option as a motivating factor, and 12.63% of Millennials selected this option as a motivating factor.

(n=63)

*Figure 64. Separate Career and Life (Work-Life Balance)*
Figure 65 indicates that the largest subgroup who checked “Structure” as one of their five motivating factors were from the Gen X Generation (n=18), followed closely by the Millennials (n=17) and Baby Boomers (n=8). The graph on the right illustrates that 7.02% of the Baby Boomers selected this option as a motivating factor, 8.14% of the Gen Xers selected this option as a motivating factor, and 17.89% of Millennials selected this option as a motivating factor.

Figure 65. Structure
Figure 66 indicates that the largest subgroup who checked “Team Cohesiveness” as one of their five motivating factors were from the Gen X Generation (n=53), followed by the Baby Boomers (n=23) and Millennials (n=14). The graph on the right illustrates that 20.18% of the Baby Boomers selected this option as a motivating factor, 23.98% of the Gen Xers selected this option as a motivating factor, and 14.74% of Millennials selected this option as a motivating factor.

Figure 66. Team Cohesiveness
Figure 67 indicates that the largest subgroup who checked “Treated as an equal” as one of their five motivating factors were from the Gen X Generation (n=31), followed by the Baby Boomers (n=19) and Millennials (n=15). The graph on the right illustrates that 16.67% of the Baby Boomers selected this option as a motivating factor, 14.03% of the Gen Xers selected this option as a motivating factor, and 15.79% of Millennials selected this option as a motivating factor.

<table>
<thead>
<tr>
<th>Treated as an equal: Percentage of Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers (born between 1944-1960)</td>
</tr>
<tr>
<td>Generation X (born between 1960-1980)</td>
</tr>
<tr>
<td>Generation Y/ Millennials (born between 1980-2000)</td>
</tr>
</tbody>
</table>

Figure 67. Treated as an Equal
Figure 68 indicates that the largest subgroup who checked “Truthful, honest, and direct conversations” as one of their five motivating factors were from the Gen X Generation (n=48), followed by the Baby Boomers (n=22) and Millennials (n=21). The graph on the right illustrates that 19.30% of the Baby Boomers selected this option as a motivating factor, 21.72% of the Gen Xers selected this option as a motivating factor, and 22.11% of Millennials selected this option as a motivating factor.

<table>
<thead>
<tr>
<th>Truthful, honest, and direct conversations</th>
<th>Truthful, honest, and direct conversations: Percentage of Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers (born between 1944-1960)</td>
<td>24.18%</td>
</tr>
<tr>
<td>Generation X (born between 1960-1980)</td>
<td>52.75%</td>
</tr>
<tr>
<td>Generation Y/ Millennials (born between 1980-2000)</td>
<td>23.08%</td>
</tr>
</tbody>
</table>

(n=91)

*Figure 68. Truthful, Honest, and Direct Conversations*
Figure 69 indicates that the largest subgroup who checked “Use of Technology” as one of their five motivating factors were from the Gen X Generation (n=41), followed by Millennials (n=26) and Baby Boomers (n=15). The graph on the right illustrates that 13.16% of the Baby Boomers selected this option as a motivating factor, 18.55% of the Gen Xers selected this option as a motivating factor, and 27.37% of Millennials selected this option as a motivating factor.

Figure 69. Use of Technology
Figure 70 indicates that the largest subgroup who checked “Use of Written Goals” as one of their five motivating factors were from the Millennials (n=8), followed by Gen Xers (n=5) and Baby Boomers (n=4). It is worth noting this was the second lowest motivating factor with only 17 respondents checking this option as a motivating factor. The graph on the right illustrates that 3.51% of the Baby Boomers selected this option as a motivating factor, 2.26% of the Gen Xers selected this option as a motivating factor, and 8.42% of Millennials selected this option as a motivating factor.

Figure 70. Use of Written Goals
Figure 71 illustrates the top five options selected when Baby Boomers had the opportunity to “Check the five (5) most motivating factors that push you to become a better teacher.” The most frequently selected option was “Mastery of craft knowledge/content knowledge” (n=64), followed by a “Clear sense of purpose for my work,” (n=58), “Opportunities to contribute” (n=51), “Collaboration” (n=38), and Autonomy I have over my daily work (n=29). Of these choices, the researcher coded the options into an Autonomy, Mastery, or Purpose category based on Daniel Pink’s theoretical framework. Baby Boomers selected one option in the Mastery category, “Mastery of craft knowledge/content knowledge,” two options in the Purpose category, “Clear sense of purpose for my work” and “Opportunities to contribute,” and two option in the Autonomy category, “Autonomy I have over my daily work” and “Collaboration.”

<table>
<thead>
<tr>
<th>Baby Boomer Top 5 Options Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Mastery of craft knowledge/content knowledge</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Clear sense of purpose for my work</td>
</tr>
<tr>
<td>Opportunities to contribute</td>
</tr>
<tr>
<td>Autonomy/Autonomy</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Autonomy I have over my daily work</td>
</tr>
</tbody>
</table>

(n=240)

*Figure 71. Baby Boomer Top 5 Options Selected*
Figure 72 illustrates the top five options selected when Gen Xers had the opportunity to “Check the five (5) most motivating factors that push you to become a better teacher.” The most frequently selected option was “Mastery of craft knowledge/content knowledge” (n=111), followed by a “Collaboration” (n=102), a “Clear sense of purpose for my work,” (n=100), “Personal interactions with colleagues” (n=68), and “Opportunities to contribute” (n=65). Of these choices, the researcher coded the options into an Autonomy, Mastery, or Purpose category based on Daniel Pink’s theoretical framework. Gen Xers selected two options in the Mastery category, “Mastery of craft knowledge/content knowledge” and “Collaboration” and three options in the Purpose category, “Clear sense of purpose for my work,” “Personal interactions with colleagues,” and “Opportunities to contribute.”

<table>
<thead>
<tr>
<th>Gen X Top 5 Options Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
</tr>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Mastery of craft knowledge/content knowledge</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Clear sense of purpose for my work</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Personal interactions with colleagues</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Opportunities to contribute</td>
</tr>
</tbody>
</table>

Figure 72. Gen X Top 5 Options Selected
Figure 73 illustrates the top five options selected when Millennials had the opportunity to “Check the five (5) most motivating factors that push you to become a better teacher.” The most frequently selected option was “Collaboration” (n=56), followed by “Mastery of craft knowledge/content knowledge” (n=41), a “Clear sense of purpose for my work,” (n=37), “Opportunities to contribute” (n=32), and “Use of Technology” (n=26). Of these choices, the researcher coded the options into an Autonomy, Mastery, or Purpose category based on Daniel Pink’s theoretical framework. Millennials selected three options in the Mastery category, “Collaboration,” “Mastery of craft knowledge/content knowledge,” and “Use of technology” and two options in the Purpose category, “Clear sense of purpose for my work” and “Opportunities to contribute.”

**Figure 73. Millennial Top 5 Options Selected**
In addition to checking five motivating factors from a pre-selected list, survey participants had the opportunity to write in their own motivations that push them to become a better teacher. Table 14 indicates the responses that participants indicated using the “Other” option (n=73), sorted by generational cohort. The researcher coded these responses according to Daniel Pink’s (2009) motivational factors, autonomy, mastery, and purpose, which provides for the theoretical framework of this study (see Figure 74). A large majority of responses, regardless of generational band, focused on the students or student growth as a motivating factor.

Table 14 provides examples of survey participant’s responses to what motivates them to become better teachers. This table is divided into the autonomy, mastery, and purpose responses and by generation. The researcher used the following guidelines to determine how to code each response.

Teacher responses were placed into the Autonomy category when the statement related to:

- When an employee does something (time);
- How an employee does something (technique);
- Whom an employee does something with (team); or
- What an employee does (task)

Teacher responses were placed into the Mastery category when the statement related to:

- “Goldilocks tasks” – Pink (2009) uses the term “Goldilocks tasks” to describe tasks that are neither too difficult nor too easy. These tasks generally establish
an environment that allows employees to and encourages teachers to develop their teaching skills (p. 224).

Teacher responses were placed into the Purpose category when the statement related to:

- A desire to contribute to a cause greater;
- A district’s mission or vision; or
- Students and/or student growth.

Table 14

“Other” Responses Motivating Teachers to Become Better

<table>
<thead>
<tr>
<th>Purpose: Baby Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The satisfaction to see my students grow and keep them motivated</td>
</tr>
<tr>
<td>Student learning &amp; growth</td>
</tr>
<tr>
<td>The children</td>
</tr>
<tr>
<td>The children</td>
</tr>
<tr>
<td>The children!!</td>
</tr>
<tr>
<td>The drive to meet the overwhelming needs of the students</td>
</tr>
<tr>
<td>The excitement of my students</td>
</tr>
<tr>
<td>The joy for seeing children grow</td>
</tr>
<tr>
<td>The most important reason I strive to become a better teacher is that my improvement directly connects to the improvement of my students.</td>
</tr>
<tr>
<td>The Students</td>
</tr>
<tr>
<td>To do my best to teach my students</td>
</tr>
<tr>
<td>To see my students grow and succeed.</td>
</tr>
<tr>
<td>Respect a value of education</td>
</tr>
<tr>
<td>Help struggling students</td>
</tr>
<tr>
<td>It's best for my students</td>
</tr>
<tr>
<td>Meeting student needs</td>
</tr>
<tr>
<td>Motivate students to learn</td>
</tr>
<tr>
<td>My students</td>
</tr>
<tr>
<td>Opportunity to make a difference in the lives of at-risk youth</td>
</tr>
</tbody>
</table>
Purpose: Gen Xers

- Student achievement is important but not as important as the Danielson model thinks it is.
- Touch lives
- Students
- Student achievement is important
- Student successes
- Student successes
- Students
- Students
- The Children
- The kids!
- Desire to impact children's lives
- Growing
- Help my community
- Helping children learn and become better individuals.
- I just really want to see the at-risk students I work with and their families succeed in school and life
- I want my students to move away from poverty and thrive to a better future.
- I'm generally internally motivated to excel, to be among the best. But the engagement, appreciation, and achievement of my students (and sometimes also their parents) are also among my highest motivators to keep learning, growing, and striving as a teacher.
- Impact on students and developing their love of learning
- Improve student outcomes
- Love learning and teaching
- Love of students
- Make a change in students life
- My students
- My students
- My students
- My students' needs
- Parental respect
- Personal reward when my students learn and reach the goals

Purpose: Millennials

- Working with students
- Supporting students
- Desire to improve students' lives
- Excitement of seeing student progress
- Help children
- My students
• My students
• Pass on the knowledge!

**Autonomy: Baby Boomers**
• No answers provided

**Autonomy: Gen Xers**
• Class Size

**Autonomy: Millennials**
• No answers provided

**Mastery: Baby Boomers**
• Learn real life skills
• Learn real life skills on real life issues
• Learn life skills on real issues
• Learn real life skills on real life issues.
• Lifelong learner
• Lifelong learner; continuing to improve my craft
• My own drive to perfect my teaching practice
• Pride in my work

**Mastery: Gen Xers**
• Be aware of most recent and best practice
• Being the best I can be to provide the best learning environment for my students.
• Desire for self-improvement
• Self motivation to improve in my craft everyday

**Mastery: Millennials**
• Creating an engaging environment

A summary of these responses can be seen in Figure 74. The majority of open-ended responses fell into the “Purpose” category (n=59), focusing mainly on students as a motivating factor. This was followed by comments that fell into the “Mastery” (n=13) and “Autonomy” (n=1) categories.
Survey participants were next asked to provide extended responses regarding what they believed, in an ideal world, would make them most satisfied in their job. There were 339 responses to this question. As delineated in Figure 75, Gen Xers provided the most feedback (n=170), followed by Baby Boomers (n=100) and Millennials (n=69).
The researcher coded the open-ended responses using Daniel Pink’s theoretical framework for Autonomy, Mastery, and Purpose. Figure 76 illustrates the number of responses by motivational factor and the percentage of those same responses and follows the actual participants’ responses. Of the 339 responses, nearly half of all the open-ended responses fell into the autonomy category (46.61%), 93 responses fell into the purpose category (27.43%) and 88 responses fell into the mastery category (25.96%). Examples of these responses can be found in Table 15, Table 16, and Table 17. These tables were divided into the autonomy, mastery, and purpose responses and by generation. The researcher used the same guidelines for Tables 15, 16, and 17 to determine how to code each response as in Table 14.

Table 15

Autonomy Responses

<table>
<thead>
<tr>
<th>Autonomy Responses: Baby Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Having an administrator who is supported and collaborative</td>
</tr>
<tr>
<td>- Being allowed more time to work with grade level teachers in my building and throughout the District.</td>
</tr>
<tr>
<td>- We all have so much to share and are never given that opportunity.</td>
</tr>
<tr>
<td>- Having supplies and educational materials available to teach with so we are not buying everything as we are now.</td>
</tr>
<tr>
<td>Having up to date technology that can be used in a classroom instead of a 45 min period whenever the lab is open.</td>
</tr>
<tr>
<td>Administration needs to let us teach. CCSS are wonderful if administration let's me teach. Stop telling me what to do because administration is dumbing it down</td>
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<tr>
<td>An unbiased principal that understands teaching; has the skills and ability to support the needs of teachers and students, and a collaborative atmosphere where administrators and teachers strive to improve our school for our students.</td>
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<tr>
<td>Colleagues that are willing to work together for the students, collaborate, team build, and the staff to work together with the principal in a positive manner. There are too many teachers who come late and leave early, eat lunch in their rooms hence leaving little time to interact with others in the building. Too many teachers are afraid to share ideas for fear of not getting credit or losing their creativity. Teachers are overworked, underpaid, stressed, and it is affecting many areas of the workplace. Teachers need more planning time each day. I would love to see a four day week with students and</td>
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one day for teachers to complete mounting paperwork and planning, OR a work day each month OR a work day each trimester/semester OR teach six weeks then week off with no other days off, possibly year round school.

Complete control over how and when to teach each subject. I would like to do much more integration of disciplines.

Freedom to teach what's important for children, not standards or assessment driven. Having the necessary materials, resources and time to teach and meet the needs of my students.

I need more weekly time to prepare for my lessons. Since I teach children with diverse needs I am always writing new lessons. In addition to the lessons, I have other obligations that need to be completed. With the new appraisal system, I am collecting data that proves students are succeeding as well as writing iep's, report cards, grading papers. It seems that there is no longer enough time in one day to complete the required work.

I think thoughtful collaborative decision making by the higher ups based on the needs of students rather then competing with districts that have different populations would make our district better. I think administration sets the tone for the district. Administration that encourages teachers to be more excited and stimulated about teaching is contagious and students feel more alive also. I would be more satisfied in a job that is more child centered and progressive. A district that encourages teachers to make learning challenging and fun verses work sheets. I enjoy my job very much but some of the thoughtless edicts brings down teacher morale.

I work hard for my students and I think I have earned the respect of students, parents, and the staff I work with. My principal is very supportive. The difficulty I have is very large class sizes. This adds a great deal of stress to my life.

I would appreciate professional guidance, a team that trusts and respects each other, and parents and administrators that support me and trust my leadership. Smaller class size would be wonderful, as that would allow me to help my students be more successful. Assessment should be less testing and more of an artifact-based student portfolio.

I would be more satisfied with my job if there was less work that needed to be done after hours and on weekends. If my children were small, I would not be able to put in the extra hours needed to be an "excellent" teacher.

I would have money at my disposal to buy any necessary materials. All students would come well-rested and fed, ready to work.

I would like more input as to special services my students need. Our district makes it very difficult for as risk students to get the quality/individualized help they need. We teachers must jump through hoops, documenting for months and months before administrators even take a look at the student. Although seasoned teachers can really help to meet the child's needs because of their experience, our younger teachers are just floundering and are very stressed. I worry that they will not stay in the profession because of all of the district restrictions identifying special needs students.

I would like to have a well-written, cohesive curriculum that met the needs of my students but allowed for a certain amount of flexibility for personal teaching style as
I would like to have enough time to actually plan at school, in elementary we have little or none. The parents and administration need to be respectful of what I do and the amount of time I put in to the field.

I would like to see more therapy time for my students. I have a moderately mentally impaired classroom and increased support services would be an asset. I would also be more satisfied if the community and district/government leaders had more respect for what we do in education. I think that if the people making laws and assessment for children had a better concept of what education is that it would be a better environment for teachers and students.

I would love to have more plan time.

If District 60 would become more current with technology...if every child had internet access at home and at school...if parents would parent and keep their children safe, if parents only needed to have one job to pay their bills.

