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**DISSERTATION**

**COMPENSATION PACKAGES AS A FACTOR IN TEACHER'S JOB ACCEPTANCE**

**Submitted by:**  
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**In partial fulfillment of the requirements**  
**for the Degree of Doctor of Philosophy**  
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**Summer 2001**

UMI Number: 3032692



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April 23, 2001

WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED  
UNDER OUR SUPERVISION BY CHANCE W. LEWIS ENTITLED  
COMPENSATION PACKAGES AS A FACTOR IN TEACHER'S JOB ACCEPTANCE  
BE ACCEPTED AS FULLFILLING IN PART REQUIREMENTS FOR THE DEGREE  
OF DOCTOR OF PHILOSOPHY.

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## **ABSTRACT OF DISSERTATION**

### **COMPENSATION PACKAGES AS A FACTOR IN TEACHER'S JOB ACCEPTANCE**

**This was a study identifying whether compensation packages were a factor in first-year teacher's decisions to accept a teaching position in the states of Colorado and Louisiana. This study involved (a) identifying the components of a school district's compensation package that were factors in the job acceptance decisions as indicated by respondents and (b) indicating other factors besides compensation that played a major role in job acceptance decisions.**

**The study surveyed a sample of 12 approved school districts in Colorado and Louisiana during the 2000-2001 academic school year. It included first-year teachers in the 12 approved school districts that had no previous teaching experience in other school districts. There were 229 first-year teachers from Colorado and Louisiana in the sample. Data was gathered through a survey instrument that was specifically designed for this study.**

**The components of the school district's compensation package were analyzed for statistically significant differences between respondents on the independent variables of gender, age, grade level of teaching assignments, and ethnicity. Statistically significant differences existed between Ethnic Minorities and Caucasian respondents on receiving sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work.**

Respondents in this study also chose the most important reasons for teaching in their school district. The top five reasons were to teach in a certain geographical location, the school district being in their hometown, being near family members, salary and fringe benefits, and the reputation of the school district. Statistically significant differences were also found between Ethnic Minorities and Caucasian respondents on the salary/fringe benefits of their current teaching job. Ethnic Minorities showed a higher importance rating on the salary and fringe benefits they received.

In summary, respondents in this study have shown that sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work were important incentives that influence the job acceptance decisions of first-year teachers. Also, this study showed that Ethnic Minorities placed a higher importance rating on the salary/fringe benefits they receive on their current job. Therefore, school districts involved in this study should use this study as documented information to understand how compensation packages influence the job acceptance decisions of first-year teachers.

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## ACKNOWLEDGEMENTS

First and foremost, I would like to thank God, who is always with me in all aspects of my life and a constant source of strength. To my family and friends, I want to give a special thank you for all of your words of wisdom, support, prayers, and placing confidence in me to achieve this goal.

A special thanks to my advisor and dissertation committee chair, Dr. R. Brian Cobb, who gave freely of his time and guided me through the completion of this project. Thank you to Dr. Corrine Mantle-Bromley, Dr. Ann Foster, Dean Nancy Hartley, and Dr. Bradford Sheafor for their support and constructive feedback throughout the research and writing of this dissertation.

Special thanks to my mother, Mrs. Brenda C. Davis, for her encouragement and prayers during my tenure at Colorado State University. I also like to thank her for motivating me to keep trying at times when I wanted to give up.

My deepest gratitude and thanks to my wife, Mrs. Michael Lewis, who provided me with time and space to research and write. I want to thank her for all the words of encouragement and prayers that she provided me at times when I became frustrated and tired. There are many more people I would like to thank. If I didn't specifically mention your name, this does not in any way mean that I didn't remember the expressions of encouragement and prayers.

## **DEDICATION**

**This dissertation is dedicated to my deceased grandparents, Mrs. K. Frances Thomas, Mrs. Peggy Lewis, and Dr. W.W. Clem, all of whom were an inspiration in my life. The foundation that each of these persons placed in my life carried me over when times got rough. Without all of their love and continuous support, this endeavor would have been even more difficult. For all they have done in making me the person that I am today, I would like to say thank you from the bottom of my heart.**

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## CHAPTER I: INTRODUCTION

Americans have always been proud of the advantages we can offer our schoolchildren. Our educational system is a prime example of this pride. However, our educational system may be decaying from within by a problem that has continued to plague many potential teaching candidates (Cummings, 1994). According to Cummings, the problem is the historically low teacher compensation packages. Potential teaching candidates on a yearly basis often ask the questions, “Will I make enough money to support my family?” and “How important is money in the job that I am challenged to do?” (Cummings, 1994).

For clarity, teacher compensation refers to the entire package a person may receive in the form of money, benefits, and other nonfinancial rewards (Belcher & Atchinson, 1987). However, teacher compensation has always seemed to be a policy target for education incentives, either consciously or unconsciously (Odden, 1995). Many policymakers and practitioners at the local, state, and federal level would like to pay teachers differently (i.e., in a way that provides incentives for improving practice as well as student performance) (Odden & Kelley, 1997). Nevertheless, teacher compensation has basically remained constant for many decades. In most districts, teachers are paid according to a single salary schedule that provides salary increases for education units, degrees, and years of teaching experience (Odden, 1995). Disregarding

dissatisfaction with actual dollar amounts, teachers see themselves as being treated fairly by this compensation structure (Odden, 1995).

At the outset any teacher or administrator must acknowledge the fact that he or she knows of education school sites where morale is high, educators are working diligently, children are learning, and the compensation system is not consistent with these qualities. According to English (1992) an open-minded inquiry would not only ask “How can the system be changed to recognize and reward those qualities?” but equally “Why do people accept/not accept employment in the teaching field solely based on the compensation system offered to them?”

### Problem Statement

To provide background information on how compensation packages play a part in job acceptance decisions, it is important to take a look over the past decade at the fluctuations of teacher compensation as compared with other professions. According to the American Federation of Teachers (1998), in the early 1990’s corporate downsizing contributed to a poor job market for new college graduates. However, beginning in 1995, unemployment fell and the labor market for new college graduates was extremely lucrative. According to the American Federation of Teachers (1998), during the past few years salary offers for college graduates in all fields have grown at twice the rate as those for new teachers. In 1998, new college graduates received an average salary offer in excess of \$35,500 compared to an average beginning teacher salary of \$25,735.

Between 1990 and 1995, the growth in beginning teacher salaries outpaced beginning salaries in fields requiring similar educational credentials. Nonetheless, since 1995, teacher salaries have increased just 8 percent, the slowest rate of any field

(Recruiting New Teachers, 2000). Salaries in all other fields except chemistry and sales/marketing grew at least twice as fast as teaching (American Federation of Teachers, 2000). During the 1990s, teacher salaries increased closely at the same rate of pay as liberal arts graduates, but beginning teacher salaries lost ground to beginning salaries in engineering, business administration, math/statistics, and computer science (American Federation of Teachers, 1998). As a result of these reports it is evident that teachers get paid far less than other professionals (McQueen, 2000). According to McQueen, “the teaching profession isn’t even in the horse race when it comes to pay.”

In the state of Louisiana, one in three Louisiana college graduates certified to teach turn their backs on public schools in the state in favor of other opportunities (Shuler, 2000). According to Shuler, in 1996, Louisiana colleges graduated 2,212 new teachers but only 1,422 ended up in public schools in Louisiana. Jack Grosner, Director of Human Resources in Douglas County, Colorado stated that “It is very difficult for someone to think of putting in four or five years of education and getting paid just \$27,000 a year to teach. The initial salary is very difficult to influence job acceptance decisions of potential teaching candidates. Only the very dedicated who have always known they wanted to be teachers will initially go into that market” (Scanlon, 2000). Hence, college students see a brighter future in other professions that aren’t under the public microscope, command more respect, and pay more (Scanlon, 2000).

### Need/Rationale for the Study

According to the research report by the American Federation of Teachers (2000), compensation is a critical factor as to whether a potential candidate accepts a teaching position. Furthermore, this report goes on to state that across the United States many

potential candidates are now choosing other fields besides teaching because of the better paying opportunities. Human resources personnel across the United States are struggling to design compensation systems or improve existing compensation systems to keep these potential teaching candidates from going into other fields of work. With a void in the research literature on this topic, human resources personnel in school districts have a limited research body in which to design effective compensation systems to influence teacher's job acceptance decisions. Therefore, many compensation systems have been designed around the United States without understanding the critical decision-making process that a potential teaching candidate makes before they accept a teaching position (Recruiting New Teachers, 2000).

This study of compensation packages as a factor in prospective teacher's job acceptance decisions is critical to the research literature in the field of education. It involves identifying what component(s) of a school districts compensation system are most and least helpful in influencing potential teachers job acceptance decisions and identifying other factors (i.e., staying close to home, being with extended family) which are related to the decision-making processes of the prospective teachers.

### Research Questions

The problem and need/rationale statements have produced the following questions about compensation packages as a factor in teacher's job acceptance decisions:

1. What components of a school district's compensation package are factors in prospective teachers job acceptance decisions?
2. What other factors besides compensation (i.e. staying close to home) play a major role in prospective teachers job acceptance decisions?

### **Delimitations**

This study was delimited with the following characteristics:

1. Two states were used: one in the Mid-Western region of the United States and the other in the Southern region of the United States.
2. Only full-time public school teachers in their first year of teaching experience were used in this study.

### **Limitations**

This study was limited with the following characteristics:

1. This study does not address the teacher shortage in the United States (i.e. recruitment into the profession).
2. This study does not address issues surrounding teacher quality.

### **Assumptions**

This study was undertaken with the following assumptions:

1. The subjects in this study had to consider their school districts compensation package in their job acceptance decisions.
2. The subjects in this study were willing participants, giving honest and candid responses on the survey instrument utilized.
3. The subjects in this study were a representative sample of the population of teachers in the two states under study.

### **Definition of Terms**

The terminology used to describe compensation packages is usually confusing and conflicting. A term used by one district to describe a compensation package may be used by another district to describe a very different type of compensation package.

Therefore, the following definitions are provided for clarity during the reading of this study.

**Alternative Compensation**- compensation package that provides payment to teachers which may include but is not limited to the single salary schedule (English, 1992).

**Career Ladders**- compensation package which rank teachers' jobs based on their importance and complexity. Teacher pay is allocated on the basis of the specific tasks employees are performing. Generally, the more responsibility one assumes, the higher the pay for the job (Brandt, 1990).

**Compensation Package**- refers to the entire package a person may receive in the form of money, benefits, and other nonfinancial rewards (Belcher & Atchinson, 1987).

**Competency-Based Pay**- compensation package that provides incentives for teachers to develop knowledge, skills, and competencies in new and effective forms of pedagogy (Rosen & Flyer, 1994).

**Gainsharing Compensation Systems**- compensation package that provides organizational bonuses that are paid as a reward for identification of improvements in organizational processes that lead to increased efficiency (Welbourne & Mejia, 1995).

**Group-Based Performance Awards**- compensation package that provides salary bonuses to all teachers in a school for meeting school or district student performance goals. These bonuses are intended to boost student achievement through motivating teachers in a collaborative fashion (Welbourne & Mejia, 1995).

**Merit Pay**- compensation package that is based on individual job performance.

The measure of performance for salary increases is generally tied to established teacher evaluation systems (Heneman, 1992).

**Monetary Incentives**- financial compensation for teachers who meet certain established goals or objectives such as reducing absenteeism, acquiring new skills, or accepting difficult teaching assignments (Manski, 1987).

**Non-monetary Incentives**- opportunities for professional improvement and activities as well as recognition and non-financial compensation for teachers who meet certain performance standards or objectives (Manski, 1987).

**Performance Pay**- compensation package which rewards specifically defined behaviors or outcomes at the individual, team, or organizational level (McGuire & Thompson, 1984)

**Single Salary Schedule**- compensation package that pays teachers on the basis of years of teaching experience, earned degrees, and further college credits (Lipsky & Bacharach, 1983).

**Skills-and-Knowledge Based Pay**- compensation system which rewards teachers for meeting goals and developing expertise in areas that are identified by the school district or the school itself as contributing to high student performance (Kelley, 1996).

**Supplemental Pay**- compensation to teachers for work after contract hours (e.g. curriculum development, staff training, and coaching, etc.) (Rosen & Flyer, 1994).

### **Significance of the Study**

The significance of this study is based on the role compensation packages play in prospective teacher's job acceptance decisions. This study will identify teacher's perceptions that may help the decision-making process for teacher candidates in their selection of a teaching position. Immediate implications of this study can help school district personnel be aware of the types of decisions prospective teachers make when considering the compensation package offered by a school district.

### **Organization of the Study**

This study consists of five chapters. Chapter one contains an introduction providing general background information on the topic of teacher compensation in the larger context of the educational literature, the overall framework of the study, research questions, delimitations, limitations, assumptions, definition of terms, and significance of the study. Chapter two is a review of literature outlining this study within the larger framework of the research literature. Chapter three outlines and describes the complete methodology used in this study. Chapter four includes the results of the study and summary data used to answer the research questions. Chapter five consists of the findings, summary, and recommendations for future study.

## **CHAPTER II: REVIEW OF RELATED LITERATURE**

**This study examines teacher compensation packages as a factor in teacher's job acceptance decisions. To this end, the literature review outlines compensation package components that are influential in teachers' job acceptance as indicated in the large body of literature surrounding this topic.**

**Initially, the literature review focuses on theories that influence job acceptance. Second, literature discussing the evolution of teacher compensation in the United States is presented. In addition, this literature chronicles how the single salary schedule emerged as the standard for teacher compensation across the United States. Third, the literature review explores compensation packages with incentive-based components. Finally, the literature review examines the current status of teacher compensation efforts across the United States.**

### **Theories Undergirding New Trends in Teacher Compensation**

**Many theories add to the knowledge base of how employees in different organizations are motivated by different incentive programs (e.g., compensation, which is the largest incentive in an organization). Several theories focus on the issue of motivation from different perspectives and offer various reasons why employees are motivated to greater performance levels and the context in which various compensation programs work. These theories include the contingency theory, the expectancy theory, and the social dilemma theory. The contingency theory addresses compensation**

packages from an organizational perspective; other theories such as the expectancy and social dilemma theories approach the issue from the perspective of the individual. Furthermore, each of these theories support the concept of extrinsic and intrinsic rewards for employees.

The contingency theory supports the belief that compensation programs work best when they fit well with the basic strategies and characteristics of the large organization, including, its human resources practices. The more closely the design elements of the compensation plan match key strategies and overall vision of the organization, the more effective the compensation plan is at motivating employees and increasing productivity (Lawler, 1990; Welbourne & Mejia, 1995). Through a profit sharing plan, the compensation plan that targets employees across an organization, as well as teams within the organization, would fit an organization that desires high levels of teamwork across divisions, with employees working toward a single goal which is profits (Welbourne & Mejia, 1995). Organizations configured with self-managed teams would provide incentives to the teams, not to individuals separately.

To expound on this theory, Cummings (1994) indicated that the organization must support the process that the incentive plan emphasizes. The same type of organizations that desire teamwork across divisions must provide for open channels of communication among teams and for training in teamwork and decision-making skills. An organization that emphasizes quality and customer satisfaction must have the means to get the job done (Lawler, 1986).

The expectancy theory is the dominant theory used to understand employee motivation and effective compensation programs. The expectancy theory promotes the

fact that people will respond favorably to a compensation program if certain conditions are met (Cummings, 1994; Lawler, 1986, 1990; Welbourne & Mejia, 1995). According to Welbourne and Mejia (1995) employees must believe that they can accomplish the goal embodied in the compensation plan and that doing so is substantially within their control. Many theorist believe successful goal accomplishment must be seen as realistic, and workers must believe they have the ability, skills, competencies, and authorities to accomplish the task being rewarded (Cummings, 1994). This is expectancy. Expectancy means having adequate resources (time, energy, peer support) to achieve higher performance (Welbourne & Mejia, 1995).