If they would allow me to teach and not saddle me down with the latest "magic-wand" teaching practice.

In an ideal world my job would be more satisfying with an ideal society that honored what I do for children. Where parents are held accountable for what is lacking in students upon arrival into the school system. Parents have little to do with their children, including just CHECKING to SEE that schoolwork is completed and in-depth conversation. And I emphasize conversation, not talked at!

In an ideal world, my students would be active and curious learners, not apathetic and unmotivated learners. Diversity of thought and diversity of opinion among staff would be valued, not looked at with disdain.

We are teachers now in a completely anti-teacher time, when conformity is the highest value in our school district and indeed nationally in public education.

I will always advocate for academic freedom - I do now, vociferously. Common Core does not own my brain nor my soul, nor those of my students. It is a travesty that the elite, who force federal standards upon us, send their own children to private schools. My other teaching job is to model rebellion to younger teachers.

When my students are successful in life, I feel like I have accomplished something, and feel satisfaction. But I believe the current system is illogical and keeps them down - especially the boys.

Fair evaluations with constructive feedback. A principal who does not have vendettas, but is positive and supportive. Not having to gather so much data.

Less emphasis on the classroom teacher fixing all, ie, proper special ed support without the innumerable delays forced by RtI (since not all schools can afford extra interventionists, and teachers who "intervene" while teaching an entire class are not giving ALL of the needy children their attention.) I'd like an established curriculum, reviewed for child development appropriateness provided before implementing new standards. It is enough to teach without having to create, research and develop all of
your materials, too. I'd like a superintendent who has the best interests of all the children in mind, not just the target minority group on which he is establishing his reputation, who takes input from employees, has an open decision-making process, and did not distance himself from staff (and add to admin budget) by creating a "cabinet." So: 1. sufficient and appropriate materials to do the job well. 2. support from other staff to meet "company's" goals. 3. Superior whose goals coincide with employees.

Less high stakes testing as it takes a lot of time that is taken away from individual goals.

Less interference from planners that have not ever taught in a classroom.

Less paperwork / written documentation and less student testing.  

Less testing. We spent almost 90 days of the school year in testing "mode"!

More support to diversity, and to bilingual and dual education.

Better administrators.

No charter schools.

Less pressure to be paid by results. We generate results and good ones. Keep the lanes and the steps to increase salaries, that motivate me to study, to be a prepared teacher and to stay working in the same place.

Thank you!

More flexibility. Everything is too structured and seems redundant.

More technology.

More time to meet and collaborate with colleagues during my contract day.

My district is mainly Hispanic and African-American. Free lunch. We are a minority. I am a minority. We have less access to the budget, the decisions, etc.

Well, long story short

* More non white decisions.
* More clarity in the district goals.
* Less pressure with assessment.
* Less assessment.

* More support in professional development with grants and paid credits.
* Recognize and celebrate diversity.

Proper resources and specifically detailed goals in each subject area.

Proper resources and specifically detailed goals in each subject area.

Real teaching in the classroom and not just testing.

Respect for what I know, what learned, and how I perform. Our students spend allot of time taking tests. Test that mean nothing to them, and as a result report false data. Students need to spend this valuable time with adults they respect, and will listen to. These teaching adults need to teach real life situations that will our students to be successful early on in the lives away from us.

Running my own school!

Smaller class size, better student discipline from administrators

Smaller class sizes...
Someone else would administer the F&P 3 x a yr. (reading tests) & enter scores online. (Along with all other tests given 3x yr. like Words Their Way (WTW). We would have laptops for every child in each classroom. Students with Learning Disabilities would get more assistance than they receive now in a "pull-out" program. Kids with suspected dyslexia & those with a diagnosis would get daily assistance from an expert. We would cease to assess the assessing of the assessments & return to a sense of normalcy in our classrooms where kids come first and not testing! Finally, having 27+ students in grades 1-3 really impacts those who are "slow-learners, those who have diagnosed Learning Disabilities, BD, (Behavior Disorders), personality disorders, etc. We are called these days to be social workers, psychologists, behavior strategists, referees, & of course, the "Voice of Reason!" Every child would come to school to learn & every parent would have skills to truly "parent" their kids! Every child would be loved & cared for by my capable parents. Every child would come to school ready to learn & achieve! Actually, I am quite satisfied in my job because I am a realist with a heart. I meet my kids where they are and take them with me on an educational journey I hope will impact them for the rest of their lives! It is not cliche, nor is it easy. I teach them to live by the 8 Keys of Excellence.....no excuses. It has been making a difference for a very long time....& I am indeed most satisfied with the results. There are many parents who were in my class many years ago & now I have their kids in my class! How exciting & cool is that?? Satisfaction does not mean complacency. It means recognizing a job well done even on the most difficult days knowing I made a difference in a child's life one minute at a time. Who knows where my influence will travel & how it will impact another person? Teaching is not my job.....it is my calling & my work of heart. Good luck with your study!

Teaching without testing or at the very least without emphasis being placed on the test scores as the criteria for success.

The materials available to meet the Common Core Standards. Smaller class sizes in order to establish worthwhile relationships with every student....30 to 1 is difficult!

The philosophy that high stakes testing and data are the means to an end.

Appropriate services for the students who have learning challenges and disabilities.

A Service Team that truly works as a team and not a dictatorship.

Daily collaboration time with my grade level teammates.

Weekly collaboration with art, music, PE teachers and resource staff who also work with my students.

A district administration who truly listens and understands the needs of teachers and their students.

Time to complete the multitude of responsibilities being heaped upon me.

Time/ monetary support to continue my education, Acknowledgement and respect for my contributions to my practice as an educator....similar to business titles or monetary incentives.

To begin the year with a clear set of expectations, curriculum, assessments, and an idea of how the principal will be assessing us.

Telling teachers 6 weeks into the school year that we now have a "25 day plan" to
meet the Winter MAP goals so the principal gets a good review, is not honest teaching of students. They were taught to pass a test, again. We lost any cohesiveness we had started the year with. When we began again after benchmark, once we had momentum, we had to stop to teach the items we had not yet taught this year, in order for the students to be prepared for the state exam. Teaching to the test again.

Our reading specialists and Title I teachers are often used to proctor and administer exams. The IEP students have lost valuable minutes that are due them.

To have less administrators at central office giving tasks to teachers to prove that their administrator job is important.

To have the resources both materials and support staff to make a difference in my students lives.

Updated technology.

It would make me more satisfied if I had more acknowledgement that I, more than anyone, know what my students need most. No one asks. I get directives that I feel most often are given without the specifics of my children's needs. I need uninterrupted time with my students and the core curriculum. I need significant planning time in order to provide the best program/core curriculum that I can. I believe that the Core Standards can be successful in helping our students achieve but it is not a curriculum. I need a flow and sequence to follow by which the standards can be met. Right now every teacher is trying to put all the pieces of the curriculum puzzle together and our district is so big, we need to make sure transferring students have been exposed to the same skills.

Just for my own satisfaction, I am retiring this year after 35 years and I worry about the future of education. I worry about my fellow teachers and I worry about the students. I wish I could fix it!

**Autonomy Responses: Gen Xers**

--Respect for my profession from society
--Reasonable increases in pay--I never expected to be rich, and I don't need to be, but it would be nice if I made enough money to make ends meet and raise a family
--Lawmakers stop attacking my pension that was agreed upon when I chose this profession
--Systemic changes--year-round calendar--the agrarian calendar is ridiculous for the needs of our students
--Stop calling grade levels, grade levels, when they are simply put in their grade by their chronological age--lets start putting kids where they need to be based on their abilities so that we can serve them more effectively
--If people were hired more on WHAT they know than WHO they know
--Access to resources that allow me to meet the needs of our students--having people in executive positions that haven't taught for 20 years telling teachers who are in the thick of it what is best is a tough pill to swallow
--Growth model is awesome--maybe now we can stop only focusing on "bubble kids" and sub-groups and we can focus on the progress of ALL kids
--Eliminate local Boards of Education--get the politics out of education and into the hands of professional people that actually understand education, ya know, educators making the critical decisions for educating society--what a novel idea!
--Time to do my job better
--Incentive for achievement--why should I continue to get the same pay as someone who doesn't get anywhere near the results I do?
--Real solutions for behavior problems with kids--why are so few kids allowed to constantly disrupt the learning of so many for so long? Thanks PBIS.
--Access to technology FOR THE KIDS--if we want to help them at home we need to find a way to bring technology to them at home as well as at school
--Parents take an active, authentic involvement in their child's education--the school isn't the only place life lessons and school lessons should be taking place

*Lack of "drama" in being creative within your own classroom.
*Lack of "judgment" from colleagues who are unwilling to collaborate and work as a team.
*Lack of colleagues "spreading rumors" when they know nothing of which they speak.
*Everyone working together for the best interest of the students who are "given to us" for just a short period of time.

*More time on task with students
*More assistance with struggling students
*Less initiatives from the district

1) Politicians stop using education as a political platform and let the professionals (us and school districts) choose what is best for our students
2) School Districts trust our professional judgment
3) That our society recognize our value. Our reputation and effort is on the ground thanks to the politicians that constantly point out negative things about us and never recognize the great things that we do every day.
4) Salary

A lot less formal assessment and measuring the children by numbers. The assessments are for the district and need to be streamlined. Using tools like MAP assessments helps me understand where my students are and does reflect progress, I'm not so sure about all the other required assessments they just take time away from true teaching. I am the professional and have a deep understanding of the children in my room and at my grade level and know what is best practice for them. Just let me have the time to set those high expectations and deliver the instruction to make that happen for all of my students. Put a little trust in the fact I know what I am doing and I will get the job done and done well

A principal who trusts me and treats me as a professional colleague.

Kids being successful and making tangible progress - the more they learn and enjoy school the more motivating it is for me.

Administration who you know are going to support you, someone who "has your back" and will defend you (to whichever other stakeholder may be complaining!). It
feels good when you feel safe at work and have some freedom.

Nobody likes to be micromanaged, I really enjoy some professional freedom.

Accountability that is fair - whatever measures are being used to quantify my teaching should be varied and research based. Also I am not the only stakeholder in a child's education, there should be recognition of that when evaluating classroom teachers on their "results".

I really think high stakes testing has been very damaging for our nation's education, ideally I'd do away with them altogether, or at least try and swing the pendulum back the other way.

Autonomy, respect and time to collaborate with other teachers as a part of my work day. Also, I would like to be treated as a professional who knows what is best for my students.

Be able to teach the way I want to teach using the standards but with flexibility to change things if they are not meeting the needs of my students.

Being able to put the right books in the right hands, without having to adhere to a "programs" narrow definition of "book level". To create a true desire to learn, cultivate curiosity, develop thinking skills, build confidence in one's own abilities.

Better pay
More time to collaborate with my peers for planning and discussion
Less assessments

Better resources, less distractions

Class size most often determines how satisfied or unsatisfied I will be in my job. I am a very driven person and put a great deal of time into my job over and above the regular school day. However, when I have more than 22 kids, I just feel that I can NOT do the job I would like to do. I want to meet the needs of each and every child and when I have a large class, I feel guilty that I can't. Many school districts across the country have class sizes of 30 or more. This is what makes teachers feel overwhelmed and unsatisfied. Researchers say that class size doesn't matter, but I say, at the primary level, it's what matters MOST.


District support and resources to adequately support the new CCSS. Also, a smaller class size would be helpful to meeting more needs of students. Especially with the increased number of special education students.

eliminate the amount of testing
stop trying to say that everyone should be equal and at the same level
stop overloading classrooms
more coaches/leaders support in building
more accountability for leadership staff
teacher's that do not perform, get them out
<table>
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<th>Statement</th>
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<tr>
<td>hire others to do the extra stuff</td>
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<td>let us teach</td>
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<td>respect our job and dedication</td>
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<tr>
<td>stop allowing others to tell us what we need to do</td>
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<tr>
<td>allow educators to have input, we know what we need, listen</td>
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<td>For those who are making the decisions at the Federal, State, and District levels to actually sit in a classroom for more than 10 min., experience what it is really like in the real world before making laws, or mandates.</td>
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<td>Give me a good curriculum to use and Let me teach what I need to tech!</td>
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<td>Having children grow at their own pace</td>
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<td>Having more resources and guidance. Too many things to do and no resources and time.</td>
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<tr>
<td>Having smaller class sizes or an assistant in the room daily. Money to buy technology and resources. Extra support staff to work with differentiation.</td>
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<tr>
<td>Having some discretion about how to help students who need extra help. Being able to teach students what they need the best way I and my grade level team know how.</td>
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<td>Having textbooks for each subject</td>
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<td>Having the ability to collaborate with a grade level partner that has the same desire and motivation that I do. I currently do not have that and I think collaboration is key to making you a better teacher.</td>
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<td>Help with emotionally disturbed kids. They stop others from learning and I am not trained. My evaluation depends on student progress. Behavioral disruptions prevent me from doing my job. A BD student was allowed to stay in my classroom all year. He hurt my students and me on a daily basis. All children have a right to an education. But they also have a right to feel safe. There is not enough support for our needier kids. Teachers don’t have the proper training, yet are expected to suck it up. It would also be nice if the public could quit teacher bashing. Why are we such a problem? We work damn hard. We don’t deserve the bad rep we have. We don’t enter school and decide we will flunk 6 kids that day. We want to help the kids achieve and grow. We have their best interest at heart. Our PR is just way bad. We need a better PR department:)</td>
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<td>Higher salary. The job details/workload is not reflective of the salary we are paid. I believe that our benefits - especially for family coverage should be reduced. Whatever money we get an increase on goes to pay that. It is hard to make ends meet.</td>
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<td>I could be more satisfied with my job if more resources were available for teaching and learning. I feel our district is behind in technology, Common Core planning and implementation, and providing teaching and learning materials for the classroom. More time to plan for student learning would be wonderful as well. Less meetings and district appointed &quot;fluff&quot;. Less testing, testing, testing. More teacher appreciation from our Administration and District office would also be motivating.</td>
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<td>I LOVE my job, but I often feel like there is no longer time for the fun in learning. We are so driven by the standards and data that I often feel &quot;guilty&quot; for taking time to make learning a memorable and fun event.</td>
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<tr>
<td>I wish I could have a full time aid. Many kids need one on one help, it is hard to find</td>
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I would be able to have more time to individualize my instruction and tailor lessons to meet the specific needs of individual students. I would be most satisfied in my job if I knew I had the freedom to try new things, the resources necessary, and a manageable class size. I would be most satisfied with my job if I could work:

* in an environment that is clean, comfortable (temperature-controlled, enough bathrooms, nice lounge/work area), and aesthetically pleasant (furniture, decor, plants, aroma);
* with administrators who understand the multi-faceted demands of the job (i.e., they have actually taught near my level and could themselves excel under the expectations they impose);
* with administrators who stay in-touch with reality by still teaching or co-teaching in some small capacity;
* with current curriculum and materials PROVIDED to me;
* in a society that deeply values, respects, appreciates, and supports education and educators;
* with class sizes and ability levels that allow me the time to give true attention to each student and his/her needs;
* with a class make-up in which the extreme needs (academic, behavioral, or physical) of one or more students do not infringe on the rights of the rest of the class.

Thank you for taking an interest in possible/perceived motivators for improving education.

I would like politicians and pundits to STOP bashing teachers and schools and deal with the real issue we face in our society...the high incidence of child poverty in the U.S.

Maslov's hierarchy of needs clearly states that until a person's basic needs are met, higher level functioning cannot be maximized. I am tired of being blamed for something I can do nothing about in my classroom. We face a 23% child poverty rate in this country. My fairly wealthy community is currently dealing with a 44% child poverty rate. To compare, Finland, the educational system we most want to emulate identified child poverty as the most important hindrance to improving their schools and worked to reduce their child poverty rate to less than 5%. This is a problem that politicians won't discuss.

I would like to be treated as a professional. It is demeaning to know that in order for me to accomplish any change, I have to alert parents. If they ask for change, they are listened to. If I ask for the exact same thing, I am ignored. Furthermore, I am really frustrated by the unfunded mandates, large classes, and constant changes made in my curriculum, being thrown at us by politicians and powerful business leaders, who have, at best, limited classroom experience, at worst, no educational training whatsoever. Please note, I am all for growth and change in education, but what is currently being thrust upon us is just more of the unattainable expectations that have left all children behind, and a generation of children being taught to take tests but not function in the real world. Common Core is just more of the same.