The expectancy theory does not take into account all factors of organizational and individual context for motivation and incentive programs. Lawler (1990) illustrated a situation where employees can see the link between their performance and pay and also value higher pay, yet not be motivated to improve performance if there are also strong negative consequences to harder work such as rejection by peers or exhaustion.

A good case in point of this phenomena is Rosenholtz's (1989) study of effective schools in Tennessee. The schools that Rosenholtz identified as effective -- called "moving" schools, --established clear, specific, and measurable goals for student achievement. Teachers at these schools shared the goals for student achievement and were committed to accomplishing them. Also, these schools were characterized by a high extent of teacher collaboration. Teachers in these schools collaborated to develop effective strategies that were successful in improving student achievement. Many of these teachers believed that their own professional learning was a process ongoing throughout their careers. Much of the success in producing student achievement not only

was a continuous motivation for teachers in these schools but also helped them develop a sense of professional efficacy (Rosenholtz, 1989). In moving schools, the entire organization worked together to enhance student welfare and learning; superintendents, principals, and teachers all saw their work as interdependent.

The social dilemma theory addresses motivation and behavior under group incentive programs. Focusing on economic perspectives, the social dilemma theory proposes that in group situations, individuals have an incentive to become freeloaders. In other words, some workers can benefit from the efforts of the group without contributing to the effort. This complements the expectancy theory in that individual effort and group rewards that are not clearly stated, potentially reduce the motivation to work harder for the incentive award.

Focusing on past literature on the social dilemma theory, Odden and Kelley (1997) concluded that the freeloader is more theoretical than actual. Furthermore, the framework of the work team can mitigate the freeloader problem because the work team has enormous influence over the work behavior of each person on the team. When workers understand how everyone's effort is interdependent and group effort is coordinated, the social dilemma theory can be eliminated. In addition, when individuals know what level of performance is expected, they generally contribute according to those expectations.

### **Evolution of Teacher Compensation in the United States**

The evolution of teacher compensation in the United States has a long and rich history. Efforts to change teacher compensation are not just a recent phenomenon. There have been many approaches to compensating teachers, three major approaches that have

been around since the early 1800s include the boarding 'round compensation system, the position-based compensation system, and the current single salary schedule (Tyack, 1974).

#### The Boarding 'Round System of the 1800's

The rural one-room schoolhouse was the American public school norm throughout most of the nineteenth century (Prostik, 1994). More than 77 percent of Americans lived in rural areas in 1880, and the schools specifically catered to this agricultural community. Rural schools were generally in session about half as many days as schools in the cities, and the school calendar worked around the demand for children's labor on the farm (Tyack, 1974). Even a short four-month school year was typically divided into two or more sessions (Tyack & Strober, 1981). It was not unusual for men to work as teachers only in the winter, when they were free from farm work, whereas women taught in the summer (Strober & Best, 1979).

Teachers in the 1800s commonly lacked professional training (Spring, 1994). According to Spring (1994) many were quite young—77 percent of female teachers in southeastern Michigan in 1860 were between seventeen and twenty-four years old—and few had more than an elementary education themselves. Job requirements instead focused on basic knowledge of the 3Rs (reading, writing, and arithmetic), possession of “certified moral character” and a middle class appearance (Tyack & Strober, 1981). For women, a job in teaching acted as a transition from the parent's home to the husband's home (Clifford, 1991). Teaching during this period was rarely considered a career; in fact, once married most areas prohibited women from working in the classroom (Clifford, 1991). Similarly, most men frequently taught as a supplementary source of income to

farming. Therefore, there was little incentive to invest time and money in professional training.

Teachers in the 1800s were hired directly by trustees on the local boards of education (Spring, 1994). Most teachers were locals, selected from among the trustees' own relatives as a way to recoup the family's taxes (Tyack & Strober, 1981). Although money wages were typically low, teachers frequently "boarded 'round" at the homes of their pupils' parents. Each week the teacher would move into another student's home and be provided room and board as part of their compensation. In 1862, sixty-eight percent of teachers in Vermont boarded 'round (Spring, 1994).

The boarding 'round method of compensating teachers had definite advantages. The local community's primary concern was that teachers should be an example of high moral standards to the children, rather than be academically talented. By providing room and board to teachers, the community had constant supervision over their comings and goings, which was particularly important if the teacher was new to the area (Tyack, 1974). Considering most teachers during this period lacked formal training, the boarding 'round system acted as one source of teacher accountability to the community. The prevailing notion of teacher skill during this time focused on discipline and moral instruction. This compensation scheme gave the community a way to gauge the quality of the teacher.

This common method of compensating rural teachers, unfortunately, compounded the already troubling problem of instability in the teaching ranks. In the 1850's, the average female teacher's career lasted a mere eighteen months in Wisconsin (Clifford, 1991). While the profession lost many female teachers to marriage, male teachers were

particularly sensitive to working conditions because they had alternatives and often better paying opportunities. The difficulty of moving from house to house each week and opening up their private lives to public scrutiny certainly drove some teachers to other jobs (Spring, 1994). However, in the end, the boarding 'round pay system faded out under the forces of demographic change and education reformers' will (Tyack & Strober, 1981).

### Position-Based Compensation System

As the United States gradually shifted from an agrarian to a more urban industrial economy, it necessitated major changes in the nation's schools. This brought about a change from the boarding 'round system to the position-based compensation system. Under the position-based compensation system, teacher pay was based on years of experience, gender, race, and the grade-level taught (Odden & Kelley, 1997). School administrators could also factor a subjective measure that teachers came to view as overly arbitrary (Tyack & Strober, 1981).

The position-based compensation system provided higher wages for teachers as many states adopted minimum salary requirements in attempts to address the problem of high teacher turnover (English, 1992). Simultaneously, different cities in the United States adopted different position-based compensation systems for men and women and for whites and blacks (Fuller, 1982). For example, in Boston in 1876, salaries ranged from \$1,700 to \$3,200 for male grammar school teachers and from \$600 to \$1,200 for female grammar school teachers. High school teachers were paid more: men earned \$1,700 to \$4,000; women earned \$1,000 to \$2,000 (Katz, 1987). These ranges were set

based on the grade level a teacher taught and where the teachers fell within the range that reflected years of experience and the administrators' assessment of their merit.

This position-based compensation system had its distinct advantages over the boarding 'round compensation system. For the first time teachers across a city received a fairly uniform level of pay, contributing in one sense to a higher level of equity within the profession (English, 1992). This position-based compensation system also accommodated the fact that secondary school teachers usually had more years of formal educational training and could command higher pay rates in other fields. Furthermore, the growing number of professional school administrators increased the costs of public education. The ability to pay the mostly female teaching force less was an effective way a district could keep costs under control (Richardson & Hatcher, 1983). Finally, the state-set minimum salary level may have impacted the high teacher turnover rates. According to Rothman (1978) the average city schoolteacher now remained for almost a decade.

Many changes occurred during the tenure of the position-based compensation system. Rothman (1978) noted that these changes in teacher compensation were caused by three major concerns relating to teachers, schools, and society. First, concerns about the quality of schools and a new concerted belief in scientific management led to increased training requirements for teachers. Second, quality and efficiency concerns led to the consolidation of rural schools and the creation of larger, position-based schools under bureaucratic administrative structures. Third, the United States was in transition from an agrarian to a more urban industrial society and therefore increasing the demand for urban education.

The first change was the increased requirements in the preparation and training of teachers. The National Education Association Committee of Twelve on Rural Schools reported in 1896 that rural schoolteachers were inefficient, incompetent, and in dire need of training (Fuller, 1982). A new and widespread belief in scientific management led professional educators to believe that scientific principles are the foundation of quality teaching and that proper training could “cure” bad teaching (Fuller, 1982).

The second change led to improved quality and efficiency of rural schools with the consolidation of schools into larger districts to be supervised by the county superintendent. Many reformers claimed that consolidation would produce larger and thus more efficient schools and save money (Fuller 1982; Tyack, 1974). Education professionals across the United States could more successfully standardize equipment and textbooks across larger geographic areas and could more easily supervise teachers. In addition, consolidated schools brought city-like education conditions to rural areas, and educators hoped these conditions would raise rural students’ performance. These consolidated schools became common by 1903 in the Midwest (Fuller, 1982).

The third change was basically related to changes in the American society. The gradual shift in the United States from an agrarian to a more industrialized society necessitated major changes in the nation’s educational system. The number of children attending schools rose as fewer worked on farms (Tyack, 1974). As a result of consolidation, the number of one-room schoolhouses gradually declined and the number of position-based, consolidated schools grew rapidly. Spring (1994) noted that for the first time, students were placed by age and ability into classrooms with a more rigid and standardized curriculum. These graded schools were typically supervised by male

principals and superintendents. Many communities on the local level forfeited control over hiring teachers in exchange for consolidated schools run by education professionals. During this same time period, new laws extended the school year by an average of forty days during the period from 1890 to 1940 (Hanushek, 1994). With these increased requirements to earn a teaching certificate, few white men were attracted to seasonal teaching positions as a secondary occupation (Fuller, 1982). In contrast, with limited occupational alternatives, many women still found the level of teacher pay attractive despite these added costs. The end result was a hierarchical, position-based school system with an almost exclusively female dominated teaching force and a male-dominated administration (Clifford, 1991).

Furthermore, the position-based compensation system was overtly racist and sexist. Black teachers at both elementary and secondary school levels were paid less than white teachers, and the mostly female elementary school teaching force was paid less than the largely male (though more educated) high school teaching force (Tyack, 1974). In 1893, the Massachusetts Board of Education admitted that women's wages, when compared to men's, "are so low as to make it humiliating to report the two in connection" (Rothman, 1978). This pay difference led to widespread resentment and a sense of inequality among teachers. Many thought that teaching was teaching, regardless of the grade level taught, and that they should be paid equitably for doing the same job. This exploitation of female and black teachers led to the slow demise of the position-based compensation system (Hanushek, 1994). An increasingly assertive female teacher workforce individually and collectively demanded higher salaries under the principle

“equal pay for equal work,” eventually leading schools toward today’s single salary schedule (Tyack, 1974).

### The Single Salary Schedule

The single salary schedule is the most common approach to compensating teachers (Tyack & Strober, 1981). This compensation system pays teachers on the basis of years of teaching experience, earned degrees, and further college credits (Lipsky & Bacharach, 1983). The single salary schedule emerged from a movement by female teachers for equality of pay within the teaching profession (Tyack & Strober, 1981). This movement by female teachers for equality in pay was led by Margaret Haley.

Margaret Haley was one of the leaders in the women’s movement for higher and more equitable teachers’ salaries. She was also the organizer of the Chicago Teachers’ Foundation (CTF) which was formed in 1897 for the purpose of “raising the standard of the teaching profession by securing for teachers conditions essential to the best professional service” (Tyack & Strober, 1981). Haley’s success in using the CTF to battle the city of Chicago for raises, a sound pension system, and better working conditions inspired female teachers across the United States to organize. The (CTF) successfully lobbied the state of Illinois for a 1911 law requiring equal pay for equal work in teaching. By 1925, 80 percent of women in the nation’s largest cities had won equality of pay (Tyack, 1974).

In 1921, Denver, Colorado and Des Moines, Iowa became the first cities to introduce the single salary schedule to teachers (Sharpes, 1987). This compensation system was named because all classroom teachers were paid on the same scale, regardless of gender, race, grade level taught, or family status of the teacher (Educational Research

Service, 1978). Pay level was determined solely by a teacher's years of experience and level of academic preparation. When the 1944 National Education Association report stated that any existing measures of teacher merit used to determine salaries under the position-based salary schedule were unreliable, cities rapidly responded by following the lead of Denver and Des Moines'. By 1950, 97 percent of all schools had adopted the single salary schedule (Sharpes, 1987).

According to the Education Research Service (1978), the single salary schedule functions as a matrix structure of dollar amounts in columns and rows. The columns, also called "scales" or "lanes," represent teachers' levels of educational attainment, such as a bachelor's degree, master's degree, master's degree plus 30 additional college units, or doctorate degree. The rows frequently called "steps" represent years of teaching experience. Any individual teacher's salary then is determined by locating the cell on the schedule that corresponds to their educational level and years of teaching experience. Pay raises occur at predictable intervals as the teacher advances within the matrix by gaining experience and/or furthering his or her education.

The fact that the single salary schedule has remained the primary method of paying teachers for so long testifies to its advantages. When first implemented, the single salary compensation system addressed two important teacher needs: equity and objectivity. Teachers were finally paid simply for teaching, not for the level they taught, not by gender, and not by race. The single salary schedule was accessible, giving all teachers an equal chance to earn an equal pay raise under the same rules. The education component of the single salary schedule successfully encouraged greater numbers of prospective teachers to attend and complete college (Katz, 1987). Additionally, salary

increases were no longer partially based on what teachers viewed as arbitrary administrative assessments of their merit. This profoundly changed the working relationship between teachers and their supervisors. Nonetheless, the single salary schedule helped to eliminate administrative control over teachers work, giving teachers greater autonomy in the classroom (Lipsky & Bacharach, 1983).

In addition to addressing concerns of equity and objectivity, the single salary schedule maintained the distinct advantage of being one of the easiest to administer by school district supervisors. According to Lipsky and Bacharach (1983), school districts can accurately budget funds because the single salary schedule promotes certainty and predictability of annual salary costs. Furthermore, Lipsky and Bacharach noted that the single salary schedule is the most consistent with the teacher unions' duty to fairly represent all teachers during bargaining. It is a simpler plan to negotiate than others, minimizing potential conflicts between school districts and unions.

The single salary schedule does have its problems. Since compensation schemes implicitly send a message to teachers about the desired professional behavior through its reward system, teachers are encouraged to continue taking more and more graduate-level courses which are often not directly related to their teaching assignments, in order to move to the higher paying levels of the single salary schedule (Lipsky & Bacharach, 1983). However, there is little evidence to support the notion that graduate education courses improve classroom teaching. There is evidence that experience is related to teaching effectiveness, but the relationship is strong only in the first few years of teaching (Ferris & Winkler, 1986). The single salary schedule, then, fails to provide teachers with incentives for improvement of their skills in the classroom. In interviews conducted with

teachers with less than five years of experience in the classroom, only low-ability teachers (as measured by undergraduate GPA and principal ratings) believed they could make successful career progress under the single salary schedule system (Lipsky & Bacharach, 1983).

Perhaps the most common criticism of the single salary schedule is that it treats teachers with the same education level and experience as equals, despite unequal performance and skills (Lipsky & Bacharach, 1983). As far back as 1867, the superintendent of Adams County, Pennsylvania schools, Aaron Sheeley, claimed that “paying all teachers the same wages offers a premium to mediocrity, if not to positive ignorance and incompetence” (English, 1992). It was this type of criticism that led to the popularity of many incentive-based compensation packages that would continue to shape how teachers were paid.

#### **Compensation Packages with Incentive-Based Components**

After criticisms of the single salary schedule became more paramount many school districts introduced compensation packages with incentive-based components. These incentive-based compensation packages were to reward teachers with additional pay for certain pre-defined competencies or skills. Many types of incentive-based compensation packages have been designed to influence job acceptance decisions and provide teachers with additional pay. Some of the incentive-based compensation packages are merit pay, career ladders, competency-based pay, performance awards, skill-and-knowledge based pay, gainsharing compensation systems, and school-based incentives.

## **Merit Pay**

Overall, teacher merit pay programs were intended to reward outstanding teachers financially for doing their job at an outstanding level. The purpose of merit pay was to identify excellent teachers through a variety of evaluation mechanisms which includes a district or state teacher evaluation instrument, student achievement data, or teacher-made portfolios (Heneman, 1992). In most cases, merit pay was to be delivered in the form of an annual bonus, not incorporated into the teacher's base pay, and awarded on a yearly basis depending on performance evaluations for that year (Darling-Hammond, 1988).

According to Farnsworth (1991) the concept of merit pay and incentive systems for teachers was consistently endorsed by groups such as The National Commission on Excellence in Education, The National Science Board, The National Association of Secondary School Principals, The American Association of School Administrators, and The National Association of Elementary School Principals. Although these groups appeared to be widely supportive of the idea, teachers themselves rebelled from this pay mechanism (Heneman, 1992).

It may seem somewhat strange on the surface that teacher unions are opposed to plans that are designed to reward performance and provide additional pay to teachers. Hoy and Miskel (1991) cited the lack of adequate rewards and compensation as one of the major problems threatening to erode or even preclude true professional status for teachers. Hoy and Miskel noted that three factors contributed to this discrepancy. First, education is not considered an industry. Second, there is distrust among educators in the design and administration of most teacher evaluation systems. Third, there is a "bitter taste" in mouths of many educators because of failed merit pay programs in the past.

According to Deming (1993) merit pay plans do not necessarily promote quality. Davis and Botkin (1994) extended the argument, recognizing that merit pay programs are well intentioned, but doomed to fail in educational settings.

A major factor contributing to the failure of merit pay programs were problems with teacher evaluations. According to Heneman (1992) performance evaluations are the “Achilles heel” of the teaching profession. Many teachers agree that a need for teacher accountability does exist, but there continues to be a struggle as districts attempt to design evaluation processes that yield quality judgments of teachers (Firestone, 1991). This is an issue of extreme importance for school districts planning to deviate from traditional experience and education based compensation systems.

In addition, Wohlstetter and Mohrman (1994) researched the quality and methodologies of the evaluation instruments developed by the nation’s largest 100 school districts. Little evidence was found that principals were using high quality evaluation instruments driven by current research on teaching and learning. Teacher unions claimed that most current teacher evaluation systems are not sophisticated enough to determine teachers who are outstanding (Darling-Hammond, 1988; Conley & Odden, 1995). As Bacharach, Conley, and Shedd (1990) indicated that the priority in the development of new systems for merit compensation is not clearly linked to any kind of improved evaluation system. These authors contended that these systems may actually erode existing formative evaluation practices by the very nature of the enterprise. Teachers cannot be expected to be open and honest about problems and shortcomings to a principal or other administrator at the school site which has ultimate control over their pay raises.

Merit pay over the years has a long history of failed attempts in the educational setting. To support this notion, Murnane, Singer, Willet, Kemple, and Olsen (1991) claimed that most merit pay systems are extremely short-lived, lasting an average of three to four years. Furthermore, these authors asserted that despite thousands of attempts to implement merit pay around the country, no evidence has been found from school districts that its teacher and student performance improved as a result of this compensation system.

According to the literature, some of the leading causes that contributed to the demise of merit pay were inadequate evaluation systems, lack of teacher and/or administrator commitment, unclear goal definition and/or communication, weakening of morale, and the high cost of funding (Darling-Hammond, 1988).

It is clear that merit pay was a good idea but perhaps was not integrated properly into educational settings. Based on the literature, this type of system would only work if principals were properly trained on what the most effective components of teaching were (Darling-Hammond, 1988). Once these components were identified, bias among principals would have to be eliminated to fairly assess teachers.

### Career Ladders

The career ladder compensation structure created new advancements during the course of a teaching career. Career ladders permitted teachers to advance to higher job levels during their careers. Job advancement under this system depended on an evaluation of additional duties performed, consideration of professional accomplishments, financial rewards, and opportunities for professional growth. Darling-

Hammond (1988) noted that these opportunities are provided through the orientation of a hierarchy of job classifications and a differentiated salary schedule.

The main deviation between career ladders and merit pay was the way it altered the level career path of teachers. Most teachers often found career ladder schemes attractive in that they often allowed teachers to assume more responsibility over school or departmental activities without leaving the classroom (Bacharach, Conley, & Shedd, 1990).

In districts across the nation, career ladder compensation structures have encountered mixed reactions. Bacharach, et al., (1990), for example, indicated there is nothing in teacher job structures or compensation systems that prevents districts from involving teachers in decision making or providing developmental support. Conversely, it has been asserted that career ladders are based on some sort of quota system, undermining the concept that career advancement is based solely on qualifications (Schlechty, 1989). Griffin (1985) claimed there is a clearly objective rationale for payment (those who do more, get more). Alternatively, the competition for the top-level positions can be demoralizing and isolating (Conley & Odden, 1995).

During the implementation of career ladder programs, many teachers found administration evaluations similar to the evaluation systems in the merit pay structure. Firestone (1991) studied teacher perceptions of job enlargement programs in districts pilot testing state reforms which included career ladders. Results from this study indicated that some teachers experienced higher levels of job satisfaction, while others indicated a feeling of a decline in morale as a result of career ladders. The research indicated different perceptions in fairness of the career ladder compensation structure

across different variables. The general theme among teachers was that principal ratings were used as an instrument of intimidation.

Career ladder compensation systems frequently called for alternative evaluation procedures apart from principal-driven models. Darling-Hammond and Sclan (1992) referenced various forms of self-evaluation, peer review, and portfolio development that are found in career ladder evaluation programs. These different approaches changed traditional supervisory relationships which were subject to scrutiny by teachers over fairness and accuracy.

The literature also indicated that multiple teacher panels were another alternative in the advancement of career ladders. English (1992) conducted a study in which multiple peer judgements indicated that teacher review panels were more critical and selective than principals and reported high levels of confidence in their ability to make accurate judgements and promotional decisions regarding teachers. In further studies, English (1992) extended his notion of the competence of teacher review panels in evaluating teachers for advancements under the merit pay system. Other studies added to English's theories which led to the eventual demise of career ladders because teachers felt that evaluation procedures by principals tended to be unfair and administrators felt a loss of control with the implementation of teacher review panels.

#### Competency-Based Pay

Competency-based pay is continuing to shape the future of teacher compensation. This pay system provides financial rewards to teachers who expand and deepen their professional practice. This evolving approach to compensation attempts to identify the attributes of individual employees and to link salary increments to the attributes the

organization needs to accomplish its goals. This is used to motivate employees to continually increase their knowledge, skills, and competencies.

Historically, competency-based pay has been used to describe compensation of individuals for the skills they demonstrate, rather than for the particular job they occupy. Recently, competency-based pay has been limited to describing this type of compensation “in settings where the work tends to be more procedural and less varied” (Zingheim & Schuster, 1995), such as manufacturing or other areas of blue collar work.

Competency-based pay has become the new term used to describe pay for the development of “more abstract knowledge or for behaviors that are less observable than most skills in skills-based pay” (Zingheim & Schuster, 1995). Therefore, the term competency-based pay is more often applied to workers in managerial and executive positions, for professionals, or for knowledge workers.

The use of competency-based pay is continuing to grow in the school setting. Competency-based pay provides an excellent match for the needs of the school organization because it supports the development of a “culture of concern for personal growth and development and a highly talented workforce” (Lawler, 1995). Since competency-based pay encourages career long competency development, it provides an excellent match for the high standards/high involvement schools of the 1990’s (Odden & Kelley, 1997). Odden and Kelley further noted that this system of pay could be used to provide incentives for teachers to develop their knowledge, skills, and competencies in new and more effective forms of pedagogy. Also, teachers could obtain deeper and more conceptual subject matter knowledge needed to teach consistently with the ways children

gain advanced cognitive expertise, the leadership and management skills needed to engage in effective school-site management, and decision-making.

Hart (1994) indicated that promising young teachers wanted a compensation system that connected rewards to the core tasks of teaching, rather than a system that separated pay from what teachers actually did each day in the classroom. This study reported that only the lowest-performing teachers believed they could make positive career progress under the single salary schedule. McLaughlin and Lee (1988) reported that an “investment-centered” environment that rewarded teachers for growth, risk taking, and change would provide the incentive for teachers to continue their own professional development and keep them interested and involved in students learning throughout their academic careers. Darling-Hammond (1996) suggested that competency-based pay for the advanced expertise that teachers developed in learner-oriented schools also would make sense. These findings point to the potential of a competency-based pay model to effectively support teachers’ professional growth and therefore to reinforce their intrinsic motivation as well.

Under a competency-based system, indirect measures of teacher skills such as years of experience and education units used in the single salary schedule, are replaced with more direct measures of teacher knowledge and skills (Conley, 1994; Firestone, 1994; Kelley, 1996). Teachers can be compensated for developing expertise in these broad areas of depth of knowledge in content, curriculum and instruction, breadth of skills in non-teaching functions such as curriculum development and counseling, and management skills necessary to work in site-based managed schools (Kelley, 1996). As the literature shows, teachers not only conduct a wide variety of tasks throughout the

workday but also want their rewards connected to these core tasks. A competency-based compensation system makes the direct link. As teachers grow professionally in the three skill areas, their level of pay increases to recognize their new level of expertise.

Research on competency-based pay in the private sector suggests that it contributes to increased pay for individuals because it increases flexibility of the workforce and productivity of the organization. It also produces greater worker morale. Additionally, organizations that use competency-based pay as an element of pay are inclined to invest more in employee training programs and are more likely to implement decentralized, worker involvement in organizational management (Jenkins, Ledford, Gupta, & Doty, 1992; Lawler, 1995, Lawler, Mohrman, & Ledford, 1995).

Competency-based pay, like any other element of compensation, may be paid out to employees as an increment to base pay or as a lump sum bonus. Preliminary research on skills-based pay suggested that it should be paid as an increment to base pay because the additional competencies that were developed increased the long-term value of the individual to the organization (Lawler, 1990). Recently, companies have shifted toward using bonuses to reward the development of specific skills and competencies and to reflect the fact that some skills provide short-term value to the organization but need to be replaced by other skills over time (Rosen & Flyer, 1994). Bonuses enable companies to compensate and reward employees for development of these critical skills and competencies without locking themselves into future payments for skills that may have become outdated (Lawler, 1990). Bonuses also provide a stronger incentive for continuous skill improvement (Ledford, 1995).

## **Performance Awards**

Performance awards specifically reward behaviors or outcomes at the individual, team, or organizational level. At the individual level, performance pay is usually called merit pay. Performance awards are usually offered as additional pay for higher or improved performance. As with competency-based pay, performance awards may be added to base salary or provided as bonuses. According to Lawler, Mohrman, and Ledford (1995) bonuses provide a stronger incentive for continuous improvement in performance. Indeed, many organizations that add performance awards to base pay discover that the highest paid employees tend to be those with the most seniority, not necessarily those who are the most productive (Odden & Kelley, 1997). Although the tendency is to add performance awards or merit awards to base pay, it is much more strategic to provide them as a bonus so that they must be re-earned each year (Lawler, 1990).

Team and organizational level incentives, by contrast, are useful in organizations where the employee is responsible for meeting organizational goals, but the service a product relies heavily on the work of many employees and interactions among them. Indeed, the most rapidly emerging new form of pay in organizations outside education is group or team-based awards. These organizations continue to struggle with how best to design and structure such bonus programs, but the focus on the team rather on the individual is becoming the clear norm (Heneman, 1992; Lawler et al., 1995; Zingheim & Schuster, 1995).

In creating group-based performance awards, a central issue is the nature of the group. The group could include all employees in an organization, all employees in a unit

of the organization, or individuals in various teams. In the private sector, profit sharing is a type of performance award provided across a company. Plant bonuses are those for a particular subunit; team performance awards are provided to groups within a plant or discrete organizational unit. Research shows that the “line of sight” between work effort and a performance award is strongest for team awards and weakest for companywide awards (Odden & Kelley, 1997). Organizations often provide performance awards for nonfinancial results, including both quality improvements and customer satisfaction.

In education, these performance awards can occur at the district or at the individual school level. As education slowly implements performance awards, it must understand the power of performance awards at these different levels. Also, it must discover whether a school-based performance award is the lowest workable level for such incentives or whether subschool team-based performance awards can also be constructed.

#### Skills-and –Knowledge Based Pay

Another incentive-based compensation package being used by school districts is based on the expansion of professional skills. Although most career ladder programs rely on job differentiation as a basis for compensation, plans are emerging that are structured instead on the teacher’s own professional career development. In such models, growth in terms of skills and knowledge are the keys to salary increases (Conley & Odden, 1995). These systems reward teachers for meeting goals and developing expertise in areas that are identified by the school district or school itself as contributing to high student performance (Kelley, 1996).

Several forms of skill-and-knowledge based pay are in the beginning stages in school systems throughout the United States (Conley & Odden, 1995). A

skills/competency-based salary component could be added to salary schedules or replace other components (such as education or experience). Kelley (1996) suggested possible links to professional licensing and certification such as that being developed by the National Board for Professional Teaching Standards. Under such a scenario, teachers are not pitted against one another, but instead rewarded for their mastery of knowledge and competencies valued by their school districts.

Odden and Kelley (1997) studied several pay plans based on skill and competency development. One such system, developed in Douglas County, Colorado, is an example of a unique composite compensation design, incorporating some features of a traditional salary schedule while revising and adding other components. More specifically, base pay was retained under the plan as well as incremental increases for additional coursework, but the traditional experience column was revised to provide annual increases only for teachers rated as proficient by school principals (Odden & Kelley, 1997). Additionally, the plan provided bonuses for outstanding teachers selected by principals who evaluate teaching practice portfolios, bonuses for learning specific skill blocks identified by the district, and “responsibility pay,” awarded to teachers by a staff committee for contributions such as advising, coaching, and school leadership.

A ground breaking contract in Bedford, New Hampshire contained features that rewarded teachers for the acquisition of particular skills and knowledge. According to Bradley (1998), teachers who acquire, apply, and demonstrate skills that support district goals are granted individual bonuses. Unlike many similar plans in different states, the district’s staff development committee, not the building principal, determines these performance awards.

Odden and Kelley (1997), as a result of their studies, encouraged state and local policymakers to consider initiating efforts to add elements of skills or competency-based pay to existing teacher agreements and compensation plans. These authors viewed it as sending a clear message to teachers that new skills are not only needed and valued, but also necessary in order to reach the goal of teaching students to world-class achievement levels. For skills- and competency-based plans to be most effective, however, the design of the plan should include both clear, specific, and measurable skill blocks, and an objective, sound, and credible assessment system to which compensation is linked (Odden & Kelley, 1997).

#### Gainsharing Compensation Systems

Gainsharing represents another form of incentive-based compensation. Under the gainsharing compensation system, organizational bonuses are paid as a reward for identification of improvements in organizational processes that lead to increased efficiency. Gainsharing provides increments or bonuses for identifying ways to reduce costs and to maintain or improve the quality and quantity of work produced (Lawler, 1990).

Gainsharing compensation structures may be a useful concept in education and could be paid to individuals, teams, or whole schools for identifying ways to improve efficiency or to provide improvements in organizational outcomes (Lawler, 1990). In other organizations, gainsharing compensation structures often are implemented after performance awards for improving results, particularly in organizations in which the need to improve results is more important than the need to cut costs (Mohrman et al., 1996). At the same time, gainsharing compensation systems could induce education systems to

think more about labor intensity as individuals retire and move about increasing the use of computer technologies to provide learning experiences (Welbourne & Mejia, 1995). A gainsharing compensation system that allows remaining teachers to use that salary money to buy technologies while also restructuring their own work as a strategy to boost results seems appropriate since such a program would provide both a salary bonus and further increases in student achievement without an increase in costs.

### School-Based Incentives

There have been significant moves in various states within the past few years to improve education through the use of school-based performance incentives and rewards for teachers. Under such systems, all teachers within a school may receive bonuses for the achievement of school-wide goals (Odden & Kelley, 1997). These plans are designed to encourage a common mission and common goals for achievement (Odden, 1997). The use of this policy mechanism to promote collaborative efforts is much different from the adoption of individually-based merit pay.