If you want me to be satisfied, treat me as the professional I have spent a life-time
learning my craft. I want to do my job to the absolute best of my ability, and I want the dialog to change in this country. Let's call a spade a spade, I can't do my job well if I haven't got the parents, community and politicians behind me. Hilary Clinton was not wrong when she said that "It takes a village" to raise our children well. Nothing will change until the dialog changes.

If my district had the money to do things the way they should be done (class sizes, materials, resources) instead of making cuts to "get by". It is frustrating to see politicians getting richer while they make our jobs more difficult. Every year I am expected to do more with less. I did not enter education to get rich, I became a teacher to work with kids and do what I can to help them. Everyday I show up to work, but I am not just a teacher. I have to be a mother, doctor, psychologist, counselor, disciplinarian, a record keeper, and an educator.

If people would acknowledge that teaching is an ART not a science, that would be a start. Each child is a complex puzzle that needs to be unlocked in order to effectively learn. They are not products or scores, they are human beings bringing an infinite variety of baggage to the table of learning. No one program or lesson or curriculum will reach every student. I want a broad spectrum of "assessments" [formative, summative, some kind of way to measure character growth, maybe personal anecdotes from parents and students] to come to bear in judging whether or not I have been effective. Teachers working in at-risk schools should get "combat pay" instead of having their evaluations tied into test scores of children who are living in poverty. I am willing to get extra training [ESL Endorsement, etc..] to reach this population, but do not penalize me when they do not do well on a high-stakes test because they missed a month of school when they went to Mexico at Christmas. I have no control over that and so much more, yet I am accountable for it all. Maybe I should adopt them all and raise them in my house. Celebrate and reward teachers who choose to stay in low-performing schools. Wrap around each child and give them everything they need to succeed like they do in Finland. Give me a support system that helps and encourages instead of dictates and penalizes.

If the district had the ability to give us the tools to teach with extra pay. Parents are responsible for their child's learning. I do not live with the students I can't parent them all I can do is hope they are fed and clothed and learn to the best of their ability.

Less data collection and more teaching!!!!!!!!!!

Less testing of students

Low classroom size and full support from the district. Different way to find student growth instead of a test on the computer which is hard for a 6 year old to stay focused on.

Lower the number of students in each class to no more than 20 students AND get rid of multi grade classrooms.

More control over content taught and less mandatory testing. I would rather see project based evaluations that look at the whole picture rather than a day in the life of the student.

More parent involvement!
More planning time and better resources from the District would make my job better. Right now I am spending a lot of my own time finding my own resources, which I don't mind doing, however it would be great if everyone had a common curriculum so we are using the same vocabulary and doing things that transfer from year to year. Getting some technology in the classroom would make me happy. I would like a Smartboard or iPads for the kids to use.

| More time for planning and collaboration |
| Less micromanagement from upper administration |
| Money to provide more community educational experiences for students, i.e. for buses, admissions to events, bringing in outside presenters, etc. |
| Money to increase pay for paraprofessionals so we can keep the excellent ones who want to stay but cannot afford to stay |
| Money to provide incentives for parent involvement |
| Designated time for parent collaboration |
| Equal distribution of technology throughout building/district |
| Enough specialist staff to provide a logical, consistent schedule each week |
| More opportunities for district-provided CDPU's for licensure renewal |
| More input into how district rolls out new policies/initiatives/state requirements |

| More time to collaborate during my working day. Specials should be 2x a week not 1 in my District. |
| One day a month for only planning/preparation purposes would be my biggest wish to make my life as a teacher even better! |
| Reduced pressure to score well on tests. Tests are not everything. In fact, at the Kindergarten level, many students are new to testing and therefore, don't always do well. It's not fair to the teacher to be evaluated on that scenario. Especially since there is so little that we can control. |
| Salary, resources, professional development, |
| Small class size...Children that come to school ready to learn with parents that promote learning,...proper materials to teach with!! Parents that are involved in their children's academic success...parents who don't blame the teacher for poor choices of their children!!! |
| Smaller class size. |
| Smaller class sizes, and more resources from the District. |
| Smaller classroom sizes, aides back in the classroom. Legislators to stop telling us how to do our jobs and stopping all the changes that happen every other year in which we must implement new curriculum to catch up with other worlds. |
| students in 1 grade level, no splits, no standardized testing of students, set collaboration time with peers within and across grade levels. |
| Support Staff that actually come in the classroom to help meet the student's needs. |
| Support. I get very discouraged by the lack of resources for children with special needs. I get excuses, push back, and pass-the-buck when it comes to meeting the needs of my IEP students. It sickens me. The building administration blames the school district, the district blames the state government for lack of funding. The parents aren't involved enough to even understand that they have rights. At the end of |
the day, I'm in a room with 25-30 students and they all suffer because I can only spread myself so thin. Also, I would be more satisfied if we stopped treating children like machines. They're human beings with diverse needs and we don't provide them with enough play time, music or art. Our system has become too data driven. I would be more satisfied with my job if I could spend more time igniting a love of learning, curiosity, and passion into my students instead of treating them like little buckets to fill with knowledge so they can pass a test.

That I can be more creative in my job. I think students learn when they do instead of listening the teacher. I believe they enjoy when they have hands on, they produce instead of receiving from the teacher and this is what I don't feel I have in my job.

That teachers are respected for what they know about teaching and allow them to teach children with the curriculum needed to meet the needs of the students in front of them. Studies from other countries who are more successful then ours in teaching students over and over show that the teacher matters and that creating a climate of fear through evaluations based on student scores will not create better teachers, or a culture for learning. This will create the competitive high pressure environment we are beginning to experience. This environment is not a good environment for students to learn to love learning. In conclusion, support teachers. Bring the best professional development to them and watch us take off!

The ability to collaborate more with other teachers. There are currently not enough qualified substitutes for me to take a sick day let alone find a day to work with peers.

The ability to contribute to decisions being made that directly impact me as a teacher and us as a classroom.

The ability to facilitate student learning, rather than having to be parent, administrator, records clerk, communication specialist, social worker, psychologist, nurse, police/safety officer, etc. all during every day, every minute of instruction.

The ability to have time and staff necessary to provide children with what they need, regardless of circumstances that stand in the way of their success. Having on hand people who volunteer to read to kids daily, help them with their homework, spend time connecting with them on a personal level, and just help children and families get their needs met (per Maslow's hierarchy).

The ability to teach what I see the students in my room are needing the support in, not what our legislators deem reasonable. The ability to obtain placement or assistance for students that need the assistance without needing to waste a year of their time documenting or "proving" the need for additional support is necessary. To be treated like the professional that has the knowledge of when these supports are needed. The support from the home the children come from! My pension!!!

The involvement of families

The materials needed and provided to meet common core standards. The texts available for student use. Not having to purchase so many supplies out of my own pocket. Fewer students per classroom (22 ideal). An assistant per teacher to help with differentiated instruction needed with students.

The reduction in standardized testing and data collection, clear curriculum to use for students in RTI, clear curriculums to use for other subject matter teaching--it is
ridiculous to expect teachers to write curriculum to meet the goals of Common Core.

The technology needed in the classroom. The materials to meet all the requirements for CCSS. Supplies that didn't come out of my own personal income. The feeling that I am a valued employee by my district. As a career changing teacher, I feel that my district looks just at the number you were hired at and not the skills of the teacher. I realize that is changing, but not necessarily for the better. Teachers now are being held accountable for the lack of student learning. I feel the district controls what we have available and what students are learning. We are just the tool to get them there. I feel that the teachers are the escape goats for a district that doesn't want to step up and help their teachers and students.

Time to do it all.

Time, time

To actually have the resources, time, and professional development that is needed to accomplish what the district and state expect from teachers, and continue to add to the load for teachers. To know that when a statement of 'success for all' is made, that decisions are made based on that statement and not on finances, transportation, personal agendas,...

To be treated as a professional, to have my ideas and views taken into consideration, to be involved more in the placement of students

To have more free time to plan engaging lessons, more flexibility to design curriculum that covers the Common Core and integrates different subjects, and to have more input in the district mandated policies and procedures.

To have more supports for students in need. I would like to see parents and students held to the same accountability as teachers. I would also like to see intervention begin at birth before children enter school. I would like quality technology to enhance my teaching (smart boards, document readers, etc). I would like more planning time and common core curriculum! I would like more money to spend in my classroom.

To have one grade to teach, an aide to help in the classroom, 20 students or less, a copier in my room, air conditioning, to be asked to go to workshops as equally as my colleagues, more money, a better health care plan, and more time to plan instead of using my own time to grade and plan.

To have programs aligned with the standards for every subject. To have a grade team willing to share and collaborate. Support at work from my principal and recognition for the hard work and the good results I get.

Working from the bottom up meaning that teachers make the decisions. We are the professionals who are teaching the children.

In an ideal world, I would be most satisfied with teaching if there were more than 24 hours in a day. Being a great teacher these days requires a tremendous amount of planning and foresight.

Additionally, it would be ideal if those who think "data" and "testing" are the future would step back and let teachers do their jobs. My students cannot be equated to a test or a number. I have watched my best students torture themselves over scores for MAP and other requirements. They are worried to the point that it is NOT beneficial for
them as people. I teach PEOPLE, not machines. They have good days and bad days. Some don't have supportive families. Some don't have adequate food or clothing. Some don't even have a home. Yet, ALL students are expected to make growth - not growth that is appropriate for THEM, but growth that has been dictated by people who are not even in the classroom.

Even more disheartening is that I am accountable if ALL of my students do not achieve these data points. I am NOT a baker. My students aren't identical cookies made with a cookie cutter! I am a teacher who gives 200% almost every day (unless I'm exhausted). I didn't take this job for the money, for the summers off, for the benefits... I took it because I love children and I want to make a difference. I do make a difference everyday... regardless of what a test score might say. In an ideal world, people would realize that MOST teachers think the same way I do.

Just let me teach without all of the state initiatives that change every few years!

<table>
<thead>
<tr>
<th>Autonomy Responses: Millennials</th>
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<tbody>
<tr>
<td>Being able to create a classroom atmosphere that is geared towards STUDENTS and CHILDREN first. Having time and flexibility to engage students in highly motivating activities that align not only to standards, but also to students' interests. Creating an environment for the students that is developmentally appropriate for all ages and being able to collaborate with other professionals in the same age-level as me to continue to make myself a better teacher.</td>
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<tr>
<td>Being able to work collaboratively with my peers. Also, having the available technology and resources to meet the needs of my students.</td>
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<tr>
<td>Being given the time to accomplish the goals I was given by state, district, and school administration</td>
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<tr>
<td>Being given frequent opportunities to collaborate with teachers from other buildings within the district</td>
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<tr>
<td>Being respected by parents</td>
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<tr>
<td>Better school administrator.</td>
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<tr>
<td>Consistent collaboration across which ever grade level you are working in. Sharing new material that one may find to enhance a lesson.</td>
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<tr>
<td>Curriculum, programming and district/state expectations are constantly changing in a cyclical manner. Yearly changes are expected. Unfortunately, administrators often put programs in place without piloting the programs. This creates a large amount of spending and turnover in programs, when they realize after the fact that programs are not well-rounded. The students unfortunately suffer from this constant change and trial/error. Having new programs rolled out in an organized and timely manner would make a great deal of difference.</td>
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I know my students' academic needs inside and out. Just being trusted to provide the teaching and support that I know is necessary with the materials and programs that work for each individual.
Having more input into district decisions/mandates and being acknowledged for hard work that is done. Having more collaboration from administration with teachers on changes and new policies. Also having building administration that has been a classroom teacher and understands the demands we face everyday.

Having the appropriate resources to implement Common Core with fidelity. Having the time to collaborate with other teachers within the same grade level across the district. Having time just to plan and work in the classroom implementing Common Core.

I love teaching. I wish I could show other people just how great working with kids can be.

I would love to have an unlimited amount of the resources that I need to effectively teach my students with moderate to severe cognitive impairments and autism.

If school district actually had money to support instruction. Cutting teachers every year and having very little paraprofessionals in the building makes it extremely difficult to reach 30 students in a classroom. Supplementing classroom instruction with paraprofessional work/support is the 'cheapest' solution but it would have a HUGE impact on a students' ability to learn. This is an issue outside of my control currently.

What would make me most satisfied is having parents understand their role in the upbringing of their child. I feel like I am parenting many of these students and I don't even have children myself yet... it is a tough situation to be in at times. The relationship between school and home is critical and in the last few years parents have stopped parenting.

If testing and data didn't take most of the time when we are meeting as a whole school. Analysis of data is important but it shouldn't take place all the time.

In an ideal classroom environment students have access to technology in order to keep up with the pace of an ever changing world. Parents invest in learning and growing along with their students. Students would have access to technology both at home and at school in order to enhance their math and science skills. Teachers have the flexibility to teach through experiential learning experiences tied to the common core in order to provide students with the opportunity to make new discoveries. If students increase their interests then they will achieve academically, while becoming critical thinkers.

Less pressure I put and others put on myself...to be able to truly enjoy teaching students and not worry about the pressures I face when teaching my students.

Having students who always behavior and try their best would be ideal.

Less pressure put on teachers to meet standards and improve test scores. More opportunities to provide FUN learning experiences for the students.

Less student/community apathy towards education.

More collaboration time so that we can work together to make decisions and work in our classrooms.

More resources to provide my students with all the technology available to make
learning easier, fun and to be up to date with today's world.
Better salary.
More time to plan lessons. More technology i.e. 1:1 laptops and iPad's. Fewer interruptions during the day. Longer P.E. for students so they aren't crazy. More time to work on a team with people who are similar to me, not just grade level. Working with people who are more motivated to share and try new things. Not people who just want to do what's always been done.
More time to put together a curriculum that best benefits the students and a staff that better respects what I teach.

New team receptive of new ideas
Receiving materials that I want, not that the district mandates. Supportive parents and resource teachers. Other young and innovative teachers at my school/on my team.
Small class sizes (20-22 students) so I can give students the attention they need in order to be successful and grow within my classroom.
Smaller class sizes, parents who are stepping up and helping their children succeed, a society that respects and supports our profession, more money for schools and education, nicer facilities, a society that wants the best for our children and their education and is willing to fund it
Sufficient time within the school day to plan for and complete the tasks needed to be an exceptional teacher. Fewer students on my caseload. More opportunities for flexibility with the process by which to teach students' the necessary skills.
Teaching would be the ideal job if I had less students or got paid more for having so many students. It's impossible to keep up with nearly 30 students who range from kindergarten reading level to high school level. Then there's grading, parent communication, school/district meetings, discipline, managing student drama, etc that is all supposed to take place in a 30 minute plan period. Teachers need fewer students or more planning time. And if my district expects me to change everything I do because of common core, I should either get a raise alongside the raise in standards or I should be given more plan days (not release days where I have to make sub plans). Any other job in the world would give employees time to learn new material or even a raise when the expectations/standards in a job increase.
The ability to create meaningful, project-based learning activities centered around social studies, science, and real-world problems, and much less emphasis on test preparation.
To have the time and support to successfully help my students. We are constantly interrupted by testing. I know testing is important, but about 1 third of the year is spent in testing. We are in need of support and materials. By support, I mean extra certified personal to help in the classroom. Professional development that is in short spurts, so I can process how to use it in my classroom. I am in need of current books and technology for student use. I do not need another program but extra people and supplies to work in the classroom.
To work with a team of educators with the same drive and ideology, shared vision
Keeping a group of students throughout their time of school, meaning starting with them from Kindergarten and teaching the same groups of students until they leave the
elementary level, either 5th or 6th grade.

Also, keeping class sizes small to help maintain the structure of the classroom without it getting out of hand. This also helps teachers work more one on one or in small groups with students which increases their academic level of performance. Kids who will sit quietly and who know when to have fun and when it's time to work, fair compensation, administrators who trust us, the freedom to teach what I want to teach, when I want to teach it.