Odden (1995) also cited gainsharing programs as another type of group-based performance incentive. These systems provide incentives for teachers to explore more efficient means for the delivery of educational services. A portion of the cost-savings garnered through a faculty-based initiative could potentially be returned in part to the teachers and in part to the school for the purchase of instructional materials.

Significant research by Kelley (1998) tracked the effects of the Kentucky School-Based Performance Award Program which was implemented in 16 elementary, middle, and high schools in the fall of 1996. The system was designed to hold schools accountable for improved student performance on the state's authentic assessment

instrument. A series of goals were established for individual schools in terms of percentage gains in student achievement.

Reward schools, under the Kentucky program, received a pool of funds that were distributed to teachers for any purpose, including salary bonuses. Kelley (1998) reported that in the first two years of the program, 40% of schools exceeded performance goals. Teachers in more than 98% of award schools voted to use money for salary bonuses. Schools in declining and crisis categories suffered sanctions, including the mandatory development of transformation plans and threats to teacher job security.

Kelley and Odden (1995) stressed that group performance award plans be clearly laid out in terms of what specific measures of progress are to be targeted. They emphasize that the awards given (salary bonuses, increased funding for professional development, etc.) represent what is meaningful to teachers in the particular district. Wohlstetter and Mohrman (1994) insisted that teachers, under group performance-based plans be given professional control over the work environment. Hence, if teachers are to be held responsible for improvement results they must have the capacity to improve organizational effectiveness. It is clear then, that alternative compensation plans may be harmonious with other reform strategies, such as school-based management.

#### **Current Status of Teacher Compensation across the United States**

Salary levels are extremely important to teachers. Goodlad (1984) indicated that teachers did not enter the profession for money, but for the intrinsic satisfaction of working with children. When teachers decided not to enter the profession, they indicated that low pay as the most important reason for not accepting the position. The combination of knowing that teaching is difficult and financially unrewarding

discouraged entry into the profession. In a review of the literature on salary and behavior, Ferris and Winkler (1986) found that higher beginning salary levels influenced more able individuals into teaching and that higher salaries reduced teacher turnover rates. Furthermore, Spuck (1974) found that extrinsic awards were important in attracting and retaining teachers. Baugh and Stone (1982) provided evidence of widespread teacher movement from district to district in search of higher salaries.

Research shows that while having a positive impact on student achievement appears to be the primary motivator of teachers, salaries also play an important role (Winston, 1994). In addition, research indicates that teacher behavior is strongly affected by salary levels, including the decision to enter the profession, the decision to remain in a school district (vs. moving to another district with higher salaries), and the decision to remain in or leave the teaching profession (Conley & Levinson, 1993).

As many states move toward performance-based standards for teacher preparation and licensure, some policymakers and a handful of districts have begun to link teacher compensation to student performance. Given the predominant role of districts in negotiating salaries and benefits, most performance pay experiments have occurred at the district level. The most common reward for teachers for the development of advanced skills and competencies is through salary incentives to National Board for Professional Teaching Standards certification. In twenty-three states and about eighty-five school districts, teachers receive bonuses or salary increases for attaining National Board certification (Stevenson, 1998).

Some states have rewarded teachers based on overall student performance in schools rather than in individual classrooms in an attempt to foster collegial work

environments in schools and guard against bias in issuing rewards. Fourteen states provide all teachers with monetary rewards for achieving performance criteria, including student achievement goals and, often, other criteria such as drop out and attendance rates (Zingheim & Schuster, 1995). In nine of these states—Florida, Georgia, Indiana, Kentucky, Pennsylvania, South Carolina, Tennessee, Texas, and Utah—some portion or the entire reward can be used for salary bonuses for teachers (Stevenson, 1998).

According to the National Conference of State Legislatures (2000) many states do not have programs that provide compensation to teachers based on student performance or other indicators of demonstrated skills and knowledge. Furthermore, many state statutes require school districts to adopt a salary schedule that uses as criteria at least a teacher's education, prior experience, and experience in the district. Although these requirements do not preclude districts from adopting performance-based criteria, it at least ensures that education level and years of experience will be part of any pay calculations.

Since a few states do pay teachers, at least in part, on student achievement, two districts in Colorado have become national leaders in the performance pay movement: Denver Public Schools and Douglas County. In 1993-94, Douglas County developed a performance pay plan, ratified by 96 percent of its teachers, to provide base pay similar to a single salary schedule and bonuses based on teacher knowledge and skills (National Conference of State Legislatures, 2000). This plan revises the years of experience component of the salary schedule, so that teachers receive annual increments only for years of experience in which their performance was judged proficient in principal evaluations. Additionally, the National Conference of State Legislatures (2000) stated that

in addition to general base pay, teachers could receive bonuses through five different programs. These programs are Outstanding teachers, Site responsibility pay, Group Incentive, District responsibility pay, and Skill blocks.

Under the outstanding teacher program teachers rated as outstanding based on assessment and instruction, knowledge of content and pedagogy, and collaboration and partnerships, will receive a bonus. During the year, teachers develop a portfolio demonstrating skills and competencies. In the area of site responsibility pay, teachers are paid for participating in activities above and beyond the normal course of classroom instruction, such as special work with individual students and school committees. The reward decisions are determined at the building level. In the group incentive program, teachers receive additional compensation for participating in an optional school-wide activity with teachers in the school building and working cooperatively toward common goals.

The final two categories are district responsibility pay and skill block programs. Under the district responsibility pay program, additional pay is granted for participating in specified district professional activities such as serving on committees and task forces. Consequently, in the skill block category, teachers receive a stipend for successful completion of each skill block, district selected, designed and developed skill training courses that include an assessment of teacher skill acquisition.

### Summary

Although some districts around the country are working diligently trying to influence potential job acceptance decisions, many states have few policies in place such as scholarships or forgivable loans that can be offered to potential teaching candidates.

Therefore, many potential teaching candidates are now entering the corporate world where higher salaries can be earned without being under the public microscope. Many persons who are in the corporate world are “teachers at heart” but they may never work for the educational system if compensation systems are not changed to be competitive with other comparable professions (Recruiting New Teachers, 2000). Hence, if education plans to influence the job acceptance decisions of future teachers it is imperative that compensation packages be comparable with other professions.

### CHAPTER III: METHODOLOGY

This chapter describes the methodology for conducting this study. For purposes of this study, a survey research design will be used. The purpose of this survey research is to identify the compensation packages that were effective in influencing job acceptance decisions. A survey research design provides a quantitative or numeric description of some fraction of the population—the sample—through the data collection process of asking questions of people (Fowler, 1988). The purpose of this survey research design is to generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of the population. Following the introduction is a description of the specific research methodology used for this study including the population, sample, sampling design, variables, instrumentation, and data collection procedures.

#### Population

According to Gliner & Morgan (1999), “the theoretical population for a research study includes all of the participants of theoretical interest to the researcher and to which he or she would like to generalize” (p. 40). Therefore, the theoretical population for this study consists of all teachers in the United States who are in their first year of teaching experience. Gliner and Morgan also noted that “the accessible population is the group of participants to which the researcher has access, perhaps through a telephone or membership directory” (p. 41). Hence, the accessible population for this study is drawn

from teachers in the states of Colorado and Louisiana in which the researcher is allowed access for purposes of this study.

### **Sample**

The district superintendents of the accessible population in Colorado and Louisiana were sent consent letters informing them of the nature of the research, the district's responsibilities, and the benefit of participation to their district. The researcher received a total of 12 consent letters from superintendents in Colorado and Louisiana. Along with consent letters from the 12 district superintendents the human resources personnel sent a complete database of first-year teachers in the school districts. This database included information such as teacher name and teacher school address. This information was used to compile a database to be used as the selected sample for this study.

The selected sample for this study were all teachers in their first-year of teaching experience in the selected school districts in Colorado and Louisiana which the researcher was given consent to study. This selected sample included 530 first-year teachers total from both states. Members of the selected sample were given cover letters indicating the purpose of the study, the benefit of participation, and issues of confidentiality. Along with the cover letter each member of the selected sample received the actual survey that was used with this study.

According to Gliner & Morgan "the actual sample are the participants that complete the study and whose data are used in data analysis and in the report of the study's results" (p.49). For that reason, the actual sample for this study were teachers in the selected public school districts in Colorado and Louisiana who actually completed the

survey for this study and returned it to the researcher for data analysis. Therefore, out of the 530 surveys sent to the selected sample 229 or 42% were returned for data analysis.

### **Instrumentation**

The survey used for this study (Appendix A) was a researcher-made questionnaire that was drawn from other surveys in the educational literature. In general terms, this survey allowed teachers in the selected sample to indicate the component(s) of a compensation package that were factors in their job acceptance decisions. Second, teachers indicated their perceptions of other factors (i.e., staying close to home) that influenced job acceptance.

The survey instrument consisted of a questionnaire containing 14 questions clustered in 4 subcategories that were titled: Personal Data, Community Data, Compensation Packages and Incentive Features, and Additional Data. The rationale for these questions was to understand how important each question was in their job acceptance decisions.

### **Reliability and Validity**

Since this research study incorporated a new survey instrument, it was necessary to establish the content validity of the instrument. After the initial development of the questions based upon a review of literature, a panel of educational researchers and practitioners reviewed the instrument to validate the survey for content validity. Selected faculty members in the School of Education at Colorado State University received a draft of the survey for review. These faculty members received as well a brief summary of the study's intent and significance, a description of the sample group to be surveyed, known limitations of the study, and the desired beneficial results of the study. They reviewed

the content and construction of the survey and noted suggestions for the revision of the instrument. As requested, the panel of faculty members commented on the appropriateness of the survey questions, the clarity of language, and the length and format of the instrument. On the basis of their input, modification of the questionnaire occurred until collaborative agreement determined the survey attained content validity. The researcher's major professor made final revisions to the survey instrument (Appendix A) utilized in this study.

To ensure the reliability of the survey instrument, the researcher did a pilot study to get feedback from teachers in regard to the design and readability of the instrument. A convenience sample of 50 teachers total from Colorado and Louisiana were used to pilot the survey instrument. The teachers in the convenience sample were contacted by mail and provided with written documentation that described the study and provided a consent form that asked for participation. After consent forms were returned, teachers were mailed a copy of the survey instrument. These teachers recommended changes to the survey instrument. With input from the teachers in the convenience sample and the researcher's major professor the survey instrument used in this study was finalized.

#### Data Collection Procedures

In agreement with the human resources departments of the participating school districts, the survey was mailed to teachers in early January 2001. Teachers in the selected sample had two weeks to complete and return the survey. For their convenience, participants received a return-addressed stamped envelope. Participants also received a reminder to return the survey if they had not submitted their questionnaire by the announced deadline. In this instance participants received an additional week in which to

complete and submit the survey. The research procedure incorporated two separate mailings (the initial mailing of the surveys and follow-up letters) to ensure an appropriate response rate from all participants.

### Data Analysis

For purposes of this study, chi-square analyses, independent sample t-tests, and one-way analysis of variance (ANOVA) were used to find out teacher perceptions on the most effective compensation components offered by school districts. From this research, human resources personnel in school districts across the country can evaluate and refine their efforts to offer the best types of compensation packages to their teachers when they enter their specific school districts.

## **CHAPTER IV: RESULTS**

### **Introduction**

This was a study identifying whether compensation packages were a factor in first-year teacher's decisions to accept a teaching position in the states of Colorado and Louisiana. This study involved (a) identifying the components of the school district's compensation package that were factors in the job acceptance decisions as indicated by respondents and (b) indicating other factors besides compensation which appeared to play a major role in job acceptance decisions.

The beginning of this chapter describes the descriptive statistics for the independent variables in this study. The independent variables in this study are the gender, age, grade level of teaching assignment, ethnicity, and state of teaching assignment for respondents in this study. Following the descriptive statistics in this chapter, the results in this study are then organized around the two major research questions. Finally, a summary section is placed at the end of this chapter highlighting the major findings of this study.

### **Descriptive Information**

A total of 530 first-year teachers in the selected sample from the states of Colorado and Louisiana were sent the survey instrument (Appendix A) utilized in this study. Respondents returned 229 (42%) for data analysis. Table 1 shows the frequency distribution by gender of respondents in this study. According to Table 1, out of the 229

respondents in this study, female respondents outnumbered male respondents by a 3 to 1 margin.

**Table 1**

**Descriptive Statistics by Gender of Respondents**

| Gender | N   | Percent |
|--------|-----|---------|
| Male   | 52  | 22.7    |
| Female | 177 | 77.3    |
| Total  | 229 | 100.0   |

Table 2 shows the frequency distribution by age for respondents in this study. The survey instrument (Appendix A) allowed respondents to select from eight categories of age ranges. The category on the survey instrument entitled “55+” was combined with the category called “50-54” because of the low number of respondents that chose the “55+” category. This combined category was given a new label entitled “50+” to represent respondents that were ages 50 and higher. An original codebook and a recoded codebook are found in Appendix B and C to show the different coding schemes used with the database. Table 2 shows the original frequency distributions of respondents and the recoded frequency distributions of respondents by age.

**Table 2****Descriptive Statistics by Age of Respondents**

| <b>Age</b>                              | <b>N</b>   | <b>Percent</b> |
|-----------------------------------------|------------|----------------|
| <b>Original Frequency Distributions</b> |            |                |
| 20-24                                   | 43         | 18.8           |
| 25-29                                   | 66         | 28.7           |
| 30-34                                   | 36         | 15.7           |
| 35-39                                   | 20         | 8.7            |
| 40-44                                   | 17         | 7.4            |
| 45-49                                   | 21         | 9.1            |
| 50-54                                   | 20         | 8.7            |
| 55+                                     | 6          | 2.6            |
| <b>Total</b>                            | <b>229</b> | <b>100.0</b>   |
| <b>Recoded Frequency Distributions</b>  |            |                |
| 20-24                                   | 43         | 18.8           |
| 25-29                                   | 66         | 28.7           |
| 30-34                                   | 36         | 15.7           |
| 35-39                                   | 20         | 8.7            |
| 40-44                                   | 17         | 7.4            |
| 45-49                                   | 21         | 9.2            |
| 50 +                                    | 26         | 11.3           |
| <b>Total</b>                            | <b>229</b> | <b>100.0</b>   |

Table 3 shows the frequency distribution by grade level of teaching for respondents in this study. The survey instrument (Appendix A) allowed respondents to select from five grade levels of teaching assignments. The categories entitled “Alternative Middle School” and “Alternative High School” were combined into one category called “Alternative Schools” for data reporting purposes. These categories were combined because of the low number of respondents in the alternative middle school category. Table 3 shows the original frequency distributions and the recoded frequency distributions for the different teaching assignments of respondents.

Table 3

Descriptive Statistics by Grade Level of Respondents

| Grade Level of Teaching                 | N   | Percent |
|-----------------------------------------|-----|---------|
| <b>Original Frequency Distributions</b> |     |         |
| Elementary                              | 97  | 42.3    |
| Middle/Junior High                      | 55  | 24.0    |
| High School                             | 65  | 28.4    |
| Alternative Middle School               | 1   | 0.4     |
| Alternative High School                 | 11  | 4.8     |
| Total                                   | 229 | 100.0   |
| <b>Recoded Frequency Distributions</b>  |     |         |
| Elementary                              | 97  | 42.3    |
| Middle/Junior High                      | 55  | 24.0    |
| High School                             | 65  | 28.4    |
| Alternative Schools                     | 12  | 5.2     |
| Total                                   | 229 | 100.0   |

Table 4 shows the frequency distribution by ethnicity of respondents in this study. The survey instrument (Appendix A) allowed respondents to select from 5 items that best matched their ethnicities. The categories called American Indian or Alaskan Native, Asian or Pacific Islander, African-American, Hispanic, and Bi-Racial were collapsed into one general category called “Ethnic Minorities.” These categories were combined because of the low numbers in each of the “ethnic minority” categories. Also, the category entitled “White” was recoded to a category called “Caucasian” for data reporting purposes. Beeman (1997) used this type of data reporting between ethnic groups to show comparisons/contrasts in his study

Table 4

**Descriptive Statistics of Ethnicity of Respondents**

| Ethnicity                               | N   | Percent |
|-----------------------------------------|-----|---------|
| <b>Original Frequency Distributions</b> |     |         |
| Asian or Pacific Islander               | 3   | 1.3     |
| African-American                        | 23  | 10.0    |
| Hispanic                                | 12  | 5.2     |
| White                                   | 184 | 80.3    |
| Bi-Racial                               | 7   | 3.1     |
| Total                                   | 229 | 100.0   |
| <b>Recoded Frequency Distributions</b>  |     |         |
| Ethnic Minorities                       | 45  | 20.0    |
| Caucasian                               | 184 | 80.0    |
| Total                                   | 229 | 100.0   |

Therefore, for data reporting purposes on question 4 of the survey instrument two categories will be used which are called “Ethnic Minorities and Caucasian.” Table 4 shows the original frequency distributions and the recoded frequency distributions for the ethnicities of respondents in this study.

Table 5 shows the frequency distributions by state of respondents. This table illustrates that the majority (55%) of respondents were from the state of Colorado and (45%) were from the state of Louisiana.

Table 5

Descriptive Statistics of Respondents by State

| State     | N   | Percent |
|-----------|-----|---------|
| Colorado  | 126 | 55.0    |
| Louisiana | 103 | 45.0    |
| Total     | 229 | 100.0   |

Analyses of Research Questions

To analyze research question 1, chi-square analyses were run on all independent variables in this study to see if incentives were distributed similarly across “yes” and “no” responses on question 10 of the survey instrument (Appendix A). After these analyses, independent sample t-test were used on question 11 to check for any statistically significant differences on the importance ratings of receiving incentives along with compensation packages. Research question 2 was analyzed using five one-way analyses of variance (ANOVA) on question 7 and 14 of the survey instrument.

These analyses were used to check to see if statistically significant differences existed between respondents on the independent variables in this study.

**Research Question 1.** What components of a school district's compensation package are factors in teacher's job acceptance decisions?

The participants in this study were asked on question 10 of the survey (Appendix A) whether they were offered any of the major incentives that are currently being offered by school districts across the nation. Table 6 shows the frequency distributions of respondents who were offered the incentives listed in question 10 on the survey instrument utilized in this study.

**Table 6**

**Descriptive Statistics of Respondents who were Offered Incentives in Question 10**

| Incentive                                  | Yes | No  |
|--------------------------------------------|-----|-----|
| Sign-On Bonus                              | 24  | 204 |
| Loan Forgiveness on Student Loans          | 23  | 204 |
| Tuition Assistance for Graduate Work       | 59  | 167 |
| Housing Assistance and Relocation Benefits | 11  | 216 |
| Bonus for High Student Achievement         | 9   | 218 |
| Bonus for High-Need Subject Certification  | 25  | 203 |

Based on the low frequencies on receiving housing assistance and relocation benefits, and receiving bonuses for high student achievement in Table 6, the top four categories were selected for further data analysis. The top four categories were sign-on bonuses, loan forgiveness on student loans, tuition assistance for graduate work, and

receiving bonuses for being certified in a high-need subject area were picked to run a chi-square analysis against the ethnicity of respondents that received these incentives.

The chi-square analyses were used for the top four categories in Table 6 to see if there were statistically significant differences between “Ethnic Minorities” and “Caucasian” respondents (see the narrative above Table 4 for clarity of this language).

The only cases analyzed were cases where respondents indicated that they received the incentive within the top four categories in Table 6. Table 7 shows the results of the respondents who were offered the sign-on bonuses incentive to influence job acceptance.

Table 7

**Chi-Square Analysis for Respondents by Ethnicity who were offered a Sign-On Bonus Incentive**

| Ethnicity         | Yes        | No          |
|-------------------|------------|-------------|
| Ethnic Minorities | 17 (38.6%) | 27 (61.4%)  |
| Caucasian         | 7 (3.8%)   | 177 (96.2%) |

Chi-Square Significance Level  $p=.000$

These numbers indicate a statistically significant difference in Ethnic Minorities and Caucasian respondents in whether they were offered a sign-on bonus. These numbers indicate that a much higher percentage of Ethnic Minority respondents were offered sign-on bonuses than was the case for Caucasian respondents.

Table 8 shows the chi-square analysis for respondents by ethnicity that were offered loan forgiveness on student loans.

**Table 8**

**Chi-Square Analysis for Respondents by Ethnicity who were offered the Loan Forgiveness on Student Loans Incentive**

| <b>Ethnicity</b>         | <b>Yes</b>        | <b>No</b>          |
|--------------------------|-------------------|--------------------|
| <b>Ethnic Minorities</b> | <b>16 (36.4%)</b> | <b>27 (63.6%)</b>  |
| <b>Caucasian</b>         | <b>7 (3.8%)</b>   | <b>177 (96.2%)</b> |

**Chi-Square Significance Level  $p=.000$**

The results yielded a statistically significant difference in the percentage of Ethnic Minorities who were offered loan forgiveness on student loans than was the case for Caucasian respondents.

**Table 9**

**Chi-Square Analysis for Respondents by Ethnicity who were offered the Tuition Assistance for Graduate Work Incentive**

| <b>Ethnicity</b>         | <b>Yes</b>        | <b>No</b>          |
|--------------------------|-------------------|--------------------|
| <b>Ethnic Minorities</b> | <b>23 (52.3%)</b> | <b>27 (47.7%)</b>  |
| <b>Caucasian</b>         | <b>7 (19.8%)</b>  | <b>177 (80.2%)</b> |

**Chi-Square Significance Level  $p=.000$**

Table 9 shows statistically significant differences in the percentages of Ethnic Minorities and Caucasian respondents who were being offered tuition assistance for graduate work. More respondents of both ethnic groups were offered this incentive than any other incentive.

Table 10

**Chi-Square Analysis for Respondents by Ethnicity who were Offered Bonuses for Being Certified in a High-Need Subject Area**

| Ethnicity         | Yes        | No          |
|-------------------|------------|-------------|
| Ethnic Minorities | 14 (31.8%) | 27 (68.2%)  |
| Caucasian         | 7 (6.0%)   | 177 (94.0%) |

Chi-Square Significance Level  $p=.498$

According to Table 10, no statistically significant differences were found between Ethnic Minorities and Caucasian respondents who were offered bonuses for being certified in a high-need subject area.

Chi-square analyses were also run on these same four incentives using the independent variables Age, Gender, and Grade Level of Teaching. No statistically significant differences were found on any of the dependent variables.

On question 11 of the survey instrument (Appendix A) respondents rated the importance of receiving incentives in question 10 on a Likert-type scale. The likert scale allowed respondents to rate the importance of incentives from 1 being “Very important” to 5 being “Not at All Important.” Independent samples t-tests were used to analyze the top four incentives in Table 6 to see if any statistically significant differences existed between Ethnic Minorities and Caucasian respondents in their importance rating of incentives offered. The results are shown in Table 11.

Table 11

**Independent Samples *t*-Test of Importance Ratings of Receiving Incentives as a Function of Ethnicity**

| Incentive                       | N  | M    | SD   | t     | p     |
|---------------------------------|----|------|------|-------|-------|
| <b>Sign-On Bonus</b>            |    |      |      |       |       |
| Caucasian                       | 35 | 3.00 | 1.08 | 2.270 | .027* |
| Ethnic Minorities               | 23 | 2.26 | .53  |       |       |
| <b>Loan Forgiveness</b>         |    |      |      |       |       |
| Caucasian                       | 36 | 2.69 | 1.14 | 2.125 | .038* |
| Ethnic Minorities               | 25 | 2.04 | 1.24 |       |       |
| <b>Tuition Assistance</b>       |    |      |      |       |       |
| Caucasian                       | 60 | 2.53 | 1.13 | 2.397 | .019* |
| Ethnic Minorities               | 26 | 1.88 | 1.21 |       |       |
| <b>Bonus for High-Need Area</b> |    |      |      |       |       |
| Caucasian                       | 40 | 2.83 | 1.17 | .541  | .591  |
| Ethnic Minorities               | 23 | 2.65 | 1.30 |       |       |

\* $p < .05$ 

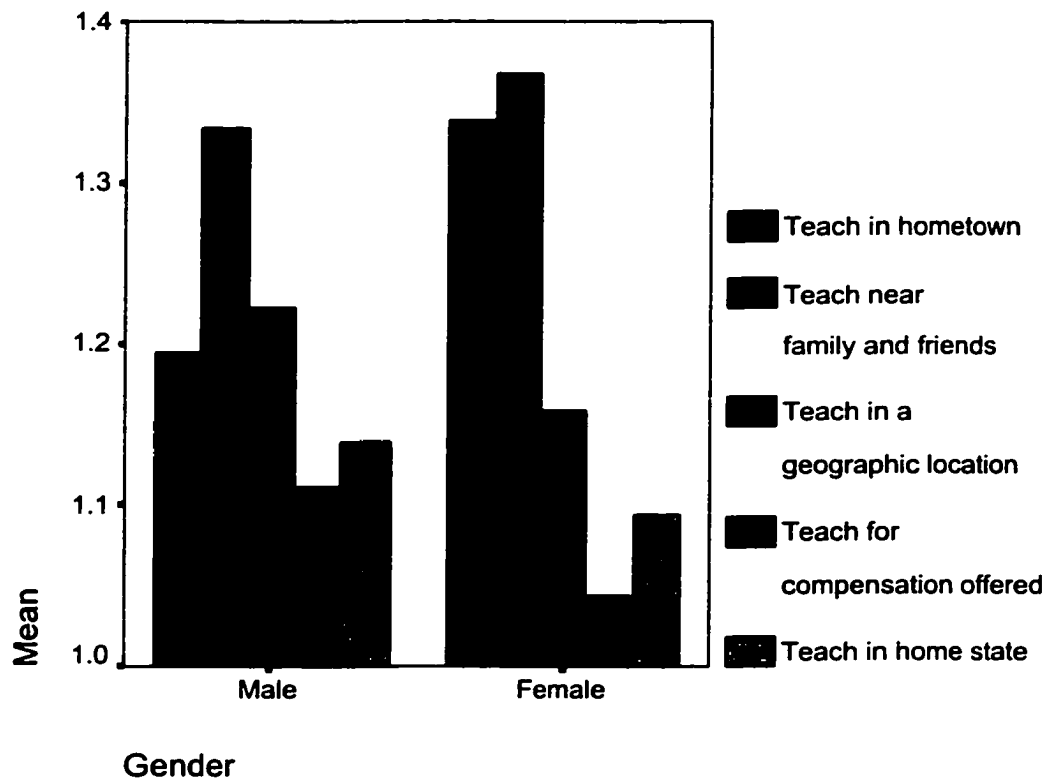
Table 11 shows a statistically significant difference between Ethnic Minorities and Caucasian respondents on how they viewed the importance of receiving sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work in influencing job acceptance decisions. In Table 11, the mean scores on each of the incentives listed showed that the higher the mean score, the less important the incentive was in influencing the job acceptance decisions of respondents in this study. According to the mean scores in Table 11, Ethnic Minorities placed greater importance on receiving the incentives where statistically significant differences were found. Further analyses were run on the other independent variables of gender, age, and grade level of teaching assignment in this study; however, no statistically significant differences were found on these variables.

In response to research question 1, the components of a school district's compensation package that appear to be important for respondents in this study are sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work. Overall, these are the major incentives that can be instrumental in prospective teachers accepting a teaching position in a school district.

Research Question 2. What other factors besides compensation (i.e. staying close to home and being with extended family) play a major role in teachers' job acceptance decisions?

The respondents in this study were asked on question 7 of the survey instrument (Appendix A) to choose the item which best described their preference for teaching in their current school district. Respondents had five total choices from which to select on this question: (a) preferences to teach in their hometown, (b) teach near family/friends, (c) teach in a specific geographical location, (d) teach for the compensation package offered, and (e) teach in their home state. Responses were coded "1" for a "No" selection and "2" for a "Yes" selection. Figure 1 shows the mean scores for respondents by gender related to question 7.

According to Figure 1, female respondents displayed a slightly stronger preference for teaching in their hometown and near family/friends than male respondents. However, male respondents in this study had greater preferences for teaching in their school districts because of geographical location of the job, compensation package offered, and teaching in their home state.



**Figure 1.** Mean Scores by Gender for Preferences for Teaching in Current School District

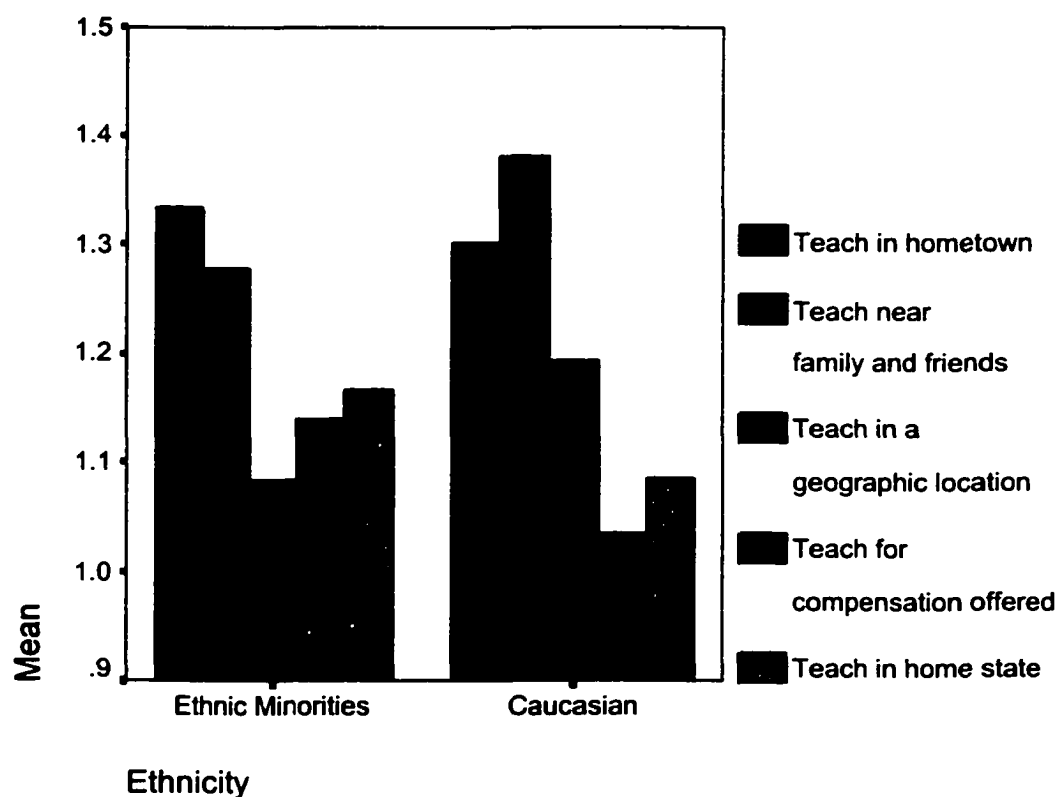
Five one-way analyses of variance (ANOVA) were used to explore whether these preferential differences were statistically significant. The results from these ANOVA's appear in Table 12, and show that none of these mean differences were statistically significant.