Table 16

Mastery Responses

Mastery Responses: Baby Boomers

- A small enough classroom that I could see progress for most of my students
- Appreciation for the hours of preparation needed to teach daily, respect the ideas and honest feedback on initiatives, acknowledge that you know what is needed to educate students in the academic and social areas of teaching students, others realizing that the responsibility of being a teacher is overwhelming, (so many hats to wear)
- Backing and respect from the Superintendent's office
- Being able to master one thing at a time. The district is always making changes and switching direction. Also, we need professional development that will improve teaching skills and build knowledge on standards.
- Being able to work with colleagues that are motivated to improve their teaching skills to better educate students.
- Collaboration. Frequent, honest and supportive feedback from my supervisor. Having the supplies and materials needed for students to meet standards. Continuing educational opportunities paid for by the school district.
- Common core and testing in reading and math are the primary driving forces of every professional development opportunity in our district at the present time. Our superintendent continually pontificates about PLC's (professional learning communities) but as a music teacher, I am denied the opportunity to work to further update and improve our curriculum. Instead we are in either an ELA or math to develop units of study that are completely worthless to our teaching positions. I feel devalued as a music educator even though I have had a successful career and am a leader in the community, especially in music education of children and youth. My professional development has been denied and only because I personally love to teach and have high expectations of myself do I feel I continue to be successful.
- Extra adults in the classroom to meet the needs of my students, and someone to share paperwork and testing
- Extra prep time
- Support for behaviorally involved students
- Increased pay
getting most support and training from the Special Ed department from the district, as well as, more material that fits the needs of our special students. More pay for teachers that do more than one job (ex: teach Spanish and special ed students). 

Having children who have learning challenges get the programming they need to be successful instead of being pushed along each year to another grade level. 

Having unlimited access to any and all resources (books, manipulatives, resource personnel, TIME) necessary to ensure all my students' needs are being met every day....that and a bottomless coffee cup :) 

I am happy with my job. I would like principals to know more before doing an evaluation. 

I would like students to all behave and complete their work and get perfect grades. 

In an ideal world . . . we would have all stakeholders responsible for helping to raise a child. That would be parents, teachers, families, all school staff, administrators and community members. The goals of the district would be clearly defined and supported. The goals would also be looking to the future and what kinds of jobs our young generation will be filling as adults. The clearly defined goals would be based on scientific studies that show how, when, why and what kids learn at each grade level. Teachers would be coached to use best practices. Assessments, curriculum, and materials that are used by the classroom teacher would all be readily available. Technology would also be available. Money would not be an issue for any school district. 

In an ideal world I would be managed by professionals that valued management skills and who had bothered to learn how to manage not just teach. Management is learned like other skills and you need good leadership to teach management to people who may know how to manage a classroom but do not know how to manage adults. The best teachers do not always make the best managers or administrators. 

More support and respect from parents 

More training for the ongoing implementation of Common Core 

Parents that really get involved and help educate their children. 

Success of my students 

Teachers and principal working together and being respected for their knowledge and expertise in specific areas. 

That my points of view on students' second language learning will be taking in consideration which might be the same as many others bilingual teachers. 

The students getting excited when they learn when they see how it benefits them in their life. I love the appreciation I get from my students for these reasons. 

To be able to motivate all students to do their best. 

To see my students succeed and be not only good at school subjects but also to be respectful and responsible citizens. 

To use my experience and knowledge to develop programs/curriculum that would best meet my students needs along with standardized tests, rather than be forced to use only the tests and clinical data that show only pieces of the child, not the whole
child.

**Mastery Responses: Gen Xers**

A lot more support for struggling students.

Actually having the resources I need to be able to do my job effectively. This year I spent over $3500 of my own money covering things that my school should have paid for!

Actually I am already quite satisfied in my job I do feel like I could benefit from more direction from the district with the new implementation of the common core state standards.

As a kdg teacher I feel that what we are asking children to do is not necessarily developmentally appropriate. I enjoy learning about Finland's school model and would enjoy experiencing that to see the impact it had on our own country's achievement levels.

Being able to meet the needs of all my students. Getting rid of common core, and just teaching the skills that they will need to be successful in the real world.

Better resources to use with students.

Everyone working together to best support our students to succeed.

For my students to receive the necessary support they need both emotionally and academically so that they can succeed. We are a large district and the same does not mean equal

Fun, meaningful activities within the classroom and a climate that fosters growth.

Having a smaller group of students that I work with on more focused goals so that I can become an "expert" in that area and achieve mastery.

Having all my students reach the desired level of performance and parental involvement

Having all the materials I need to do my job.

Having parents that support kids at home.

Having the proper tools (materials and technology) to teach my students so that my practices are aligned to Common Core Standards; this district does not have the proper tools or the proper texts All of E helps...contains many errors (typos, format, wording, not kid friendly). All of E has poorly designed pre and post tests; One size does NOT fit all when it comes to teaching.

I would like to be able to meet the individual needs of every child. This would include constant individual testing to show growth and areas of needed individual review. Individual testing in a first grade setting is almost impossible without assistance. I would also appreciate a district, which provides the tools needed for individualized teaching (curriculum materials, testing materials, remedial materials). Now, we are provided with some materials...but not all meet our needs or align with Common Core. After a long day of work...it is difficult to create or modify materials for each need. A teacher's work day is NOT a 9-5 span.

I would like to work with people that understand the needs of the Dual language program. I would love to have more multicultural activities and have good personal interaction with other colleagues.
If all of my students had sufficient social and emotional support from staff that were versed enough in current (and effective) methods and research childhood psychology and sociology to be competent and learned professionals AND who genuine loved children and wanted to help start them off with solid social, emotional, and academic skills, then my work as a teacher would be SO much easier. I could mainly focus on TEACHING, not on classroom management when "problem" students who lack adequate socio-emotional development because of their home and neighborhood environments.

If the building principal and district personnel honestly consulted with classroom teachers when making program decisions which directly affect their students. I also feel that it is an urgent priority for ALL students to get the support they need and are entitled to.

If the students that are way below grade level learned more during the school year they are with me. Sometimes their progress is not as much as I would like it to be despite my efforts. Some of my students come to my room two years behind or more, and when they leave at the end of the year the gap has reduced but not as much as I would have expected after a year of work.

In an ideal world having a principal who was visible and available throughout each day. One who would make the students know they were here in the building and care what is happening in their school.

Also, a district that was not pushing so much for the Hispanic culture and needs, but equally offering services for all languages. The district is doing a disservice to the students who are ready to exit out of the Dual Language classes by keeping them instead of pushing them through into the Gen Ed classrooms, which is causing the Gen Ed classes to become less and less and the need of Gen Ed teachers less and less as well.

Kindergarten being recognized as having different needs than elementary, allowing for developmentally appropriate practice and teaching strategies/expectations that are age appropriate

Knowing that all students are getting the instruction that they need, but some students are taking away opportunities from others. I am referring to intervention work that our district requires the classroom teacher to deliver. If a student needs tier 3 interventions them for 6 weeks that student gets 30 minutes of 1 on 1 instruction. The rest of the class is NOT getting direct instruction and I don't feel that is right. There should be another staff member trained in intervention work that should be working with the student, not the classroom teacher.

Less pressure and more positive feedback
More opportunity and support to have real learning experiences outside of the classroom
Team building at every staff meeting
Better communication and support
Feedback on a regular basis

More training/time before new programs are implemented.
My students will receive a variety of opportunities to apply our learning into the real world.

(ex. field trips, visitors from the community, trips to colleges, etc.)

Parents working just as hard at their end to make sure that their child is successful.
Not being completely withdrawn from their child's education.

Seeing children thrive and become confident, passionate learners who in turn pass their love for learning and serving to the next generation.

Students who come prepared to learn with parents who want to support learning in all ways possible while maintaining the ability for children to be children.

The hope of ALL students experiencing success in their academic and social life.
Parental engagement and teamwork.
Knowing that I have made a difference in the lives of my students and co-workers.

The opportunity to grow, learn, and become better and more effective at what I do.

The struggle I have is that our district social workers and psychologist do not seem to support the classroom teacher's judgment. So many factors come into play with the development of children and a teacher's observations are never part of the equation when placement in resource. Our classrooms need support when handling extreme behaviors or learning disabled student's. Ideally, especially in Kindergarten class size needs to be minimum.

To be judged by the personal growth students make
Also, third graders have more assessments than any other grade, they are too young

To be respected by my principal. To receive clear expectations. I would like to see our principal treat us more as equals. I am told I will receive feedback on a regular basis and it never happened other than TAP requiriments. There is no truthful, honest and direct conversations. We are constantly keep guessing. This has been an extremely difficult workplace.

When I see great student growth I find that satisfying. If my supervisor gave me regular feedback that helped me grow as a teacher. Being listened to as a professional. Involvement and constructive criticism from my administration. My building administrators almost never stop in my room, which is kinda good and kinda bad. But I also hear from many other teachers that they do not stop in rooms unless there is a concern, i.e., behavior issues with students. And then, it is not in a supportive role, it is in a disapproving manner.

Mastery Responses: Millennials

A balance of guidance and support with opportunities to use my personal strengths and interests to build my students knowledge base and get them interested in new topics.

I would like to know that my work is valued by my principal and my district.

Having a sound curriculum to follow in order to help my students with the Common Core

Having an organized classroom where everything is labeled and structured; students know exactly what their objectives are, and they have the perseverance needed to
reach meeting or exceeding their grade level standards.

Having more parental involvement at home, as well as in school. Also having all the materials provided in the language needed to set forth lessons in the language required. And technology upgraded in the building, example, ELMO, Wireless internet.

Higher pay, respect from district administration, technology, and better equipped classrooms (AC, no asbestos, modern room and curriculum).

I agree with the goals of the district and the state. All students deserve high standards, rigor, and differentiated instruction. However, as much as I try to accomplish this in my classroom, I am often overwhelmed by the size of my class and the diversity of needs within it. I feel this way even though I have a class of fewer than 25 students, none of whom have an IEP (yet). Many of my colleagues, perhaps most of them, teach in much more challenging conditions. I think if, as a culture, we are going to get serious about education reform, we have to recruit and educate many talented people to teach in our classrooms and reduce class sizes. Too many unfunded mandates have put the entire burden of education reform on the backs of teachers who already stretched too thin.

I would be most satisfied if I were not evaluated on a single test score at the end of the year, but by how much growth my students have achieved over the course of the year. I strive very hard to push my students to work their hardest and make the most gains possible. However, many students begin the year below benchmark expectations so it is sometimes difficult to surpass the typical growth and meet expectations at the end of the year. Then, discussions are had with supervisors who do not look at anything other than an end-of-the-year benchmark and they make it seem like I am not doing my job. If they could look back and see where the students started, and compare it with their end-of-the-year score, administrators would see how much work I actually have done each year! It scares me that our evaluations as teachers will be based on test scores alone!

I would be most satisfied if there was more accountability among teachers in my school. Too many teachers have job security and therefore think it is ok to not give their students their best. Especially in our district, this is a disgrace- our students are already disadvantaged. I'd appreciate more accountability for teachers pushed by administration- if teachers were required to teach the Common Core well and incorporate technology, their students would do so much better. Instead, some teachers are doing the same old thing that they were doing 10 years ago. Similarly, teachers in my building would ideally be required to work collaboratively on teaching teams. I've seen how beneficial collaboration is for teachers (and students) and wish that I had this in my workplace.

I'd also love more informal visits from administration to our classroom. We're doing so many cool things and it would be great to have these things be seen. We had power walkthroughs the past few years, but these aren't occurring anymore. I'd like my administration to show more interest in my work. (They care, they just don't have the time.)
I would be most satisfied with my job with consistent positive feedback from my colleagues, parents, students, and administrators.

If all of my students left second grade having accomplished their own social and academic goals, ready to move forward in kindness as they grow older.

If I knew for certain that my students could demonstrate mastery at school and improve in life because of me. It would of course be nice if there was absolutely no gossip / bias between employees.

If we were fully supported by the district and administrators- receiving support and resources for curriculum expected to be taught. Encouraging collaboration and teams working together to meet the needs of students, rather than focusing on Dianelson (individual performance)- which will pinpoint teachers against one another and create an environment that does not want to share, so scores can be improved.

In an ideal world I would be much more satisfied with my job if we had more support staff, such as interventionist, and social workers.

Leadership within the building that was consistent and strong. While freedom is great to use that as an excuse for not doing your job at an administrative level and then expect the teachers to take care of everything for you is just wrong. I want to see an actively involved principal.

More opportunities for professional development.

More support and feedback from administration would be appreciated. I feel blessed that my principal and district trust me as a professional, however I do not feel like I am adequately supported or evaluated. I have no idea if my administration views me as a strong or weak teacher until we have our final professional growth meeting at the end of the year. Also, we are told many times not to stress out; to work smarter not harder. Yet we are given very few resources, very little time and minimal opportunities for training, collaborating and professional development. Having less on our plate so we can focus more on what really matters - the teaching - would be ideal!

More support for teachers, and better salary.

More support from non-classroom teachers, administrators, and the district.

More time - in and out of the classroom - to learn and teach. More money to purchase the supplies I need and to attend the workshops I'd like to go to. More space for my students and our materials.

My district is large and the administration's relationship to the teachers more closely resembles that of a CEO in a corporation to a regular employee. I would like clear communication as to the rationale for many decisions as they don't always mesh with what I see happening at the school level.

Parents who step up to be parents and help, not hinder, their child's education.

Working with real professional colleges that come to work to do their best for their students. With the real passion of teaching and helping kids with moral values that sadly these days are not being taught at home because of the absent of either parent.

In an ideal world, a job that would most satisfy me would be one that I can work with families and children. Also, I would love to be a part of a cohesive team that exceeds in effective communication and goal setting.
In an ideal world, I would be most satisfied with support from supervisors, colleagues, and parents. Everyone would contribute to a team effort to improve students' education and lives. Also, in an ideal world I wouldn't have to spend thousands of dollars to receive endorsements that in turn benefit the children, I wouldn't have to spend my own money on school supplies in order to function daily, and I would have technology support daily which would include an IT that supports w/tech class instruction.

48 hours in a day? Seriously, though, the one improvement I would like to see is an administrator who provides constructive feedback with specific suggestions for improvement.

Table 17

*Purpose Responses*

**Purpose Responses: Baby Boomers**

An environment where everyone works together. Parent involvement and student responsibility.

Appreciation for the difficulty of the work and cessation of constantly blaming teachers for everything from hunger, segregation, test scores and social unrest, to putting minorities on "the path to the criminal justice system". I would be much more satisfied if instead of punishing our lowest performing students via the Common Core, we established well funded programs that would start helping them before they came to us.

Being appreciated.

Being recognized and valued for the wealth of experience I hold in our school would increase my level of satisfaction in my job. My new administrator prefers younger teachers and undervalues those who have more experience than she. Being valued by our community and society as a whole would also increase job satisfaction. Right now my district makes me feel like an easily replaceable cog in a wheel. I do not feel valued as a person or as an educator that has an important role in the education of the children in my classroom.

Clear direction from the district about resources to be used for teaching. We are always given new materials, but then it is stated that these should be supplements to the curriculum. What curriculum? With the new core standards, our School Improvement days should be used to get familiar with the standards and see what we are doing to make sure our teaching aligns with the standards. I also think that children should be given more recess time. With how much we are expected to push the children today, they need more breaks. It also gives the teacher time to clear his/her mind and come back refreshed ready to teach again.

**EQUALITY**
**FAIR**
**JUSTICE**
**COMMUNICATION**
**NON DISCRIMINATION**

Getting our scope and sequence in place for the curriculum as well as materials that offer creative opportunities for our diverse student population to learn and have fun doing so. Weary of re-creating curriculum each year.

I am a Physical Education teacher. I would like to have daily PE for every student, not just once a week.

I am satisfied.

I feel that ELL teachers are not respected, considering that we have students that are dominant in English, and do not have parents that assist them in becoming more competent by practicing with them at home.

I love being a teacher! I feel honored every day by the trust my students and their parents put in me to make a difference. I take this trust very seriously. I plan lessons with my current students in mind and change the way I do things if I feel that it is needed. My students are front and center in my mind throughout the school year. In the current educational atmosphere, I feel that teachers are not treated as the professionals we are. We DO know what is best for the children we spend our days with. I have a bachelors degree, a masters degree, and many hours of staff development, as well as the experience of over 20 years working with children to prove it. It seems that we often have to spend a lot of time proving what we already know--that a particular child needs help in a particular way. Collecting data is important, but sometimes we are collecting data (and spending a lot of time talking about it) and nothing gets done. We look into the eyes of that child that needs more, and it hurts. In an ideal world, teachers would be heard when they discuss what is best for the students they love and their time would be spent on what will directly benefit them.

I would love to know that I made a difference in a student's life.

If the district would ALWAYS consider what is best for the students first instead of individual administrator's goals are, it would be much more tolerable. Also, if there were class size limits, especially at younger levels when the basics are being taught, and the buildings were up to date and air conditioned so it was more comfortable and keeping children engaged would not be so difficult in hot weather.

If the parents would read to their children, establish reading routines at home, and support the school. In other words, if the parents valued education.

Learning that I was able to motivate and positively influenced my students to become responsible citizens of the world. I want to form students who are hungry for learning and excelling along their educational journey.