**Table 12**

**Mixed ANOVA Comparing Preferences of Teaching by Gender**

| <b>Job Preference</b>             | <b>SS</b> | <b>df</b> | <b>MS</b> | <b>F</b> | <b>sig. of F</b> |
|-----------------------------------|-----------|-----------|-----------|----------|------------------|
| <b>Teach in Home Town</b>         |           |           |           |          |                  |
| Between Groups                    | .590      | 1         | .590      | 2.779    | .097             |
| Within Groups                     | 36.747    | 173       | .212      |          |                  |
| Totals                            | 37.337    | 174       |           |          |                  |
| <b>Teach Near Family/Friends</b>  |           |           |           |          |                  |
| Between Groups                    | .032      | 1         | .032      | .138     | .710             |
| Within Groups                     | 40.288    | 173       | .233      |          |                  |
| Totals                            | 40.320    | 174       |           |          |                  |
| <b>Teach in Geographic Region</b> |           |           |           |          |                  |
| Between Groups                    | .117      | 1         | .117      | .818     | .367             |
| Within Groups                     | 24.740    | 173       | .143      |          |                  |
| Totals                            | 24.857    | 174       |           |          |                  |
| <b>Compensation Package</b>       |           |           |           |          |                  |
| Between Groups                    | .132      | 1         | .132      | 2.457    | .119             |
| Within Groups                     | 9.297     | 173       | .053      |          |                  |
| Totals                            | 9.429     | 174       |           |          |                  |
| <b>Teach in Home State</b>        |           |           |           |          |                  |
| Between Groups                    | .059      | 1         | .059      | .633     | .427             |
| Within Groups                     | 16.090    | 173       | .093      |          |                  |
| Totals                            | 16.149    | 174       |           |          |                  |

Question 7 on the survey instrument (Appendix A) was also analyzed by the ethnicity of respondents to check if there were any statistically significant differences between Ethnic Minority and Caucasian respondents in this study. Figure 2 gives the mean scores for respondents by ethnicity in this study.



**Figure 2.** Mean Scores by Ethnicity of Preference for Teaching in Current School District

Figure 2 illustrates some very interesting potential trends between Ethnic Minority respondents and Caucasian respondents. Ethnic Minority preferences for teaching in their hometown and teaching in their home state were higher than Caucasian respondents. It is also worthy to note that Ethnic Minorities also had a greater preference for teaching in their current school district because of the compensation package which was offered. It seems that the type of compensation package offered may be a determining factor whether Ethnic Minorities accept a teaching position.

Five one-way analyses of variance (ANOVA) were done on the mean scores from Figure 2 to check to see if any of the preferences for teaching in the current school

district showed any statistically significant differences between Ethnic Minorities and Caucasian respondents. Table 13 shows the results of the ANOVA test.

Table 13

Mixed ANOVA Comparing Preferences of Teaching by Ethnicity

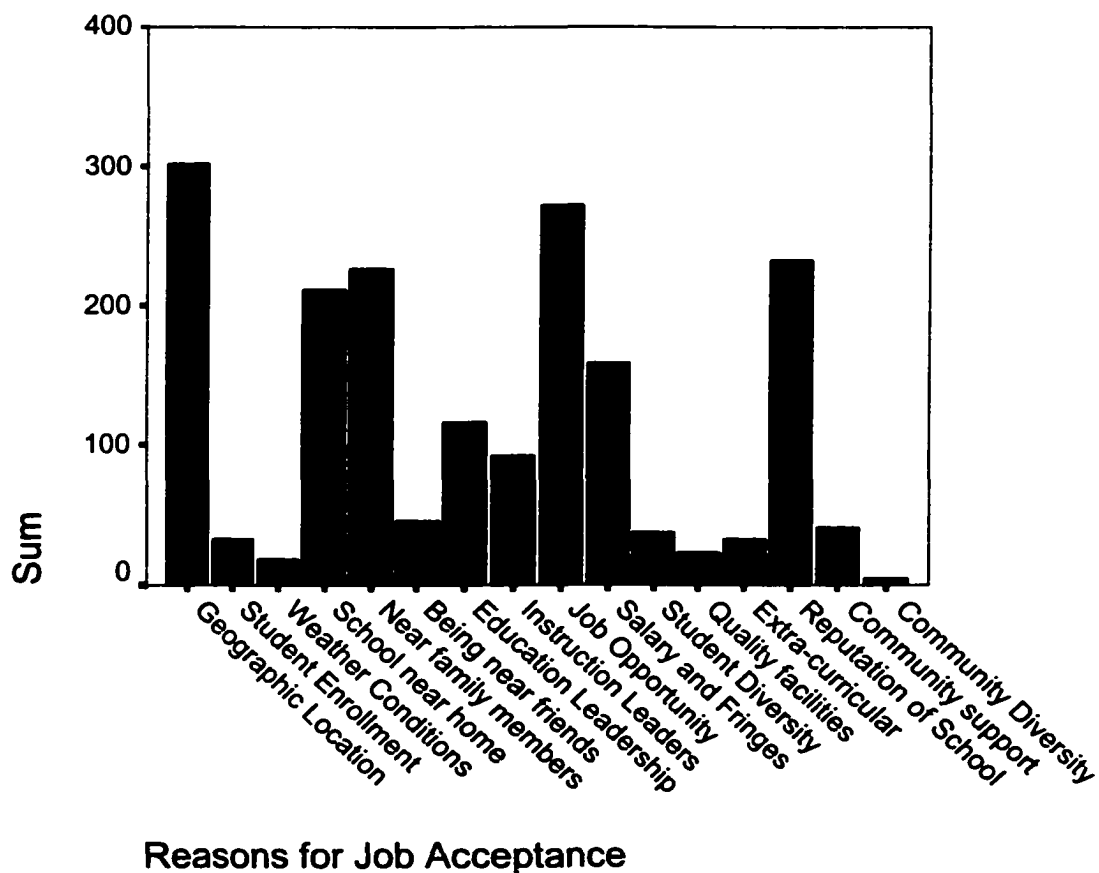
| Job Preference                    | SS     | df  | MS   | F     | sig. of F |
|-----------------------------------|--------|-----|------|-------|-----------|
| <b>Teach in Home Town</b>         |        |     |      |       |           |
| Between Groups                    | .028   | 1   | .028 | .129  | .720      |
| Within Groups                     | 37.309 | 173 | .216 |       |           |
| Totals                            | 37.337 | 174 |      |       |           |
| <b>Teach Near Family/Friends</b>  |        |     |      |       |           |
| Between Groups                    | .306   | 1   | .306 | 1.325 | .251      |
| Within Groups                     | 40.014 | 173 | .231 |       |           |
| Totals                            | 40.320 | 174 |      |       |           |
| <b>Teach in Geographic Region</b> |        |     |      |       |           |
| Between Groups                    | .352   | 1   | .352 | 2.483 | .117      |
| Within Groups                     | 24.505 | 173 | .142 |       |           |
| Totals                            | 24.857 | 174 |      |       |           |
| <b>Compensation Package</b>       |        |     |      |       |           |
| Between Groups                    | .303   | 1   | .303 | 5.742 | .018*     |
| Within Groups                     | 9.126  | 173 | .052 |       |           |
| Totals                            | 9.429  | 174 |      |       |           |
| <b>Teach in Home State</b>        |        |     |      |       |           |
| Between Groups                    | .185   | 1   | .185 | 2.000 | .159      |
| Within Groups                     | 15.964 | 173 | .093 |       |           |
| Totals                            | 16.149 | 174 |      |       |           |

\*p < .05

Results from Table 13 show that a statistically significant difference existed between Ethnic Minorities and Caucasian respondents in regard to their preference for teaching because of the compensation package offered by their school districts. Ethnic minorities placed a greater value on teaching in their current school district for this

reason. Subsequent analyses were run on the two other independent variables in this study, which were age and grade level of teaching assignment, but, no statistically significant differences were found.

Another way of confirming the reasons for job acceptance was available in this study. Respondents were asked on question 14 of the survey instrument (Appendix A) to rank the three most important reasons for accepting their current teaching assignments. Respondents were given three blanks on the survey instrument to rank their reasons for selecting their particular job assignment.

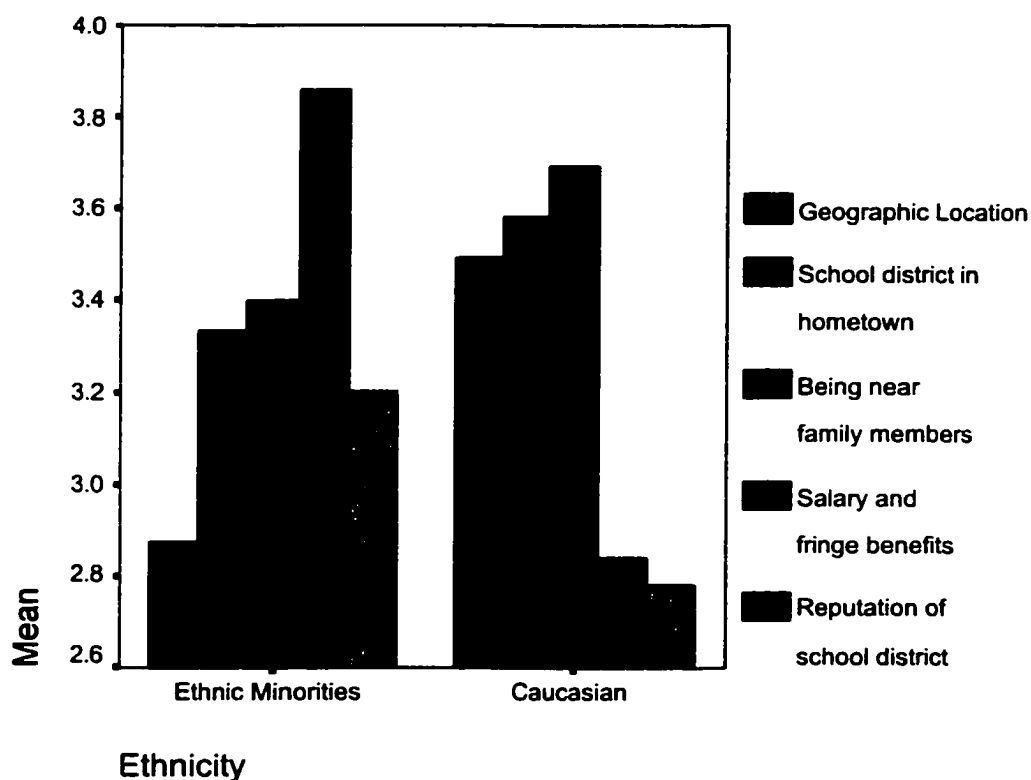


**Figure 3.** Respondents Ratings of the Most Important Reasons for Job Acceptance

The researcher weighted the top three choices for respondents. The weights used for the three most important reasons for job acceptance were “5” for the first important reason for job acceptance, “3” for the second important reason for job acceptance, and “1” for the third important reason for job acceptance. Figure 3 shows the sums of the seventeen choices that respondents were allowed to choose from as the important reasons for selecting a job in their current school district.

Figure 3 shows that the top six reasons for job acceptance by respondents in this study were geographical location, school district being in their hometown, being with family, availability of job opportunity, salary and fringe benefits, and the reputation of the school district. The reason entitled “availability of job opportunity” was removed from the top reasons for job acceptance because the researcher assumed that respondents would only take a teaching position where the opportunity was made available. Therefore, only the top five reasons for job acceptance were analyzed further against the independent variables ethnicity, gender, age, and grade level of teaching assignments.

Figure 4 shows the mean scores by ethnicity of respondents in relation to the top five reasons for job acceptance.



**Figure 4.** Mean Scores by Ethnicity in Relation to the Top Five Important Reasons for Job Acceptance

According to Figure 4, Caucasian respondents showed greater importance ratings for being in a certain geographical location, the school district being in their hometown, and being near family members. Ethnic Minorities, however, showed a greater interest in the salary and fringe benefits of their teaching position than Caucasian respondents. Also, Ethnic Minorities placed a higher value on the reputation of the school district than Caucasian respondents.

Five one-way analyses of variance (ANOVA) was used to check for any statistically significant differences between Ethnic Minorities and Caucasian respondents in relation to the top five most important reasons for job acceptance. Table 14 shows the results of the ANOVA table.

Table 14

**Mixed ANOVA Comparing the Top Five Important Reasons for Job Acceptance by Ethnicity**

| Reason for Job                         | SS      | df | MS     | F     | sig. of F |
|----------------------------------------|---------|----|--------|-------|-----------|
| <b>Geographic Location</b>             |         |    |        |       |           |
| Between Groups                         | 5.015   | 1  | 5.015  | 1.803 | .183      |
| Within Groups                          | 241.997 | 87 | 2.782  |       |           |
| Totals                                 | 247.011 | 88 |        |       |           |
| <b>School District in Hometown</b>     |         |    |        |       |           |
| Between Groups                         | .600    | 1  | .600   | .220  | .641      |
| Within Groups                          | 158.333 | 58 | 2.730  |       |           |
| Totals                                 | 158.933 | 59 |        |       |           |
| <b>Being Near Family Members</b>       |         |    |        |       |           |
| Between Groups                         | .717    | 1  | .717   | .366  | .547      |
| Within Groups                          | 117.477 | 60 | 1.958  |       |           |
| Totals                                 | 118.194 | 61 |        |       |           |
| <b>Salary Schedule/Fringe Benefits</b> |         |    |        |       |           |
| Between Groups                         | 10.553  | 1  | 10.553 | 3.782 | .058      |
| Within Groups                          | 136.741 | 49 | 2.791  |       |           |
| Totals                                 | 147.294 | 50 |        |       |           |
| <b>Reputation of School District</b>   |         |    |        |       |           |
| Between Groups                         | 1.565   | 1  | 1.565  | .680  | .412      |
| Within Groups                          | 184.044 | 80 | 2.301  |       |           |
| Totals                                 | 185.610 | 81 |        |       |           |

Table 14 shows that out of the top five reasons for job acceptance no statistically significant differences were found between Ethnic Minorities and Caucasian respondents. However, it is important to note that the salary/fringe benefits ( $p = .058$ ) was very close to being statistically significant. Therefore, school districts should be aware that Ethnic Minorities may value their compensation package more than Caucasian respondents. Subsequent analyses were run on the other independent variables in this study, which

were age, gender, and grade level of teaching assignment, but, no statistically significant differences were found.

### **Summary**

The results of this study have shown some important things that school districts should take into account as they offer their compensation packages to prospective teachers. In response to research question 1, the incentives that are most important to first-year teachers are receiving sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work.

In response to research question 2, the top five most important reasons for job acceptance are geographical location, school being in their hometown, being near family members, salary and fringe benefits, and the reputation of the school district. No statistically significant differences were found on the independent variables of age, gender, grade level of teaching, and ethnicity. However, Ethnic Minorities valued salary and fringe benefits more than Caucasian respondents. It is also worthy to note that even though it was statistically non-significant male respondents valued salary and fringe benefits more than female respondents.

## CHAPTER V: DISCUSSION

### Introduction

Specifically, this study involved identifying the components of the school district's compensation package that were factors in the job acceptance decisions as indicated by respondents and also to identify other factors outside of compensation which played a major role in the job acceptance decisions of first-year teachers. Furthermore, this study sought to explore whether there was a statistically significant difference on the independent variables of gender, age, grade level of teaching assignment, and ethnicity for respondents in their selection of a teaching position.

Teachers selected for this study were in their first-year of employment within the 12 participating school districts that received the survey instrument (Appendix A). The participants in this study were provided with the opportunity to respond anonymously to the items listed on the survey. The information provided by the participants in this study became the basis for conclusions and recommendations offered within this chapter. The conclusions drawn and the recommendations offered provide the participating school districts with documented information on the types of compensation packages that are most important to first-year teachers in influencing their job acceptance decisions. This study also gives participating school districts documented information in regards to other factors outside of compensation that are especially important in influencing the job acceptance decisions of first-year teachers. With the documented information provided

in this research study, school districts can adjust their compensation packages accordingly to influence the job acceptance decisions of prospective teachers.