My job would be more satisfying is the teachers here, had the respect, cooperation and support for the school and classroom policies by the parents.

Parental support at home.

parents and administration that realize and recognize the effort and HOURS I put in to be an effective teacher.... And I suppose $$$ to counter the time put in after hours of the school day.

Respect
respect and acknowledgment

Right now, I need the "system" to recognize that many students need extra support to succeed at school. The "system" does not respond adequately to teachers who are trying to support behavioral, emotional, or academic needs among their students, expecting regular classroom teachers to handle it all. This creates daily frustration and burnout.

student achievements

The principal would appreciate efforts of teachers and give personal compliments on things we do as teachers that are above and beyond the just meeting standards activities.

**Purpose Responses: Gen Xers**

A clear concise plan that everyone understands and follows. We need more time. A longer day to get everything accomplished. Common plan time to collaborate. Leaders who stay in their position longer than a year or two. Top down decisions from people who know-less share decision making by people who do not know.

A clear curriculum for all subjects or units of instruction WITH all materials provided (not having to research to find my own). I would greatly appreciate a checklist of what I need to teach so I know I am meeting all the student's academic needs. It is very frustrating trying to "guess what I have to teach" and hope the MAP & ISAT test scores improve for everyone.

A clear direction in regards to curriculum, standards, evaluation procedures.

**A Core Curriculum**

Clear expectations from district or principal
21st Century learning and teaching PD instead of wasting time at staff meetings and institute days that mean nothing. Work on a team instead of by myself. I would love a grade level team with regular meeting times so that we can collaborate, create common assessments, focus on Common Core Standards, and analyze data to drive instruction. Work in a place where diversity is celebrated; where the focus would be literacy; where you don't hear teachers yelling or children crying. Jeez this school really sucks!!

A group of people that I enjoy working with and a principal the supports his teachers and listens to their needs to be successful in the classroom.

A job where I am treated as a person and not a statistic. A job where my future is stable and secure.

A principal that is knowledgeable about the elementary curriculum and principal the supports discipline procedures.

All my students learned and ready to move on to next level

All students would be successful in school and learn social skills needed to be productive citizens.

Appreciation of teachers who meet students where they are and help them be successful individuals, not based on test scores and comparisons to other countries.

As a Physical Education teacher, my personal drive is to improve the health and well
being of the students that I teach. In the dream world, I can only imagine how I/we can improve children's health with quality, daily Physical Education.

Be respected as a professional to the world. Teachers are being trashed and used as objects instead of humans with emotions and family.

Being able to address the individual needs of kids and being able to address the whole student, and not being limited to raising academic test scores.

Being respected and valued as much as everyone else and the ability to hold students accountable for quality homework, classwork, and behavior.

Better pay, more administrative support, teacher lead building decisions not principal lead, more community support/wrap around support for students, age appropriate expectations for children's behavior, PBIS fully implemented in all schools.

Changing the focus of education from testing to learning.

Children that come to school to learn and take learning seriously would be the first step to making be satisfied at work. I would also need parents who actually care about education and helping their children in school. Without parent support, my job is very difficult. We need discipline in our building and should not be afraid that a parent will call "downtown" to complain if their child is disciplined.

Children who come to school to learn each day and parents who think education is important. Also, parents who teach their children right from wrong at home and do not always assume their child is perfect. Parents should be partners not enemies of teachers.

Clear direction for curriculum expectations especially in the area of common core. Also, stop throwing programs at us that are a waste of time and energy like words their way. We need more focus on important curriculum.

Clear, consistent, and building wide expectations

Coworkers who are dedicated to the craft and without racist and intolerant views. In my view education is failing because we see each other as the enemy rather than a system that has been turned against teachers. The same tools put in place to fix what is not broken, like the new teacher evaluation system can and is being used against teachers. We hear that it is supposed to be objective, everyone measured by the same standards yet it is very much subjective. Principals and/or administrators can use it to remove those they do not particularly care for. I want to work with true professionals, open to new ideas, cultures, willing to experiment and grow.

Equality among buildings and among districts in the state as far as resources and support go. The ability to actually teach and not be judged by assessments and numbers that are set by persons without real knowledge of life in the classrooms these days. To have realistic numbers in the classroom and no split grades to teach because of the financial situation of the district and the state.

Feedback from parents means more to me than feedback from my principal. When parents are happy with me as a teacher and I know I have made a difference in the life o a child…that's what makes me glad I'm a teacher!

For the general public and the state to recognize the profession as a profession. Very few if any other professions have people outside of their area of expertise making policy decisions. I don't see electricians setting goals and procedures for how banks
are run. The lack of public respect is very upsetting.

Having all the resources, support, and know how to meet the individual needs of all my students.

Having the technology and resources I need to be able to teach the way I want and to have every student show growth.

Helping students

I am in an ideal world! I work with children I love for families I love with colleagues and a principal I love!

I am very satisfied working as a teacher. I consider my job to be satisfying.

I would be most satisfied in a job that has good morale, materials are provided to teachers, parents are involved and support the learning of their child, I have adequate time to accomplish the job responsibilities that go beyond teaching students, and the teachers and administration work together to accomplish goals.

I would love if we truly would hold kids accountable for their learning. Every year I have one or two students who fail various subjects, but they are still permitted to pass onto the next grade level. I think if we had more of a standards based measurement system, that kids could fluidly move when they are ready as opposed to just pushing them along.

Also, I wish that the parents showed more of an interest in their child's education. I have so many parents that simply don't care, and it's very frustrating. Out of 20 students, I had 3 parents show up for Parent Orientation and 13 show up for conferences.

Overall, I love my job, I truly do. But, there are definitely problems with the system that need to be addressed.

I would really like it to be acknowledged that teachers are not the ones responsible for the issues our children bring to the schoolhouse door. We can do our best, but we cannot change society's woes. We have hungry children. We have uninterested parents. We have poverty. We have emotionally and behaviorally disturbed children robbing educational opportunities from others. Education is unbelievably important for children. Penalizing teachers for lack of student progress when we are battling society's problems is the wrong approach. Does the public actually think we look for ways to prevent children from learning???? When poverty is an underlying problem, and it brings all its issues with, we need extra support for out LD, ED, and BD students, so everyone has opportunity. When a teacher is dealing with strong behaviors, it takes away from the educational opportunities that may actually help the rest of the class achieve. Do you want to see what will make teachers more satisfied with their jobs?? Find a way to allow a teacher to teach instead of manage. Most of us are probably actually pretty good at teaching if we have the opportunity. We actually want children to learn and achieve. Contrary to what the public thinks of us, many of us are in this profession to move the next generation forward. I am here because I love children and enjoy seeing their growth and successes. I enjoy presenting information so they can absorb it. It saddens me to see the direction we are going. Widgets from machines. So sad.

I'd like to point out that the questions about "continuing to teach" imply that there is
another option for us. Most of us cannot find other work even if we wanted to. I don't see a strong job market for ex-teachers. My salary is absolutely not why I'm doing this. I'm paid on the low side and I have a masters.

If I believed I was doing the best job possible and improving the lives of each of my students.

If I could believe everyone (district, principal, peers) was really putting the student's first with every decision, initiative or procedure implemented.

If society respected my profession more.

If there clear cut decisions made that were followed through.

In an ideal world, I would love my job even more if parents would actually behave as adults and put their child's needs in front of their own and be accountable.

Knowing that my work has made a positive impact in the lives of my students.

More direction from the district. Less stress and emphasis placed on standardized testing.

My hard work/time being genuinely appreciated and valued.

Principals that knew what they were doing and showing a positive attitude towards the teachers by backing them up in their craft. Some schools do not have that and now that I have that I love teaching even more. I love coming to work and making my students feel the best that they can and pushing them even further.

If you want the truth visit buildings with students that have nothing in their home life sit in those rooms and watch student interaction. Look at a principal really look at them is the staff truly happy there because he makes them feel valued for all of the work they put into their classroom.

Professional respect that I as a teacher ... I am a master at my craft and treated as such by district level administration as well as parents. Not belittled.

Professionalism in the workplace

Respect for the teaching profession from the general public as well as district level administration and governmental officials/lawmakers.

Early identification and interventions/support/placement for children with special education needs.

Respect from administration.

Respect from parents and coworkers, support from district resources, flexibility to tailor instruction to student needs

Respect from parents and district admins and public, appropriate salaries for what we do and for all the things we supply ourselves.

Respect from the public.

Respectful and sympathetic directors who value your work instead of constantly criticizing. Respect and fair feedback in evaluations. No depending on my Principal's evaluations to keep my job.

Simple recognition from anyone (students, parents, administrators) An authentic positive comment. Having good leadership that can build a positive culture. Respect. I
am a life long learner and need time to learn new things. It is exciting to have learning opportunities, however when so much is thrown at teachers all at once it is difficult to feel like you are doing well in all areas. Support. Please leave the "art of teaching" in schools. Get rid of bad teachers. It hurts those who are doing an excellent job.

Smaller class sizes would mean more time to reach students who really need it. I am frustrated right now because my students have incredibly HIGH needs and I have too many of them to meet their needs.

More respect for the professional opinion of teachers. For example, the common core standards say that a child NEEDS a set of skills before they can move on to the next grade. That's all fine and good, but when I recommend a child be held back in a grade because he or she has not attained proficiency in grade level standards, my recommendation is not welcome or accepted, it is scrutinized. Nine times out of ten I am told that the child WILL move to the next grade regardless of his or her proficiency in required skills. Quite frequently, the child's lack of skills is not necessarily due to a deficit in my teaching -- often these are children who are chronically truant and whose parents take little to no interest in their education. If they were THERE in school every day and were present 100% (ie they had a good night sleep and were fed before coming to school!), they would learn the skills they need! My hands are tied, I cannot get them to where they need to be, and then I have to move them on to the next grade even though I do not believe they are ready!

The above argument goes hand in hand with this sentiment -- I would be more satisfied as a teacher if my work were valued and it was understood by society that I cannot do this job alone. Teachers have so little control over what goes on in our students' lives 70% of the time. And yet, we hold 100% of the blame when the students 'fail.' No teacher wakes up and thinks "What can I do to screw up kids today?!" But this is how society views us. My belief is that we - teachers - have become the most despised profession in this country. We are viewed less favorably than lawyers at this point. A bit more respect for the job we do would be refreshing.

Student success.

Students who come to school prepared, eager to learn, and show respect, colleagues and supervisors who engage in direct and honest communication and support one another, district personnel who proactively provide support, rationale, and personal development to allow for self-improvement and finally, parents who are engaged with their children in the learning process and support the classroom work and expectations.

Supportive school culture.

To do what I am an expert at and have been educated to do. Even though I am a specialist, I have been offered a general classroom position in which I am not able to use my expertise effectively nor am I motivated to improve the skills that general classroom teachers need. The district, as well as the union I work for has shown time and again that my professional expertise and desire for a certain position does not matter. I have a "job." Neither looks at teaching as a career or a calling.
### Purpose Responses: Millennials

| A clear curriculum of what we are to use |
| All students making personal growth in all areas of academics and life skills. |
| Being paid more than high school teachers. An elementary teachers job is much more demanding. HS teachers get how many prep periods a day? Right. And they teach the same lesson over at least twice a day. We teach every subject everyday and sometimes get NO prep periods. We're way underpaid and under appreciated for all the work we do. Seriously. |
| Consistent administrative support. (we keep having substitute principals). There is no support on the district level even during times of crisis. The district is more focused on creating bilingual classrooms than servicing the students that we have. Special education gets no resources or support. You are praised in this district when you are compliant without asking questions instead of though provoking. |
| Having parental support, having clear understanding of district expectations in relation to Common Core Standards and our curriculum, an updated curriculum map to meet the current times/teaching practices/standards, and a state that values education. |
| I always say the children are the best part of my job. For the most part, they love coming to my room and are happily expanding their minds and skills while they are here. The grown ups are the ones that make it difficult to be a educator. Being treated as an equal by my co-workers and administration would make my teacher career a lot more satisfying. I have happy, successful students yet I always have to defend what I do to co-workers, the school board, and administrators. The special areas are constantly left out or not included and it starts to wear on you. |
| Having parental support, having clear understanding of district expectations in relation to Common Core Standards and our curriculum, an updated curriculum map to meet the current times/teaching practices/standards, and a state that values education. |
| I think the nature of where our district stands this year is partially what has made me unsatisfied. A lot has been put on us as educators, with very little direction for how to implement things, or insufficient time frames for implementation. In an ideal world, students wouldn't be treated as data points. That is a societal issue that we now have to deal with as educators. It's politically motivated, and it's so wrong. It has fundamentally corrupted our education system. I got into this career because I LOVE to teach and I LOVE children. I love feeling like I make a difference or have the potential to make a difference. But the education system is broken in this country. Teachers are not treated with the value or appreciation they deserve. Many of my friends who also graduated with me from a Big Ten school well-known for its teaching program have left the field. They've become disenchanted and burnt out with this system. I am sad to say that this year particularly, I've begun to feel the same. |
| I would be most satisfied with my job if I knew that my students' future would hold a successful education and career path for them. |
| I would be very satisfied in my job if the members of the community I served took ownership of their school. Ultimately, my goal as a teacher is to influence my students to become strong and independent community members. If I am doing my job, I hope that their influence will eventually create stronger school and community relationships, that they will fight for equal rights in schools, that they will fight for equal funding in their school, and fight for their district to provide all the necessary... |
resources their children need. It is crucial for our economy and the success of our nation that parents and educators work together to provide a world-class education for all students.

If I knew the expectations I should have with my students in regard to what they need to know to meet the standards, and the clear materials to get them there.

If the people making the laws actually spent time in our classrooms, I would feel a lot better about meeting the expectations required of me and I would be more satisfied with my job overall.

Respect, not to be talked down to by the district.

Trust in my skills and abilities, especially when it comes to testing and differentiating instruction based on test results. Openness with district direction along with my opinion being valued with regards to that direction.

It should be noted that the results of these data gleaned from the responses for, “check the five most motivating factors that push you to become a better teacher” were in direct contradiction to that of the next question, “In an ideal world, what would make you most satisfied in your work.” Fifty-nine out of 73 responses (81%) to the factors that push teachers to get better fell into the Purpose category, followed by 13 responses that fell into the Mastery category and one response that fell into the Autonomy category, as coded and determined by this researcher. Contrastingly, as seen in Figure 76, survey participants respond heavily (46%) in the Autonomy category, to the question about being most satisfied in an ideal world. followed by Purpose and then Mastery.

![Figure 76. Number of Responses; Percentage of Responses](n=339)
Figure 77 illustrates the number of responses members of the different generations provided. Survey participants identifying with the Baby Boomer generation provided 50 responses falling into the autonomy category, 26 responses falling into the mastery category, and 24 responses falling into the purpose category. Likewise, survey participants identifying with Generation X provided 77 responses in the autonomy category, 37 responses in the mastery category, and 56 responses in the purpose category. Millennials provided 31 responses that fall into the autonomy category, 25 responses in the mastery category and 13 responses that fall into the purpose category.

Figure 77. Number of Responses, By Generation
The percentage breakdown of these data can be found in Figure 7.8. Exactly half of all responses provided by Baby Boomers (50%) fell into the autonomy category and nearly half of Gen X responses (45.29%) and Millennial responses (44.93%) fell into this same category. In an ideal world, Baby Boomers and Millennials appear to value Autonomy most, followed by Mastery and then Purpose. Gen Xers appear to value Autonomy most, followed by Purpose and then Mastery.

<table>
<thead>
<tr>
<th>Percentage by Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>24.00%</td>
</tr>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Autonomy</td>
</tr>
</tbody>
</table>

*Figure 7.8. Percentage by Generation*

**Summary**

A further analysis and interpretation of these data will be discussed in the following chapter. The collection and presentation of the demographic information and K-5 teacher survey responses provide a detailed picture of the Baby Boomer, Gen X, and Millennial generation perceptions regarding teacher motivation in conjunction with Daniel Pink’s theoretical framework.

In summary, it was found that the generational cohorts do not vary too significantly in the extent to which they agree or disagree with various statements about
motivation. Meaning, when posed with a Likert scale response, for this study the answers depended more on the individual without regard to generational cohort about beliefs and perceptions of autonomy, mastery, and purpose. However, when given the opportunity to respond in an open-ended fashion about the motivating factors that push the K-5 teachers to become better at their craft, an overwhelming majority (80%) responded that a clear sense of purpose is of high importance. A smaller percentage of respondents wrote comments about mastery (17.81%) and only one respondent (1.37%) wrote about autonomy. Contrastingly, when given the opportunity to write in an open-ended fashion about what contributes to these K-5 teachers’ satisfaction in their job in an ideal world, almost half (46.61%) appear to value factors that fall into the autonomy category, followed by purpose (27.43%) and mastery (25.96%).

Placing these data into the conceptual framework of Daniel Pink’s three categories of motivation, Autonomy, Mastery, and Purpose, will be further interpreted and analyzed in the following chapter in order to answer the research questions that guide this study.
CHAPTER V
ANALYSIS OF DATA

Introduction

The analysis of data in this chapter is based on conclusions gleaned from the data to answer the research questions that guided this study. The data analysis and answering of the research questions are followed by a discussion of the limitations of this study and the recommendations for further research based on this study. This chapter concludes with a summary of the findings and the implications and significance of these findings for the field of educational leadership.

To review, the research questions of this study focused on the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations and therefore work to increase motivation amongst a growing age span of teachers is of increasing importance. As teacher retirement requirements become stricter and the age span of teachers in schools continues to increase due to pension reform, the perceptions of teachers’ motivational factors are imperative. Thus, based on the increasing age span of teachers in Illinois schools and on current educational research regarding motivation and generational intelligences, the following research questions were researched and answered:
1) In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

2) In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

3) In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

4) In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

5) From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?
Conclusions

Research Question 1

In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

As indicated in Chapter IV, even though the “n” for this study consisted of 432 participants from a total of 1,939 surveys sent (22.5% response rate), no data were collected from teachers identifying with the Veteran Generation (born between 1922-1943). Therefore, this research study no longer attempts to provide an explanation for what teachers within the Veteran generation require to maintain high levels of job satisfaction and motivation. However, the fact that no members of the Veteran generation completed this researchers study mirrors the trend of high numbers of retirements as evidenced by data from a Teacher’s Retirement System (TRS) FOIA request in Table 18.

Table 18 does not include Chicago Public School retirements.

Table 18

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Retirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>5,035</td>
</tr>
<tr>
<td>2013</td>
<td>4,276</td>
</tr>
<tr>
<td>2012</td>
<td>5,424</td>
</tr>
<tr>
<td>2011</td>
<td>5,271</td>
</tr>
<tr>
<td>2010</td>
<td>4,996</td>
</tr>
</tbody>
</table>
Research Question 2

In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

In order to increase job satisfaction, as defined by Daniel Pink (2009), teachers from within the Baby Boomer generation require a sense of autonomy when resolving problems in school (see Figure 19), are regularly striving to improve their teaching abilities (see Figure 31), and strongly affirm that the primary reason they teach is to improve the lives of their students (see Figure 39). These data also affirm Baby Boomers have a strong sense of purpose as evidenced by the frequency of responses to the open-ended question about motivating factors that push them to become better teachers and have a desire for autonomy, as evidenced by the frequency of responses to the open-ended question about teaching in an ideal world.

For purposes of data analysis, the researcher converted answers to each survey question into a number (see Table 10). When the answers were converted to numbers (based on a 1-5 scale with 5 being the highest), the researcher was able to find averages that indicated how each generation felt about a particular statement. Table 19 illustrates
the highest responses from Baby Boomers for each of the three components that guided this study.

Table 19

*Summary of Baby Boomer Responses*

<table>
<thead>
<tr>
<th>Component</th>
<th>Most Frequent Response</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>When I run into a problem at work, I have flexibility to work with a team or solve the problem myself</td>
<td>3.7368</td>
</tr>
<tr>
<td>Mastery</td>
<td>In my job, I am always striving to improve my teaching abilities</td>
<td>4.6491</td>
</tr>
<tr>
<td>Purpose</td>
<td>The primary reason I work is to improve the lives of my students</td>
<td>4.4912</td>
</tr>
</tbody>
</table>
The top five motivating factors to become a better teacher, as chosen by Baby Boomers, are illustrated in Figure 79. The most frequently selected option that motivated Baby Boomers to become better teachers was “Mastery of craft knowledge/content knowledge” from the Mastery component of Daniel Pink’s (2009) theoretical framework. Although this top response falls within the Mastery component of Pink’s framework, Baby Boomers most prevalently cited responses from within the Purpose component with responses about student achievement and student growth.

![Figure 79. Baby Boomer, Top 5 Options Selected](image-url)
Contrastingly, as seen in Figure 80, when asked “In an ideal world, what would make you most satisfied in your job?” Baby Boomers overwhelmingly valued factors from the autonomy component.

<table>
<thead>
<tr>
<th>Baby Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Responses</td>
</tr>
<tr>
<td>Autonomy</td>
</tr>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
</tbody>
</table>

*Figure 80. Baby Boomer Responses*

The concept that Baby Boomers value a sense of autonomy and have a strong sense of purpose is a highly common notion (Lovely, 2007; Zemke et al., 2000). As Arsenault (2004) stated, Baby Boomers “prefer a collegial and consensual style. [They are] passionate and concerned about participation and spirit in the workplace. They espoused lots of communication, sharing of responsibility, and respect from each other’s autonomy” (p. 124). Baby Boomers provide a sense of hopefulness with regard to their desire, dedication to, and commitment to student growth and achievement. Given that pension reform is changing the requirements for teacher retirement in Illinois (Public Law 96-0889), and therefore increasing the median age of teachers currently in the classroom (Ingersoll & Merrill, 2010), the fact that Baby Boomers still maintain a high level of purpose for their work, which is centered on student growth and achievement, is promising.

Baby Boomers are not overwhelmingly motivated by the “Use of Technology” (n=15) or the “Opportunity to be Coached” (n=4). In today’s age in education, schools
are often increasing teaching supports, possibly through an instructional coaching model or through access to technological tools, possibly even going 1:1 with laptops, Chromebooks, or iPads (Johnson, 2014). To support Baby Boomers, principals must provide differentiated support knowing that Baby Boomers are not necessarily intrinsically motivated to adapt to these changes. Baby Boomers are generally collegial (Zemke et al., 2000), but they, historically, redefined the rules (Lovely, 2007) created by their Veteran colleagues. According to this research study, principals leading schools with Baby Boomers need to honor and respect this generation’s contributions to the field of education. Principals must find ways to allow Baby Boomers to contribute to the overall success of the school, provide for a sense of autonomy, and, all the while, create a collaborative atmosphere.

Given their desire for autonomy, this study provides evidence that suggests some Baby Boomers may not easily adjust to the changes in the current educational reform movement and, more specifically, may be frustrated by the strong focus on testing and data. The following comments provided in the open-ended portion of this study emphasize this conclusion:

- “If testing and data didn't take most of the time when we are meeting as a whole school. Analysis of data is important but it shouldn't take place all the time.”
- “… We are constantly interrupted by testing. I know testing is important, but about one-third of the year is spent in testing…”
- “Less testing. We spent almost 90 days of the school year in testing ‘mode’!”
This study also provides evidence that this finding does not reflect all Baby Boomers. There were also multiple comments by Baby Boomers that were proactive and productive in nature that focused solely on receiving the professional development necessary to do their job. Given that technological advances, Danielson’s Framework for Teaching, and Common Core State Standards are realities that rely heavily on a coaching model (Danielson, 2007), principals need to overcome any levels of resentment or apathy that may exist for the betterment of the school system and students.

Research Question 3

In terms of generational intelligences, what do building principals need to understand about Gen Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

Gen Xer’s have a strong a sense of autonomy, mastery, and purpose in their work. Specifically, Gen Xers have a sense of autonomy when resolving problems in school (see Figure 21), are regularly striving to improve their teaching abilities (see Figure 32), and strongly affirm that the primary reason they teach is improve the lives of their students (see Figure 40). These data also affirm Gen Xers have a strong sense of purpose as evidenced by the frequency of responses to the open-ended question about motivating factors that push them to become a better teacher and have a desire for autonomy, as evidenced by the frequency of responses to the open-ended question about teaching in an ideal world.
Table 20 illustrates the highest responses from Gen Xers (based on a 1-5 scale with 5 being the highest) for each of the three components that guided this study.

Table 20  

**Summary of Gen X Responses**

<table>
<thead>
<tr>
<th>Component</th>
<th>Most Frequent Response</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>When I run into a problem at work, I have flexibility to work with a team or solve the problem myself</td>
<td>3.6830</td>
</tr>
<tr>
<td>Mastery</td>
<td>In my job, I am always striving to improve my teaching abilities</td>
<td>4.6875</td>
</tr>
<tr>
<td>Purpose</td>
<td>The primary reason I work is to improve the lives of my students</td>
<td>4.4821</td>
</tr>
</tbody>
</table>

Compared to Baby Boomers, Gen Xers more strongly value collaboration, having personal interactions with colleagues (n=68), and, surprisingly, have a smaller desire than Baby Boomers to contribute in the workplace (n=65). It is important to note that Gen Xers still have a desire to contribute in the workplace and had a higher “n,” but at a smaller percentage of responses than their Baby Boomer counterparts. The researcher did not expect this conclusion. This finding is significant for school leaders working to build capacity and bring about change. Since Gen Xers are more comfortable with change than their predecessors (Hill, 2004; Zemke et al., 2000), school leaders need to find a different method of maximizing output with their Gen X staff in order to increase motivation.

Figure 81 illustrates the top five motivating factors of the Gen X teachers.
Figure 81. Gen X Top 5 Options Selected

Gen Xers overwhelmingly focused on responses about student achievement when asked to select the most motivating factors that push them to become a better teacher. Examples include:

- “Desire to impact children’s lives”
- “Helping children learn and become better individuals”
- “Make a change in student’s life”

Contrastingly, responses to the question about working in an ideal world garnered a different type of response, as seen in Figure 81, that often times asked politicians to stop interfering with the education of children. Responses from Gen Xers occasionally expressed noteworthy frustration to this question, such as:
• “Politicians stop using education as a political platform and let the professionals (us and the school districts) choose what is best for our students.”

• “I would like politicians and pundits to STOP bashing teachers and schools…”

It is these types of responses that express Gen Xer’s desire for Autonomy, which was most prevalent, as seen in Figure 82.

<table>
<thead>
<tr>
<th>Gen Xers, # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Autonomy</td>
</tr>
</tbody>
</table>

*Figure 82. Gen X Responses*

Existing research suggests that Gen Xers enjoy a fun, informal working environment (Zemke et al., 2000) and are more comfortable with change than their [Baby Boomer] predecessors (Hill, 2004; Zemke et al., 2000). This research study supports this claim, and also shows that Gex Xers care tremendously about their students and their profession. Therefore, school leaders must provide supports for the various initiatives that guide the work in education that meet the needs of this generation. While it may be desired to remove politicians from the decision making process, be it any elected official or the local school board’s of education at the state/national level, this is currently a reality that doesn’t appear to be changing. With that said, principals must honor Gen
Xers’ dedication to the field of education and to their individual students. With regard to the “Use of Technology” (n=41), Gen Xers are in fact motivated by it. However, given that Gen Xers express a smaller desire to contribute in their school, principals should accommodate this feeling. This confirms what Zemke et al. (2000) cautions. School leaders need to be aware that Gen Xers strive to have a work-life balance, avoid the limelight, and may go around authority (Zemke et al., 2000).

**Research Question 4**

In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

Millennials believe that collaboration is an essential component of their profession. Responses to the autonomy, mastery, and purpose questions garnered the same top responses as the Baby Boomer and Gen Xer colleagues, as indicated in Table 21. All three generations expressed a strong desire to improve teacher abilities and improve lives of students.
Table 21

Summary of Millennial Responses

<table>
<thead>
<tr>
<th>Component</th>
<th>Most Frequent Response</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>When I run into a problem at work, I have flexibility to work with a team or solve the problem myself</td>
<td>3.7813</td>
</tr>
<tr>
<td>Mastery</td>
<td>In my job, I am always striving to improve my teaching abilities</td>
<td>4.6797</td>
</tr>
<tr>
<td>Purpose</td>
<td>The primary reason I work is to improve the lives of my students</td>
<td>4.5625</td>
</tr>
</tbody>
</table>

Figure 83 begins to outline a significant change in results compared to the Baby Boomers and Gen Xers. As seen, “Collaboration” is the most frequent motivating factor selected by Millennials and, as opposed to Baby Boomers and Gen Xers, “Use of Technology” appears as one of the top five motivating factors.

| Millennial Top 5, # of Responses |
|----------------------------------|------------------|
| Millennials                      | Collaboration    |
|                                   | Mastery          |
|                                   | Mastery of craft knowledge/content knowledge |
|                                   | Clear sense of purpose for my work |
|                                   | Opportunities to contribute |
|                                   | Use of technology |

Figure 83. Millennial Top 5 Options Selected
This finding confirms existing research about Millennials. Rebore and Walmsley (2010) outline Generation Y characteristics as: “communicating more through technology than in person; valuing the benefits of work; seeking career advancement; desiring flexibility and higher pay; working well in teams; wanting feedback; appreciating change; and often times multitasking” (p. 5). Generation Y grew up optimistic and will work hard to learn the skills necessary to do their job well (Hill, 2004; Zemke et al., 2000). As such, open-ended responses from Millennials did not garner as much negativity or dissatisfaction with the field of education surrounding political interference. Autonomy responses to the question about teaching in an ideal world focused more on being collaborative and having smaller class sizes than on politician interference. Example responses include:

- “Consistent collaboration across whichever grade level you are working in. Sharing new material that one may find to enhance a lesson.”
- “Being respected by parents”
- “Having the appropriate resources to implement Common Core with fidelity. Having the time to collaborate with other teachers within the same grade level across the district. Having time just to plan and work in the classroom implementing Common Core.”
Figure 84 outlines the number of Millennial responses that were dedicated to each of Pink’s components for increasing motivation.

Millennials and Baby Boomers both provided responses to the question, “In an ideal world, what would make you most satisfied in your work” in the following order, which indicates that Millennials and Baby Boomers place value on similar factors:

- Autonomy
- Mastery
- Purpose

Gen Xer’s provided responses in the following order:

- Autonomy
- Purpose
- Mastery

This research mirrors what Kotler and Keller (2006) mentioned surrounding the fact that each generation is profoundly influenced by the times in which it grows up – the music, movies, politics, and defining events of that period...Members of a cohort [generation] share the same major culture, political, and economic experiences. They have similar outlook and values. (pp. 235-236)
While Zemke, Raines, and Filipczak (2000) suggested it is Veterans and Millennials that share some cultural values, such as optimism, civic duty, confidence, and morality, this research suggests that Baby Boomers and Millennials also share similar beliefs and perceptions about working in an ideal world.

**Research Question 5**

From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain a teaching faculty that potentially can represent a generational span of over 50 years?

In the researcher’s current district, there are many new initiatives currently being implemented. Among others, Common Core State Standards are now fully implemented, about forty percent of staff is getting evaluated with Danielson’s Framework for Teaching for the first time, and the district is 1:1, with all K-2nd grade students receiving iPads and all 3rd-8th grade students receiving Chromebooks. The Common Core State Standards have required a complete realignment of the curriculum, which, in of itself, is proving to be stressful and overwhelming for the teachers. In order to support these initiatives, multiple subscriptions were purchased by the district and/or free online tools are being utilized, such as Edmodo, Star Walk Kids Media, Discovery Education (United Streaming), Edmentum: Study Island, Edmentum: Reading Eggs/Reading Eggspress, Planbook.com, IXL, CoreStand, School City, Hapara, and Tumblebooks.

Teachers from all three generations overwhelmingly believe that the supports provided by their district are not sufficient enough to properly deal with increasing accountability on teachers (see Figure 16). Principals may want to believe that the district’s new online resources are less overwhelming to Millennials, as compared to their
Gen X or Baby Boomer colleagues. However, this research suggests that very little difference exists by generation. Millennials are, in fact, motivated by the use of technology, but this motivation does not necessarily reduce the levels of stress nor enable this generation of teachers to handle the new demands of the job more easily. In order to attract, motivate, and retain teachers, school leaders must differentiate how teachers are supported through the current reform movement with effective, purposeful, and differentiated professional development (Zepeda, 2007), but it is not necessarily determined by generational cohort alone. There may be Baby Boomers teaching classes, for example, that are highly technologically savvy. This research concludes that this teacher would still need to be supported through the educational reform movement, but not require technology training, which may resemble the profile of a Millennial.