### **Summary of the Literature**

The review of literature in this study initially focused on the major theories that undergird new trends in teacher compensation. The main focus of these theories are the ways employees in different organizations are motivated by different compensation packages. The major theories that apply to this research study are the contingency, expectancy, and social dilemma theories. The contingency theory addresses compensation from the organizational perspective. The expectancy and social dilemma theories approach the issue of compensation of employees from the perspective of the individual. These theories became the basis for understanding prospective employees motivation for job acceptance.

After focusing on the major theoretical frameworks that relate to teacher compensation, the review of literature chronicled how school districts have constantly tried to make compensation packages more appealing to teachers. Since the 1800's, school districts across this nation have searched time after time for just the right compensation structure to influence prospective teachers to join the teaching ranks. As indicated in the review of literature, it was not until 1921 when school districts in this country finally came to a common agreement on how to compensate teachers. This was done with the implementation of the traditional single salary schedule. This compensation package paid teachers on the basis of years of experience and academic degrees earned.

As time passed, college graduates had many more choices outside of the teaching profession as possible career opportunities to pursue. Other professions such as engineering, chemistry, and other fields started to pay college graduates much higher entry-level salaries than the education profession. In response to public demand, school districts tried to experiment with different types of compensation incentives to lure prospective teachers back to the field of education. Nevertheless, the literature review shows how many school districts have not been successful in doing this because overall the incentives were implemented incorrectly into teacher's compensation packages.

According to Heneman (1992), many school districts have experimented with merit pay, career ladders, competency-based pay, and performance awards as incentives for prospective teachers. All of these attempts to adjust the single salary schedule with incentive-based components have failed because school districts did not fairly assess teachers and properly award these incentives to teachers. As a result, school districts are now faced with a major dilemma. This dilemma is how to influence the job acceptance decisions of prospective teachers who now have more opportunities than ever to pursue higher paying alternatives that are outside of the field of education.

Along with this problem, many school districts in this study and across the nation are faced with the problem of how to put enough qualified teachers in the classrooms across the country. As a result, school districts have started to experiment with new incentives to influence the job acceptance decisions of prospective teachers. These incentives include sign-on bonuses, loan forgiveness on student loans, tuition assistance for graduate work, bonuses for high student achievement, and bonuses for being certified in a high-need subject area.

Table 16 shows why school districts are now trying to use the above stated incentives to influence the job acceptance decisions of prospective teachers. The salaries shown in Table 16 are the average beginning salaries for first-year teachers in the states of Colorado and Louisiana.

Table 16

Average Beginning Teacher Salaries by State

| State            | 1998-1999 | 1999-2000 | National Rank |
|------------------|-----------|-----------|---------------|
| Colorado         | \$24,199  | \$24,867  | 24            |
| Louisiana        | \$20,615  | \$22,843  | 35            |
| National Average | \$25,015  | \$25,735  | --            |

Source: American Federation of Teachers (2000)

Table 16 gives a clear picture why the states in this study seem to be moving towards offering incentives along with their compensation packages. According to Table 16, first-year teachers in the states of Colorado and Louisiana are paid below the national average. This has caused many teachers not to enter into the teaching profession within these states. Therefore, school districts are now using incentives in a different manner to aid in prospective teacher's decisions to join their school districts.

Summary of the Methodology

For this study, a survey research design was utilized. The purpose of this survey research was to identify the compensation package components that were effective in influencing the job acceptance decisions of first-year teachers. This survey research design was used to generalize from the sample in this study to a larger population of first-year teachers.

The selected sample in this study was 530 first-year teachers from 12 approved school districts in Colorado and Louisiana. Along with the survey instrument, each first-year teacher was sent a cover letter indicating the purpose of the research study, the benefit of participation, and issues of confidentiality. The selected first-year teachers were sent the survey instrument utilized in this study in early January 2001. The actual sample in this study was 229 (42%) first-year teachers that returned the survey instrument (Appendix A) for data analysis.

The survey instrument used in this study consisted of 14 questions clustered into 4 subcategories that were entitled Personal Data, Community Data, Compensation Package and Incentive Features, and Additional Data. This survey allowed respondents to identify the component(s) of their school district's compensation package that were factors in their job acceptance decisions. Also, respondents indicated other factors that were outside of compensation (i.e. staying close to home) that influenced their job acceptance decisions.

For purposes of this study, chi-square analyses, independent samples t-tests, and one-way analyses of variance (ANOVA) were used to find out teacher perceptions on the most effective compensation components offered by school districts. Also, these analyses allowed the researcher to discover if any statistically significant differences existed between respondents on the independent variables of gender, age, grade level of teaching assignment, and ethnicity.

### **Major Findings**

The results of this study have revealed important factors showing the actual component(s) of a school district's compensation package that were important to first-

year teachers in this study. This study shows in Table 11 that sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work had statistically significant differences between Ethnic Minorities and Caucasian respondents. Ethnic Minorities valued the previously stated incentives more importantly than Caucasian respondents.

Furthermore, respondents in this study rated the most important reasons for job acceptance on question 14 of the survey instrument (Appendix A). After these responses were weighted for all respondents, the top five reasons that respondents in this study selected their current teaching position was the geographical location of the district, the school district being in their hometown, being near family members, salary and fringe benefits, and the reputation of the school district. Ethnic Minorities, however, showed a much greater interest in the salary and fringe benefits of their teaching position than did Caucasian respondents.

### Discussion

The major findings of this study can be tied to the major theoretical frameworks in the research literature surrounding teacher compensation. As indicated in the review of literature for this research study, the major theories surrounding teacher compensation are the contingency, expectancy, and social dilemma theories. The contingency theory focuses on the impact of compensation packages in influencing job acceptance from the organizational perspective. The expectancy and social dilemma theories focus on the impact of compensation packages in their influence of job acceptance from the perspective of the individual. These major theoretical frameworks were used to draw conclusions from the results of this study.

In Table 11, first-year teachers in this study reported that sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work were especially important in their job acceptance decisions. These findings are in direct alignment with the expectancy theory presented in the review of literature. The expectancy theory states that prospective employees will respond favorably to a compensation package and incentives offered if certain conditions are met. This study indicates that school districts can no longer just offer a traditional compensation package (i.e. traditional single salary schedule) and expect to influence the job acceptance decisions of as many prospective teachers as in the past.

Prospective teachers are now leaving their educational programs with many more opportunities than ever before (Scanlon, 2000). In order for the field of education to get the teachers it desires, more compensation and incentives will be especially important in the job acceptance decisions of prospective teachers. The incentives can be in the form of loan forgiveness on student loans, sign-on bonuses, and tuition assistance for graduate work. These are the conditions as stated in the expectancy theory that must be met in order to influence the job acceptance decisions from the perspective of the individual.

The major findings of this study also have an impact on the organizational thinking of school districts. The contingency theory supports the belief that compensation packages work best when they fit well within the basic strategies and characteristics of large organizations. From this research study, school districts across the country must understand how to tailor their compensation packages to fit within the larger scope of organizational needs. This can be seen by the impact of high-stakes

tests in school districts involved in this study and also in many other school districts around the country.

School districts in today's society are asking teachers to do more than ever in regards to student performance on standardized tests. With high-stakes tests such as the Colorado Student Assessment Program (CSAP) and Louisiana Educational Assessment Program (LEAP), used in Colorado and Louisiana respectively, new opportunities are presented to pay teachers in a different way. This new way of paying teachers differently is especially important since the legislatures in many states are now judging the quality of school districts by the performance of students on these high-stakes tests. This research study reveals that school districts can show prospective teachers through their compensation packages and incentives offered that they value the time and energy that teachers put forth to help students perform well on these standardized tests. This new way of paying teachers based on how well they perform in the classroom is in direct alignment with the expectancy theory.

The review of literature in this study also shows that school districts can begin to explore compensating teachers in an alternative way by still using the traditional single salary schedule but instituting more monetary incentives such as performance-based pay and gainsharing incentives. The performance-based pay incentive will allow teachers to understand that school districts are serious about their students doing well on these standardized tests. Also, performance-based pay will allow teachers who are more productive in the classroom to receive additional compensation. As school districts tailor their compensation systems to meet the needs of teachers, these performance awards can be offered as bonuses to the traditional single salary schedule, which must be re-earned

each year by teachers. This will allow novice teachers as well as veteran teachers to earn these bonuses on a yearly basis.

Another approach that school districts can use is an incentive known as gainsharing. Under the gainsharing incentive approach school districts can provide bonuses to teachers that identify improvements in organizational processes that lead to increased efficiency. Hence, teachers that formulate new ideas to help students to perform to a higher standard of excellence within the educational setting can be given bonuses for the implementation of their ideas. These are the types of opportunities that are opened up by the contingency theory that should be considered by different school districts across this nation.

The theoretical approaches used in this study can also be applied to different subgroups that are considering teaching positions in the field of education. The major theoretical approach that seems to be more powerful for different subgroups in this study is the expectancy theory. This study shows that different subgroups expect more from a school district's compensation package when compared to other groups. For example, in Figure 4, ethnic minorities showed a much higher importance rating for salary and fringe benefits than Caucasian respondents in this study. This appears to show that ethnic minorities expect school districts to provide incentives on a larger scale (i.e. sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work) to influence job acceptance. Hence, school districts that are trying to recruit ethnic minorities need to have different monetary incentives in place in order for this group to seriously consider offers for job acceptance.

The findings from this study also open up the door to school districts possibly offering a menu of options to different subgroups that have an interest in teaching. This may be in form of offering more incentives to ethnic minorities that show an interest in teaching. Table 11 showed that Ethnic Minorities value receiving incentives such as sign-on bonuses, loan forgiveness on student loans, and tuition assistance for graduate work. School districts may consider offering these menus of options to prospective ethnic minority teachers and allowing them to choose the incentives that would best influence their job acceptance decisions. Also, school districts may need to have a menu of options (i.e. incentives) available to all teachers that can aid in their acceptance of a teaching position. This will be especially important for school districts across the country being that many prospective teachers are not even aware of the different types of incentives school districts can offer.

School districts can no longer afford to keep these monetary incentives from prospective teachers. If school districts continue to withhold monetary incentives from teachers, the teaching pool will continue to dwindle to a point where only a very small percentage of teachers will even be certified to teach (Scanlon, 2000). Therefore, a new and concerted effort should be made to put the best offer on the table for prospective teachers to seriously consider the field of education.

School districts must also be aware of the fact that other issues outside of compensation must be addressed when trying to influence the job acceptance decisions of prospective teachers. Figure 3 shows the top 5 most important reasons why respondents in this study accepted their current teaching positions. Geographical location of the teaching position was ranked as the top choice and the salary/compensation package was

ranked fourth. A major implication of this ranking could be that respondents in this study did not know that they could receive monetary incentives from their respective school districts. In order for school districts to get the teachers that they desire they must take control of the one variable that they can influence the most which is compensation. Normally, school districts can not control other variables (i.e. prospective teachers wanting to teach near family/friends), however, if the compensation is at an acceptable level the prospective teacher may consider leaving their family/friends to pursue a teaching position. The focal point of this study is to show school districts that compensation packages now must be at a level that will make prospective teachers take a serious look at the field of education. If not, the field of education will lose many prospective teachers to other professions that continually offer much better compensation packages.

### Conclusions

The purpose of this research study was to identify whether compensation packages were a factor in first-year teacher's decisions to accept a teaching position in the states of Colorado and Louisiana. The review of literature revealed that compensation packages play an important role in influencing the job acceptance decisions of prospective teachers. Respondents in this study had the opportunity to respond to 14 questions on the survey instrument (Appendix A) that were divided into 4 general categories. The survey data generated factors perceived by both Colorado and Louisiana first-year teachers in twelve participating school districts that were important in their job acceptance decisions. Detailed analyses concluded that statistically

significant differences existed between Ethnic Minorities and Caucasian respondents in regards to important reasons for job acceptance.

In conclusion, first-year teachers in this study have made clear statements as to what prospective teachers look for before accepting a teaching position. School districts should be cognizant of the results presented in this study as important variables that first-year teachers value in their jobs. This study is one small step in opening the door for school districts to influence the job acceptance decisions of future teachers.

#### **Limitations of Generalizability**

As this study evolved, several limitations were discovered that the reader should be aware as follow-up studies are formulated. These limitations serve as a frame of reference for future researchers to have as they consider the research design of their study.

The results of this study should not be generalized to urban/rural school districts in Colorado since the samples of school districts within the state of Colorado were mainly suburban districts. These suburban school districts were similar in student size, teacher characteristics, and school characteristics. Hence, results of this study may yield different results for urban/rural school districts within the state of Colorado.

This study also looked at opinions of first-year teachers in the two states of Colorado and Louisiana. Generalizations should not be made to states in the surrounding areas (i.e. Rocky Mountain Region or the Deep South). Hence, the results of this study are only limited to the responses from within the two states under study within the school districts that were approved to participate in this study.

#### **Recommendations for Future Research**

Data presented in this study represent 12 school districts from the states of Colorado and Louisiana for the 2000-2001 academic school year. As compensation packages change, data collected may yield different results. A different sample of school districts may give different results. As the compensation packages now in effect change, prospective teacher's reasons for job acceptance may change. For this reason, using the survey as a guide, one-on-one interviews and focus groups should be conducted with teacher education graduates on the types of variables that may influence their job acceptance decisions.

A continued review of literature is recommended as school districts and states change their policies on compensating teachers. As more states look for ways to restructure the ways they compensate first-year teacher's new research should continue to recognize and refine the elements of good compensation packages. Further research should also study the pros/cons from the point-of-view of school districts by changing their existing compensation packages.

One-on-one interviews or focus groups should be conducted with teacher education graduates that decided not to accept a teaching position. This type of research can look at why decisions were made to accept a teaching position and what were the most important reasons for job acceptance in an one-on-one setting or in focus groups. Also, this type of study can reveal whether these prospective teachers decided not to enter the teaching profession based on the types of compensation packages that were offered to them by different school districts. These results will give the field of education critical information whether some teachers feel the compensation packages are at a level where they would not consider a teaching position.

Further research should be conducted to examine the differences in job acceptance decisions between Ethnic minorities and Caucasians. This can be done by using a larger sample of Ethnic Minorities and Caucasians in survey research or using one-on-one interviews and focus groups to reveal critical information about the importance of compensation in their job acceptance decisions. These additional types of research would provide beneficial information to school districts so they can understand what different ethnic groups look for in compensation packages. This research would be especially important since many school districts are now placing high importance on diversifying faculty. From this research, many districts can gain a better understanding the concept of “growing your own” when it comes to getting diversity in school districts. Also, this research may open up the door for school districts to become actively involved in obtaining more diverse faculty members so students can see the importance of persons from all ethnic backgrounds in teaching/leadership positions.

Further studies may also consider the issue of “retention” in the teaching ranks. This may incorporate interviewing teachers who leave the teaching profession after their first year. This type of study can help school districts understand the many factors that cause teachers to leave after the first year of teaching. By this research, school districts will have a greater knowledge base to understand if teachers are leaving districts because of the compensation offered or from other areas that may need to be addressed.