Especially since best practices and technology continue to evolve, school leaders must consider the generational divide that exists, and monitor their actions carefully. This research study affirms O’Donovan (2009) by highlighting the need for school principals to effectively lead teachers from their early 20s to their 70s. School leaders must respect and speak to the needs of three to four generations of staff. Each of these generations was educated during a particular point in history and each teacher from the generational bands conducts their classroom in a way that is consistent with their upbringing and historical construct (O’Donovan, 2009). Given that much of these data from this research provides limited variation in responses by generation, school leaders must determine the level of competency with regard to pedagogy, comfort level with technology, and understanding of Common Core State Standards of all staff in order to attract, motivate, and retain their teaching staff. In the current reality of schools, which is immersed in reform and
transformative learning environments, this research provides evidence to suggest that it would be unfair to provide professional development to a teacher based solely on their generational cohort and their understanding of or commitment to the changes in education. Furthermore, since 1987-1988, there has been a 5% increase in K-5 female teachers in public schools and a 25% increase in 6th-12th grade female teachers in public schools (Ingersoll & Merrill, 2013). Given that only 9% of respondents from this study were male, supporting this trend of more female teachers in schools, school leaders may want to make a concerted effort to recruit and retain male teachers.

**Limitations of the Study**

In analyzing the responses, it was not found that a response bias of any kind existed in the research data. However, the respondents represented a random sampling of Illinois teachers in the most populous student districts, and were based on the respondent’s superintendent’s cooperation. While the researcher does not believe that non-respondents could have substantially impacted the overall results in any significant way, it should be noted that the overwhelming majority of respondents were from suburban districts and were female (n=390). Only 9% of all respondents were male (n=36). Likewise, no teachers identifying with the Veteran Generation responded to this study. Otherwise, the respondents represented a variety of demographics that would not substantially impact the overall results in any way given the random distribution of survey participants and voluntary nature of the survey.

There were other limitations that could have impacted the study in various ways. This study was limited to teacher voices in Illinois (excluding Chicago Public Schools). This study was based on the idea that the age gap amongst public school teachers in
Illinois will increase due to new laws (Public Law 96-0889 and Public Law 98-0599) that have increased the retirement age. Other states may not have the same retirement and pension reform. It cannot be assumed that the findings from the surveys conducted of Illinois teachers will have relevance outside of the State of Illinois. Also, an online survey was used to identify teacher voices. The researcher did not actually talk to any of the respondents and was unable to provide clarification on any question if that were needed. As a result, data collected is self-reported and, therefore, given the nature of an online survey, there was potential for misunderstanding of the questions without an opportunity for clarification. Information gleaned from this study only highlighted what teachers perceive to need from their school leaders in order for them to have an increased sense of motivation and job satisfaction. Also, this study did not seek principal perceptions; however, this could be an area for future research.

This researcher is on the cusp of the Generation X and Generation Y generations. As the study unfolded and conclusions were made about what different generations of teachers require for increased motivation and job satisfaction, the researcher needed to have an unbiased interpretation of the data. To minimize this limitation, this researcher kept a journal that allowed him to place bias away from the research analysis.

**Recommendations for Future Research**

This study could open the door for additional research to be completed in a variety of areas. Given the lack of respondents from the Veteran Generation, this area of research should be further studied to analyze only Veteran teachers. While Veterans only comprise approximately 3% of the teacher workforce (Behrstock & Clifford, 2009), these voices could potentially affirm and provide credibility to the findings of this research or
perhaps repudiate the results should different findings emerge for motivating this generation of teachers.

Additionally, another researcher could conduct an in-depth analysis on teacher perceptions regarding motivation and job satisfaction, but use any of the following participants to affirm the findings in this study or to garner new information:

- Teachers in smaller, rural districts in Illinois; or
- Teachers in another state than Illinois that is also going through pension reform and, therefore, increasing the age span of teachers working in schools; or
- Teachers working in Common Core State Standard states compared with teachers working in non-Common Core State Standard states; or
- Principals to seek their perceptions on the issue of teacher motivation and job satisfaction.

These recommendations could be conducted with an online survey similar to this study to see what new data could be collected. Yet, future researchers could also incorporate a case study that directly talks to the teachers/principals in order to ask follow up questions that would illuminate additional perspectives. For example, a theme that emerged from the open-ended questions in this study showed quite a lot of dissatisfaction with school administrator’s competency levels. A future study could benefit from investigating that reality further to learn more about the significance for principals. Likewise, a second theme that emerged was dissatisfaction with levels of district-wide support for teachers to do their jobs adequately. A future research study could attempt to define and identify, more specifically, exactly what “administrative competency” looks like.
like and what levels of “district support” could be provided to increase levels of motivation and job satisfaction and, ultimately, higher student achievement.

**Significance to Educational Leadership Practice and Preparation**

This study has a number of implications for educational leadership practice and preparation. Overall, the outcomes of this study concluded that each generation’s perceptions concerning their motivating factors were relatively similar. While specific life events and backgrounds can link a group together because of their shared experiences (Howe & Strauss, 1991; Lovely & Buffum, 2007), motivational factors of teachers in each generational cohort alone only evokes slight variations and is not a sufficient method of identifying a teacher’s motivation or level of job satisfaction. And while there are methods by which school leaders can provide support through a differentiated model of supervision and professional development, this strengthens Kotler and Keller (2006) supposition that

*Each generation is profoundly influenced by the times in which it grows up – the music, movies, politics, and defining events of that period...Members of a cohort [generation] share the same major culture, political, and economic experiences. They have similar outlook and values. (pp. 235-236)*

This study concludes that the needs of each generation vary with regard to generation, but do not identify great variation in the motivating factors that push teachers to become better or methods by which job satisfaction is impacted.

Three major takeaways that were found in the research were the importance of administrative competency, levels of district support, and the high degree of student care, student concern, and hopefulness that exists from teachers in Illinois’ school systems.
Administrative Competency

All three generations of teachers in Illinois, Baby Boomers, Gen Xers, and Millennials alike, expressed a strong desire for administrative competency.

Administrative competence is an integral component in teacher’s perception of the “ideal world” that would help improve job satisfaction. Comments made by teachers, as shown in Table 22, exemplifies this desire:

Table 22

*Examples of the Desire for Administrative Competence*

<table>
<thead>
<tr>
<th>Generation</th>
<th>Grade Level</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomer</td>
<td>3rd Grade</td>
<td>An unbiased principal that understands teaching, has the skills and ability to support the needs of teachers and students, and a collaborative atmosphere where administrators and teachers strive to improve our school for our students.</td>
</tr>
<tr>
<td>Gen Xer</td>
<td>Multi-Age</td>
<td>I would be most satisfied with my job if I could work: 1) With administrators who understand the multi-faceted demands of the job (i.e. they have actually taught near my level and could themselves excel under the expectations they impose); 2) With administrators who stay in-touch with reality by still teaching or co-teaching in some small capacity;</td>
</tr>
<tr>
<td>Millennial</td>
<td>Multi-Age</td>
<td>Leadership within the building that was consistent and strong. While freedom is great to use that as an excuse for not doing your job at an administrative level and then expect the teachers to take care of everything for you is just wrong. I want to see an actively involved principal.</td>
</tr>
</tbody>
</table>

The implication of this finding lies heavily on graduate programs preparing the next generation of school administrators and on school leaders or selection firms to find the very best candidates to lead schools in an age of accountability. Studies of the 21st
century suggest leaders are change agents, who must prepare themselves and others inside the organization to compete in a global economy (Finch, 2013). The obligation for school leaders to be competent may be highlighted by the responsibility to maintain high levels of morality, equity, and justice in their work, which is critical in order to ensure success for all students (Edmunds, 1979; Purkey & Smith, 1983; Shapiro & Stefkovich, 2011; Stefkovich, 2013). As schools adapt to educational reform efforts, it is imperative that staff and administrators learn how these changes, whether legal or moral, will impact them. School leaders must be cognizant of how these changes will affect a multi-generational staff so their supports of teachers navigating these changes are appropriate and differentiated. Since, in contrast to previous generations, no one can confidently predict what type of technology, economy, or workforce will exist when today’s students leave or graduate from school, there is a moral and ethical obligation to provide students with the necessary life skills on which they may one day rely, regardless of their socio-economic background. To accomplish this goal, schools must be lead by highly competent principals who understand teaching and learning; as this competency will bring about increased job satisfaction and, thus, have the ability and capacity to bring about the most success for all students.

To achieve this goal, graduate schools should continuously evaluate their effectiveness by tracking the success of their past students’ now leading schools, as defined by student achievement and/or student growth in the schools these past students lead. Additionally, it is recommended that school districts use proven, strategic, human resources practices and personnel data when selecting school administrators that are predictive of excellence.
District Support

Given the desire and need expressed from many teachers within this study for districts to provide a clear and explicit curriculum, the focus of the principal should then be on working with central office administrators to fulfill this need. As these data and perceptions from K-5 teachers in Illinois revealed, there is a definite desire for more curricular support, as evidenced by the responses in Table 23, which would increase levels of job satisfaction in teachers’ work.

Table 23

Examples of the Desire for Administrative Support with Curriculum

<table>
<thead>
<tr>
<th>Generation</th>
<th>Grade Level Teaching</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomer</td>
<td>1st Grade</td>
<td>Getting our scope and sequence in place for the curriculum as well as materials that offer creative opportunities for our diverse student population to learn and have fun doing so. Weary of re-creating curriculum each year.</td>
</tr>
<tr>
<td>Gen Xer</td>
<td>4th Grade</td>
<td>A clear curriculum for all subjects or units of instruction WITH all materials provided (not having to research to find my own). I would greatly appreciate a checklist of what I need to teach so I know I am meeting all the student's academic needs. It is very frustrating trying to &quot;guess what I have to teach&quot; and hope the MAP &amp; ISAT test scores improve for everyone.</td>
</tr>
<tr>
<td>Millennial</td>
<td>Multi-Age</td>
<td>Clear direction from the district about resources to be used for teaching. We are always given new materials, but then it is stated that these should be supplements to the curriculum. What curriculum? With the new core standards, our School Improvement days should be used to get familiar with the standards and see what we are doing to make sure our teaching aligns with the standards. I also think that children should be given more recess time. With how much we are expected to push the children today, they need more breaks. It also gives the teacher time to clear his/her mind and come back refreshed ready to teach again.</td>
</tr>
</tbody>
</table>
A challenge with this finding is that it does not apply to all teachers. As evidenced by the data shared in Chapter IV of this study and information presented in Table 24, some teachers desire autonomy and do not want to be told what to do.

Table 24

*Examples of the Desire for More Autonomy*

<table>
<thead>
<tr>
<th>Generation</th>
<th>Grade Level Teaching</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomer</td>
<td>Kindergarten</td>
<td>Administration needs to let us teach. CCSS are wonderful if administration let's me teach. Stop telling me what to do because administration is dumbing it down.</td>
</tr>
<tr>
<td>Gen Xer</td>
<td>Kindergarten</td>
<td>Autonomy, respect and time to collaborate with other teachers as a part of my work day. Also, I would like to be treated as a professional who knows what is best for my students.</td>
</tr>
<tr>
<td>Millennial</td>
<td>Multi-Age</td>
<td>…the freedom to teach what I want to teach, when I want to teach it.</td>
</tr>
</tbody>
</table>

The implication for school principals with these conflicting data are that they need to more clearly explain the rationale behind their decisions and still need to define what authentic autonomy looks like for staff in their building. Figure 36 alarmingly illustrates that 38% disagree and 20% strongly disagree with the statement, “My district clearly explains the rationale behind the direction they’re going” (58% of all respondents). By first gaining support for district initiatives by being more explicit in their plan, school leaders may build confidence in staff and then more intrinsically motivate them to follow. A challenge exists because this research found minimal consistency with regard to generational cohort. Principals can increase their impact by “making employees feel more
useful and important by giving them meaningful jobs and by giving as much autonomy, responsibility, and recognition as possible as a means of getting them involved” (Morgan, 1998, p. 38). When sensitivity to the needs of a multigenerational teaching staff is not harnessed or an increase in motivation is not sought or accomplished for all generational cohorts, a “survival of the fitting” culture (p. 61) may develop. If teachers do not feel like they have power to make change outside of their classroom (i.e., they do not feel respected as a member of their organism/system), they will simply work together against the administration to fight for their voice to be heard (Morgan, 1998). To avoid this pitfall, leaders must lead in an ethical manner, which requires principals to understand teacher’s feelings (Maak & Pless, 2006) and lead in a trustworthy and altruistic fashion (Henderson, 2003; Noddings, 1995; Resick et al., 2006; Sergiovanni, 1995/2011; Shapiro & Gross, 2008; Shapiro & Stefkovich, 2011).

Given this reality, an ongoing discussion on the challenges school leaders face and what motivates teachers is imperative. In doing so, principals must understand how to cultivate a culture of collaboration (Senge et al., 1994) and recognize what members of each generational band needs in order to maximize effectiveness. It is worth noting that this study found that Millennials, more than Baby Boomers and Gen Xers, expressed a strong desire to collaborate with other faculty. Lovely and Buffum (2007) emphasize the importance of the principal establishing and “facilitating a learning community based on a culture of collaboration within a setting that is complicated by the cross-age diversity of most teams” (p. 28). While this study found minimal consistency in how each generation currently defines autonomy in the classroom, Behrstock and Clifford (2009) predict that by 2020, 44% of teaching staffs will be comprised of Millennials. Therefore, the findings
of this study will impact principals differently over the course of the next few years as their Baby Boomer teachers retire and Millennials fill vacancies – Millennials, who according to this study, favor collaboration.

**Student Care, Student Concern, and Hopefulness**

Perhaps the most affirming conclusion from this study is the strong commitment to the students by teachers in all generational cohorts. Teachers in all three generations provided overwhelming evidence that improving students’ lives is the primary reason they work (see Figure 42) and that in turn, the top motivating factor is to continue getting better at their craft (see Figure 43). Excluding a few responses that focused on smaller class sizes and personal pledges to be lifelong learners, almost all “other” motivating factors centered on improving students’ lives or on student success.

In an era of tremendous change to the world of education, such as higher accountability (No Child Left Behind Public Law 107-110, 2001, IDEA Public Law 101-476, 1990, and Public Law 108-446, 2004), the implementation of the Common Core State Standards, and new teacher evaluation procedures, which include easier methods of removing tenured teachers from their jobs (Public Act 97-0008), teachers have higher levels of job dissatisfaction (Resmovits, 2013). They have been also been unintentionally blamed for many ills and the college and career readiness of America’s students. However, what this study suggests is that generations of teachers, ones near retirement and others just starting their careers, entered and remain in the field of education to help students, inspire people, and make a difference in the world. This sense of purpose should be enough to propel school leaders to overcome workplace challenges and support teachers through the current reform movement with their effective, purposeful, and
differentiated professional development (Zepeda, 2007). There are methods by which principals and other school leaders can navigate these waters with success and increase student achievement.

Danielson (2007) has outlined that her *Growth through Learning* framework has two primary functions of “coaching and evaluation” (p. viii). With the understanding that Baby Boomers may not value coaching as a motivator to refine their craft, if school districts successfully implement the mandated changes to the evaluation process, for example, teachers will have the honest feedback, coaching, and professional development necessary to improve student achievement. Likewise, with the Common Core State Standards, in conjunction with the Partnership for Assessment of Readiness of College and Careers (PARCC) assessments, schools will be able to gauge the strength of their programs, instruction, and CCSS implementation plans (Achieve, Inc., 2012, p. 4). This reality links back to the importance of a competent instructional leader, rather than a manager of people, who can best navigate these waters.

Given the clear and consistent frustration with the national conversation that blames teachers, this study suggests that the core values of all generational cohorts toward helping students remains strong. Members of all generations express a resilient desire to get better and do whatever it takes for their students. This finding is significant because it will allow principals to navigate the reform movements without needing to transform the sense of purpose of the teachers in classrooms today.

**Summary of Findings**

In summarizing the findings, the research questions that drove this study found that Baby Boomers, Gen Xers, and Millennials have similar perceptions and beliefs about
what motivates them to become better teachers and ideas about what could increase their job satisfaction. From within Daniel Pink’s framework for increasing motivation, all generations value autonomy, strive to become better teachers, and have a strong sense of purpose in their work. While there are slight variations in the extent to which each generation emphasizes these components, there are relatively small and statistically insignificant distinctions. In short, it is the students’ success that motivates all teachers to become better and an explicit understanding of and direction from district offices over the new curricular demands that would increase levels of job satisfaction.

With regard to Daniel Pink’s (2009) framework for motivation, there are common, core beliefs that principals can take advantage of when making school-wide decisions for Baby Boomers, Gen Xers, and Millennials. All generational cohorts value any autonomy and flexibility that exists in their work. Survey participants in this study value the flexibility to solve problems on their own, express a desire to collaborate with colleagues, and suggest that the current teaching schedule is only somewhat sufficient to meet students’ needs. As an example of an area that suggests a difference in perception, Millennials reported being less impacted by the Common Core State Standards, but this may be attributed to the education they received in undergraduate or graduate school. Compared to Gen Xers and Baby Boomers who are making significant adjustments to their work to meet the new demands of the Common Core Standards, it may be argued that Millennials are less stressed simply because of their newness to the field and their educational upbringing, which is more aligned with the higher expectations that Common Core Standards require.
Likewise, there are similar perceptions and beliefs about the extent to which Baby Boomers, Gen Xers, and Millennials value Pink’s Mastery component of motivation. All three generations provide an overwhelming desire to always strive to improve their teaching abilities. While 4% of respondents strongly agreed with the statement, “The primary reason I teach is for the salary and retirement benefits” and 3% of respondents strongly agreed with the statement, “The primary reason I teach is for the job security,” the overwhelming majority of respondents place a strong emphasis on improving teaching abilities for the sake of their students and are not motivated by salary. Therefore, it is important that principals do not spend time worrying about these 4% and 3% respectively and rather focus their energies on the majority of teachers with a clear foundation for improving their craft.

Similarly, it was found in this study that all three generations have a clear sense of purpose over their work. In one word, it’s the “students.” While two survey participants (one Baby Boomer and one Gen Xer) “disagreed” with the statement, “The primary reason I work is to improve the lives of my students,” the overwhelming majority of respondents strongly agree with this statement, which, in turn, brings about the most promising finding of this study.

It is the recommendation of this researcher that principals do not focus on the small majority of respondents with non-altruistic priorities. Professional Learning Communities, which have a positive correlation to student achievement (Bunker, 2008; DuFour et al., 2005), and Pink’s Motivational Theory (2009) suggest that specific principal behaviors can have a direct impact on teacher morale and student achievement. With greater knowledge of these behaviors and a solid understanding of all generational
cohorts, as identified in this study, principals will be better able to address the challenges of new educational initiatives and, all the while, maintain high levels of teacher job satisfaction and motivation to work hard in an era of accountability and high expectations. Although small percentages of teachers expressed off-putting beliefs about their motivation to get better, potentially having adverse effects on those students, this study found that an overwhelming majority of Illinois teachers, from within a multigenerational workforce, intrinsically desire to obtain the qualities required to manage the new educational initiatives and remain motivated to strive for excellence.
APPENDIX A

FOIA REQUEST
To Whom it May Concern,

I, Scott Schwartz, hereby request that the Illinois State Board of Education provide the following public information pursuant to the provisions of the Illinois Freedom of Information Act 5 Ill. Comp. Stat. Ann. 140/1 et seq. for purposes of Doctoral research at Loyola University Chicago, which is being supervised by Dr. Marla Israel, Associate Professor in the School of Education:

1. The number of students in each Illinois K-8 district, excluding CPS District 299, and the superintendent's contact information (school mailing address, email, and phone number) of each district. Please also add the number of K-5 teachers in each of the districts if possible.

Please produce the requested records to Scott Schwartz electronically at sschwartz2@luc.edu within seven (7) business days of your receipt of this request (Ill. Comp Stat. Ann. 140/3(c)). If not electronically, to Scott Schwartz, 37 Portshire Dr, Lincolnshire, Illinois 60069. If the requested records cannot be produced within seven (7) business days, please notify me of the reason(s) for the delay and the date by which the requested records will be available.

If you need clarification of any portion of these requests, please do not hesitate to contact me at 847-682-2550.

Thank you for your attention to this matter.

Sincerely,

Scott Schwartz
APPENDIX B

LETTER OF COOPERATION FOR ILLINOIS SUPERINTENDENTS
**Project Title:** Motivating Factors Of Elementary Teachers (K-5) In Illinois Who Belong To Veteran, Baby Boomer, Generation X, And Generation Y Age Bands: A Study Of Ways In Which Improved Generational Intelligence Can Impact School Leaders

**Researcher:** Scott Schwartz

**Faculty Sponsor:** Dr. Marla Israel

**Introduction:**
Dear Illinois Superintendent,

I am seeking your permission to contact your school’s K-5 teachers for purposes of a dissertation study under the supervision of Dr. Marla Israel in the Department of Education at Loyola University of Chicago.

You have received this email and qualify for this study because you are currently a K-5 or K-8 district superintendent in Illinois with the 50 highest student populous in Illinois. As a participating superintendent, you are agreeing to provide this researcher with your K-5 teacher professional email addresses to help glean information about what motivates teachers from within the varying generational age bands that exist within each of our schools.

Please read this form careful and ask any questions you may have before deciding whether to allow your K-5 teacher to participate in the study.

**Purpose:**
The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance.

**Procedures:**
If you agree to this study, you will be asked to:

- Provide this researcher with your K-5 teacher’s professional email addresses so he can send them a link to an anonymous, online questionnaire, titled “Teacher Motivation Survey.”
- Allow your K-5 teachers take an anonymous, online survey that will take approximately 10-15 minutes to complete.

**Risk/Benefits:**
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you for participating. However, the information you provide will further inform the field of educational leadership by helping to answer the following questions:

- In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?
In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?

Confidentiality:

- The survey will not ask for personal information beyond age, gender, and years of service to the teaching profession. The information will not be traceable back to individual participants.
- A Google Form™ will be used as the tool to administer and collect the data. This format provides a secure and safe method of collecting data that ensures anonymity. All information collected by this researcher will only be used for purposes of this study and will only be shared with the researcher’s dissertation advisor.

Voluntary Participation:
Participation in this study is voluntary. If your K-5 teachers do not want to participate in this study, they do not have to complete the survey. If they want to participate, they are not required to answer any of the questions and may withdraw from participation at any point without consequence.

Contacts and Questions:
If you have any questions about the study, please do not hesitate to contact Scott Schwartz at 847-682-2550 or at sschwartz2@luc.edu. You may also contact my dissertation advisor from Loyola University Chicago at 312-915-6336 or at misrael@luc.edu if you have questions about the validity of this study.

If you should have questions about your teacher’s rights as research participants, please contact the Loyola Compliance Manager at 773-508-2689.

Statement of Consent:
Your teachers will be asked to electronically indicate their consent on the online questionnaire. Their electronic consent indicates that they have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study.

Thank you in advance for your participation.

Sincerely,

Scott Schwartz
Doctoral Candidate, Loyola University Chicago
Project Title: Motivating Factors Of Elementary Teachers (K-5) In Illinois Who Belong To Veteran, Baby Boomer, Generation X, And Generation Y Age Bands: A Study Of Ways In Which Improved Generational Intelligence Can Impact School Leaders

Researcher: Scott Schwartz

Faculty Sponsor: Dr. Marla Israel

Introduction:
Dear Illinois Teacher,
You are being asked to take part in a study conducted by Scott Schwartz for a dissertation under the supervision of Dr. Marla Israel in the Department of Education at Loyola University of Chicago.

You have received this email and qualify for this study because you are currently a K-5 teacher in Illinois. As a K-5 teacher, your participation in this study will provide this researcher with information about what motivates teachers from within the varying generational age bands that exist within each of our schools.

Please read this form careful and ask any questions you may have before deciding whether to participate in the study.

Purpose:
The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance.

Procedures:
If you agree to this study, you will be asked to:

• Complete an online questionnaire that should take you about 10-15 minutes to complete. The questions use a likert scale (strongly agree, agree, neutral, disagree, strongly disagree) in a multiple-choice format that will ask you to determine the extent to which you agree or disagree with various motivating factors. You will also have the opportunity to check the five most motivating factors from a larger list and complete an optional short answer question about job satisfaction.

Risk/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you for participating. However, the information you provide will further inform the field of educational leadership by helping to answer the following questions:

• In terms of generational intelligences, what do building principals need to understand about Veterans (born between 1922-1943) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?
In terms of generational intelligences, what do building principals need to understand about Baby Boomers (born between 1944-1960) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

In terms of generational intelligences, what do building principals need to understand about Generation Xers (born between 1960-1980) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

In terms of generational intelligences, what do building principals need to understand about Millennials (born between 1980-2000) to increase job satisfaction, as defined by Daniel Pink (2009) as autonomy, mastery, and purpose?

From these understandings, what are the implications for educational leaders as they attempt to attract, motivate, and retain the best teaching faculty that potentially can represent a generational span of over 50 years?

Confidentiality:

- The survey will not ask for personal information beyond age, gender, and years of service to the teaching profession. The information will not be traceable back to individual participants.
- A Google Form™ will be used as the tool to administer and collect the data. This format provides a secure and safe method of collecting data that ensures anonymity. All information collected by this researcher will only be used for purposes of this study and will only be shared with the researcher’s dissertation advisor.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to participate in this study, you do not have to complete the survey. If you want to participate, you are not required to answer any of the questions and may withdraw from participation at any point without consequence.

Contacts and Questions:

If you have any questions about the study, please do not hesitate to contact Scott Schwartz at 847-682-2550 or at sschwartz2@luc.edu. You may also contact my dissertation advisor from Loyola University Chicago at 312-915-6336 or at misrael@luc.edu if you have questions about the validity of this study.

If you should have questions about your rights as a research participant, please contact the Loyola Compliance Manager at 773-508-2689.

Statement of Consent:

You will be asked to electronically indicate your consent on the online questionnaire. Your electronic consent indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study.

Thank you in advance for your participation.

Sincerely,

Scott Schwartz
Doctoral Candidate, Loyola University Chicago
APPENDIX D

TEACHER SURVEY QUESTIONNAIRE
The purpose of this study is to identify the perceived needs for maintaining and improving job satisfaction of K-5 teachers in Illinois to determine how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

* You have read the above information
* You currently teach one or a combination of grades K, 1, 2, 3, 4, or 5 in Illinois
* You understand this is a confidential survey for purposes of a doctoral dissertation.

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

* Required

*  

☐ Agree
☐ Disagree

Continue »
Teacher Motivation Survey

* Required

Demographics

1) What is your age? *

2) How many years have you been teaching? *

3) What is your gender? *
   ○ Male
   ○ Female
   ○ I'd prefer not to answer

4) What grade do you currently teach? *
   ○ Kindergarten
   ○ 1st Grade
   ○ 2nd Grade
   ○ 3rd Grade
   ○ 4th Grade
   ○ 5th Grade
   ○ Multi-Age

5) In which generation are you considered? *
   ○ Veterans (born between 1922-1943)
   ○ Baby Boomers (born between 1944-1960)
   ○ Generation X (born between 1960-1980)

https://docs.google.com/forms/d/1bqgFw6FF7_Gp4vd8Nw0pKx9yjvAMCNl3d9dB9WgYlformResponse
Generation Y/Millennials (born between 1980-2000)
Teacher Motivation Survey

Please use the choices below to indicate how strongly you agree or disagree with each statement:

6) The Common Core State Standards limit the freedom I have to do what I want in the classroom
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

7) The time I have to teach in class is sufficient to meet my student’s needs
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

8) My daily teaching schedule allows for flexibility to meet job expectations
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

9) I feel that the supports provided to me by my district are sufficient enough to
properly deal with increasing accountability on teachers

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10) The people I am required to work with make it easier for me to meet my district's expectations

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I am not "required" to work with anyone

11) When I run into a problem at work, I have flexibility to work with a team or solve the problem myself

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
Teacher Motivation Survey

Please use the choices below to indicate how strongly you agree or disagree with each statement:

12) The primary reason I continue to teach is for the salary and retirement benefits
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

13) The primary reason I continue to teach is for the job security
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

14) In my work, I often have opportunities to be completely engrossed in my work, without distraction
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree
15) The goals by which I am evaluated at work are my own
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

16) I am required to follow a clear set of policies and procedures when completing a task at work
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

17) I believe my performance evaluations reflect my teaching ability
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

18) In my job, I am always striving to improve my teaching abilities
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree
Teacher Motivation Survey

Please indicate how strongly you agree or disagree with each statement below:

19) The primary reason I work is to improve the lives of my students
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

20) I receive regular feedback, positive or negative, from my principal
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

21) My district clearly explains the rationale behind the direction they’re going
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

22) I agree with the direction my district is headed
   ○ Strongly Agree
   ○ Agree
23) I have very little choice over what I do each day at work

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
24) Check the five (5) most motivating factors that push you to become a better teacher:

- Clear expectations from your district or principal
- Opportunity to be coached
- Team cohesiveness
- Ability to multitask
- Structure
- Relationship building
- Communication
- Collaboration
- Frequent feedback from your evaluator(s)
- Use of technology
- Fun workplace
- Use of written goals
- Involvement in teams
- Truthful, honest, and direct conversations
- Separate career and life (work-life balance)
- Treated as an equal
- Opportunities to contribute
- Personal interactions with colleagues
- Respect for age and experience
- Retention of school culture and traditions
- Flexibility over how I spend my time at work
- Autonomy I have over my daily work
- Mastery of craft knowledge/content knowledge
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Teacher Motivation Survey

☐ Clear sense of purpose for my work
☐ Other: _______________________

25) In an ideal world, what would make you most satisfied in your job?

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https://docs.google.com/forms/d/1hyq5Fw6FlG_6PnqjLe3p6kV6XvMCN86e2kJ0ph6mW5Y/response
APPENDIX D

EMAIL REMINDER #1 FOR TEACHER PARTICIPANTS
Dear Illinois Teacher,

This email is meant to serve as a follow-up request to participate in an electronic survey. As a doctoral candidate at Loyola University of Chicago, I am conducting research for my dissertation entitled, *Motivating Factors of Elementary Teachers (K-5) In Illinois Who Belong To Veteran, Baby Boomer, Generation X, And Generation Y Age Bands: A Study Of Ways In Which Improved Generational Intelligence Can Impact School Leaders.* The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance.

If you have already submitted the electronic survey emailed to you two weeks ago, thank you very much for your participation and help in this research study. If not, please click on the link below to complete the survey. One more reminder will be sent out in two weeks.

LINK: Click here to access the survey

Sincerely,

Scott Schwartz
APPENDIX F

EMAIL REMINDER #2 FOR TEACHER PARTICIPANTS
Dear Illinois Teacher,

This email is meant to serve as a final follow-up request to participate in an electronic survey. As a doctoral candidate at Loyola University of Chicago, I am conducting research for my dissertation entitled, *Motivating Factors of Elementary Teachers (K-5) In Illinois Who Belong To Veteran, Baby Boomer, Generation X, And Generation Y Age Bands: A Study Of Ways In Which Improved Generational Intelligence Can Impact School Leaders*. The purpose of this study is to identify the perceived factors needed for maintaining and improving job satisfaction of K-5 teachers in Illinois. Determining how school leaders can improve their understanding of all generations, and therefore work to increase motivation amongst a growing age span of teachers, is of increasing importance.

If you have already submitted the electronic survey emailed to you about one month ago, thank you very much for your participation and help in this research study. If not, please click on the link below to complete the survey. The survey will close within the next two days.

LINK: Click here to access the survey

Sincerely,

Scott Schwartz
REFERENCES


Hicks, K., & Hicks, R. (1999). *Boomers, Xers, and other strangers*. Wheaton, IL: Tyndale House.


Public Act 096-0861, 105 ILCS 5/2-3.25g. Senate Bill 315.

Public Act 096-0889, 5 ILCS 315/15.


Public Law 108-446 (Amendments to PL 94-142), Individuals with Disabilities Education Improvement Act, 2004.


Senate Bill 0179, 5 ILCS 375/6.5.


VITA

Scott Schwartz was born and raised in Buffalo Grove, Illinois. Before attending Loyola University Chicago for his doctoral studies in 2010, he attended Indiana University, Bloomington where he earned a Bachelor of Science in Education in 2002 and National Louis University where he earned a Masters of Arts in Educational Leadership in 2005. Schwartz has taught 7th Grade Social Studies at Caruso Middle School in Deerfield, Illinois. He also served as the Assistant Principal of Caruso Middle School for three years. Currently, Schwartz has been the Principal at Walden Elementary School in Deerfield, Illinois since 2010.
The Dissertation submitted by Scott Schwartz has been read and approved by the following committee:

Marla Israel, Ed.D., Director
Associate Professor, School of Education
Loyola University Chicago

Susan Sostak, Ed.D.
Clinical Assistant Professor, School of Education
Loyola University Chicago

Barbara Unikel, Ed.D.
Coach/Mentor, CEC C.L.A.S.S. Leadership Coaching Program
Consortium for Educational Change