Finally, subsequent research should be done to look at other ways to get at the overall dependent variable in this study. This may be done by adjusting the survey instrument to look on a deeper level why teachers chose the school district that they work

**in and also explore other factors that were considered in making the choice (i.e. was job acceptance different for married vs. single applicants).**

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**APPENDIX A**  
**SURVEY INSTRUMENT**

## **Compensation Packages As a Factor in Teacher's Job Acceptance**

### **Teacher Survey**

Please respond to the questions in this survey and return it in the enclosed self-addressed envelope. Your prompt reply will be greatly appreciated. Your responses will be held in the strictest of confidence. Please note that your participation in this research study is voluntary.

|                     |                                              |
|---------------------|----------------------------------------------|
| <b>Section I:</b>   | Personal Data                                |
| <b>Section II:</b>  | Community Data                               |
| <b>Section III:</b> | Compensation Packages and Incentive Features |
| <b>Section IV:</b>  | Additional Data                              |

Chance W. Lewis, Doctoral Candidate  
Colorado State University  
1700 West Plum St. #57-D  
Fort Collins, CO 80521  
970-495-5931  
[chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com)

## Compensation Packages as a Factor in Teacher's Job Acceptance

*Please circle the correct response that most closely describes your level of agreement or disagreement for the appropriate questions or write in the information in the space provided to respond to the survey. Carefully observe the importance of each question and answer as honestly as possible.*

### I. Personal Data

1. Gender:

- 1) Male
- 2) Female

2. Please indicate your age:

- |          |          |
|----------|----------|
| 1) 20-24 | 5) 40-44 |
| 2) 25-29 | 6) 45-49 |
| 3) 30-34 | 7) 50-54 |
| 4) 35-39 | 8) 55+   |

3. Grade Level of Teaching:

- 1) Elementary
- 2) Middle/Junior High
- 3) High School
- 4) Alternative Middle Level School
- 5) Alternative High School

4. Indicate your ethnicity (Please choose only one item):

- 1) *American Indian or Alaskan Native:* All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
- 2) *Asian or Pacific Islander:* All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The areas include, for example, China, Japan, Korea, Philippine Islands, and Samoa.
- 3) *African-American (Not of Hispanic Origin):* All persons having origins in any of the original peoples of Africa.
- 4) *Hispanic:* All persons of Mexican, Puerto Rican, Cuban, Central, or South American or other Spanish culture or origin, regardless of race.
- 5) *White (Not of Hispanic Origin):* All persons having origins in any of the original peoples of Europe.
- 6) *Bi-racial:* (Please clarify)

---

## II. Community Data

5. What city do you consider to be your current hometown? \_\_\_\_\_  
City State ZIP
6. What is the current population (approx.) of your hometown? \_\_\_\_\_
7. Which ONE of the following best described your preference for teaching in your current school district?
- 1) I wanted to teach in my hometown.
  - 2) I wanted to teach near my family/friends.
  - 3) I wanted to teach in a specific geographical area of the United States.
  - 4) I wanted to teach in this area because of the compensation package offered.
  - 5) I wanted to teach in my home state.
  - 6) None of the above

## III. Compensation Packages and Incentive Features

8. Which of the following best describes the type of compensation package that was offered to you upon taking your current employment?
- 1) Traditional Single Salary Schedule
  - 2) Traditional Single Salary Schedule with Incentive Pay
  - 3) Performance Pay without the Single Salary Schedule
  - 4) Other (please specify): \_\_\_\_\_
- |                                                                                                                                     | Very | Some-<br>what | Neutral | Not<br>Very | Not<br>At All |
|-------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------|-------------|---------------|
| 9. From question (8) above, please rate the importance of the compensation package you received in influencing your job acceptance. | 1    | 2             | 3       | 4           | 5             |

10. As a part of your compensation package, please indicate what incentives were offered to you:

- |    |                                                                                          |     |    |
|----|------------------------------------------------------------------------------------------|-----|----|
| a) | I was offered a sign-on bonus for accepting a job with my school district.               | Yes | No |
| b) | I was offered loan forgiveness on my student loans as an incentive to accept employment. | Yes | No |
| c) | I was offered tuition assistance for graduate work.                                      | Yes | No |
| d) | I was offered incentives such as housing assistance and relocation benefits.             | Yes | No |
| e) | I was offered a bonus for high student achievement.                                      | Yes | No |
| f) | I was offered a monetary bonus for being certified in a high need subject area.          | Yes | No |

11. How important was each of the incentives listed below in your job acceptance decisions?

- |                                                                  | Very | Some-<br>what | Neutral | Not<br>Very | Not<br>At All | Not<br>Offered |
|------------------------------------------------------------------|------|---------------|---------|-------------|---------------|----------------|
| a) Sign-on bonus                                                 | 1    | 2             | 3       | 4           | 5             | 6              |
| b) Loan-forgiveness                                              | 1    | 2             | 3       | 4           | 5             | 6              |
| c) Tuition assistance for graduate work                          | 1    | 2             | 3       | 4           | 5             | 6              |
| d) Housing assistance and relocation benefits                    | 1    | 2             | 3       | 4           | 5             | 6              |
| e) Salary bonus for high student achievement                     | 1    | 2             | 3       | 4           | 5             | 6              |
| f) Salary bonus for being certified in a high need subject area. | 1    | 2             | 3       | 4           | 5             | 6              |

#### IV. Additional Data

12. Counting your school district as one, how many school districts offered you a teaching position for the 2000-2001 school year? \_\_\_\_\_

13. Where was your current job in the sequence of job offers?

- 1) first
- 2) second
- 3) third
- 4) fourth
- 5) fifth or higher

14. What were the three most important reasons you decided to join your school district (please choose from the choices below)?

1<sup>st</sup> \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
3<sup>rd</sup> \_\_\_\_\_

- |                                        |                                                   |
|----------------------------------------|---------------------------------------------------|
| a) Geographical location               | I) Availability of Job Opportunity                |
| b) Student Enrollment Size             | j) Salary schedule/Fringe Benefits                |
| c) Weather conditions                  | k) Racial diversity of students                   |
| d) School district is in my hometown   | l) Quality of facilities                          |
| e) Near family members                 | m) Extra-curricular opportunities (i.e. coaching) |
| f) Near friends                        | n) Reputation of district                         |
| g) Quality of educational leadership   | o) Community support                              |
| h) Quality of instruction for students | p) Racial diversity of community                  |
|                                        | q) Other: _____                                   |

**THANK YOU FOR PARTICIPATION IN THIS SURVEY!!!!**

**APPENDIX B**  
**ORIGINAL DATA CODEBOOK**

## DATA CODE BOOK (ORIGINAL)

### Personal Data

1.      Male = 1  
         Female = 2

2. Please indicate your age:

|           |           |
|-----------|-----------|
| 20-24 = 1 | 25-29 = 2 |
| 30-34 = 3 | 35-39 = 4 |
| 40-44 = 5 | 45-49 = 6 |
| 50-54 = 7 | 55-+ = 8  |

3. Grade Level Teaching

Elementary = 1  
Middle/Junior High = 2  
High School = 3  
Alternative Middle Level School = 4  
Alternative High School = 5

4. Indicate your ethnicity:

American Indian or Alaskan Native = 1  
Asian or Pacific Islander = 2  
African-American = 3  
Hispanic = 4  
White = 5  
Bi-racial = 6

### II. Community Data

5. Respondents State will be listed \_\_\_\_\_.

Colorado = 1  
Louisiana = 2

**7. Describe your reasoning for teaching in the current school district.**

Teach in my hometown = 1  
Teach near friends = 2  
Specific geographic location = 3  
Compensation package = 4  
Teach in home state = 5  
None of the above = 6

**III. Compensation Packages and Incentives Features**

8. Traditional Single Salary Schedule = 1  
Traditional Single Salary Schedule Incentive Pay = 2  
Performance Pay w/o Single Salary Schedule = 3  
Other = 4

**9. Importance Rate**

Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5

- 10a. Yes = 1  
No = 2

- 10b. Yes = 1  
No = 2

- 10c. Yes = 1  
No = 2

- 10d. Yes = 1  
No = 2

- 10e. Yes = 1  
No = 2

- 10f. Yes = 1  
No = 2

11a. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

11b. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

11c. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

11d. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

11e. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

11f. Very = 1  
Somewhat = 2  
Neutral = 3  
Not Very = 4  
Not At All = 5  
Not Offered = 6

#### IV. Additional Data

12. Respondents will list the number of school districts that offered them a teaching position. \_\_\_\_\_

**13. Sequence in which current job fell.**

**First = 1**

**Second = 2**

**Third = 3**

**Forth = 4**

**Fifth or Higher = 5**

- 14.   Geographical location = 1**  
**Student Enrollment Size = 2**  
**Weather conditions = 3**  
**School district is in my hometown = 4**  
**Near family members = 5**  
**Near friends = 6**  
**Quality of educational leadership = 7**  
**Quality of instruction for students = 8**  
**Availability of Job Opportunity = 9**  
**Salary schedule/Fringe Benefits = 10**  
**Racial diversity of students = 11**  
**Quality of facilities = 12**  
**Extra-curricular opportunities = 13**  
**Reputation of district = 14**  
**Community support = 15**  
**Racial diversity of community = 16**  
**Other = 17**

**APPENDIX C**  
**RECODED DATA CODEBOOK**

## DATA CODE BOOK (RECODED)

### I. Personal Data

1. Male = 1  
Female = 2

2. Please indicate your age:

|           |           |
|-----------|-----------|
| 20-24 = 1 | 25-29 = 2 |
| 30-34 = 3 | 35-39 = 4 |
| 40-44 = 5 | 45-49 = 6 |
| 50+ = 7   |           |

3. Grade Level Teaching

Elementary = 1  
Middle/Junior High = 2  
High School = 3  
Alternative Schools = 4

4. Indicate your ethnicity:

Ethnic Minorities = 1  
Caucasian = 2

### II. Community Data

5. Respondents State will be listed \_\_\_\_\_.

Colorado = 1  
Louisiana = 2

7. Describe your reasoning for teaching in the current school district.

Teach in my hometown = 1  
Teach near friends = 2  
Specific geographic location = 3  
Compensation package = 4  
Teach in home state = 5  
None of the above = 6

### **III. Compensation Packages and Incentives Features**

8.      **Traditional Single Salary Schedule = 1**  
          **Traditional Single Salary Schedule Incentive Pay = 2**  
          **Performance Pay w/o Single Salary Schedule = 3**  
          **Other = 4**

#### **9. Importance Rate**

**Very = 1**  
**Somewhat = 2**  
**Neutral = 3**  
**Not Very = 4**  
**Not At All = 5**

- 10a.    **Yes = 2**  
          **No = 1**

- 10b.    **Yes = 2**  
          **No = 1**

- 10c.    **Yes = 2**  
          **No = 1**

- 10d.    **Yes = 2**  
          **No = 1**

- 10e.    **Yes = 2**  
          **No = 1**

- 10f.    **Yes = 2**  
          **No = 1**

- 11a.    **Very = 5**  
          **Somewhat = 4**  
          **Neutral = 3**  
          **Not Very = 2**  
          **Not At All = 1**  
          **Not Offered = 6**

- 11b.    **Very = 5**  
          **Somewhat = 4**  
          **Neutral = 3**  
          **Not Very = 2**  
          **Not At All = 1**  
          **Not Offered = 6**

11c.    Very = 5  
         Somewhat = 4  
         Neutral = 3  
         Not Very = 2  
         Not At All = 1  
         Not Offered = 6

11d.    Very = 5  
         Somewhat = 4  
         Neutral = 3  
         Not Very = 2  
         Not At All = 1  
         Not Offered = 6

11e.    Very = 5  
         Somewhat = 4  
         Neutral = 3  
         Not Very = 2  
         Not At All = 1  
         Not Offered = 6

11f.    Very = 5  
         Somewhat = 4  
         Neutral = 3  
         Not Very = 2  
         Not At All = 1  
         Not Offered = 6

#### IV. Additional Data

12. Respondents will list the number of school districts that offered them a teaching position. \_\_\_\_\_

13. Sequence in which current job fell.

First = 1  
Second = 2  
Third = 3  
Forth = 4  
Fifth or Higher = 5

- 14.    Geographical location = 1  
       Student Enrollment Size = 2  
       Weather conditions = 3  
       School district is in my hometown = 4  
       Near family members = 5  
       Near friends = 6  
       Quality of educational leadership = 7  
       Quality of instruction for students = 8  
       Availability of Job Opportunity = 9  
       Salary schedule/Fringe Benefits = 10  
       Racial diversity of students = 11  
       Quality of facilities = 12  
       Extra-curricular opportunities = 13  
       Reputation of district = 14  
       Community support = 15  
       Racial diversity of community = 16  
       Other = 17**
- 14a.   5 = Most Important Reason for Job Acceptance  
       3 = 2<sup>nd</sup> Most Important Reason for Job Acceptance  
       1 = 3<sup>rd</sup> Most Important Reason for Job Acceptance**

## **APPENDIX D**

### **APPROVAL TO CONDUCT HUMAN RESEARCH**

MEMORANDUM

TO: Brian Cobb, School of Education, 1500 <sup>HLC</sup>  
FROM: Linda Kovar, Administrator for the <sup>HLC</sup>  
Human Research Committee  
SUBJECT: **PROJECT APPROVAL**  
Title: Compensation Packages as a Factor in Teacher's Job Acceptance.  
Protocol No.: 00-206H  
Funding Agency: N/A  
Funding Agency Deadline: N/A  
DATE: November 29, 2000

I am pleased to inform you that the above-referenced project was approved by the Human Research Committee on November 27, 2000 for the period November 27, 2000 to November 27, 2001. Because of the nature of this research, it will not be necessary to obtain a signed consent form. However, all subjects must receive a copy of the approved cover letter printed on department letterhead. The requirement of documentation of a consent form is waived under § \_\_.117 ( c ) ( 2 ) with the return of the approved cover letter. **Approval is for 1000 first year teachers in the states of Colorado and Louisiana.**

A status report of this project will be required within a 12-month period from the date of approval. You will be sent a reminder approximately two months before the protocol expires. The Principal Investigator will report on the numbers of subjects who have participated this year and project-to-date, about problems encountered, and provide a verifying copy of the consent form or cover letter used. The necessary form (H-101) is available from the Regulatory Compliance web page (see below). Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

It is the responsibility of the investigator to immediately inform the Committee of any serious complications, unexpected risks, or injuries resulting from this research. It is also the investigator's responsibility to notify the Committee of any changes in experimental design, participant population, or consent procedures or documents. This can be done with a memo which completely describes the changes and their consequences (new consent form or cover letter, or altered survey instrument, for example). Students serving as Co-Principal Investigators may not alter projects without first obtaining PI approval. The PI is ultimately responsible for the conduct of the project.

This approval is issued under Colorado State University's OPRR Multiple Projects Assurance M-1153-01 issued August 1, 1996. If approval did not accompany a proposal when it was submitted to a sponsor, it is the researcher's responsibility to provide the sponsor with the approval notice.

Please direct any questions about the Committee's action on this project to me for routing to the Committee. Additional information is available from the Regulatory Compliance web site at [www.research.colostate.edu/regulatory/](http://www.research.colostate.edu/regulatory/)

Attachment

xc: Chance Lewis w/attachment

**APPENDIX E**

**LETTERS TO PARTICIPATING SUPERINTENDENTS**

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Acadia Parish School Board  
P.O. Box 309  
Crowley, LA 70527-0309

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Acadia Parish School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Acadia Parish for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Acadia Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Avoyelles Parish School Board  
221 Tunica Drive West  
Marksville, LA 71351

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Avoyelles Parish School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Avoyelles Parish for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Avoyelles Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Cheyenne Mountain School Board  
1118 West Cheyenne Road  
Colorado Springs, CO 80906

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Cheyenne Mountain School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Cheyenne Mountain School District for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Cheyenne Mountain Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Dr. Gary Matthews  
Superintendent  
East Baton Rouge Parish Schools  
P.O. Box 2950  
Baton Rouge, LA 70821

Dear Dr. Matthews:

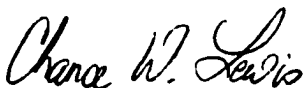
My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher in East Baton Rouge Parish, I believe this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include East Baton Rouge Parish School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined East Baton Rouge Parish for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that East Baton Rouge Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Harrison School District Two  
1060 Harrison Road  
Colorado Springs, CO 80906

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Harrison School District Two as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Harrison School District Two for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Harrison School District Two could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Mr. Charles Bujol  
Iberville Parish School Board  
P.O. Box 151  
Plaquemine, LA 70765-0151

Dear Mr. Bujol:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Iberville Parish School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Iberville Parish School District for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Iberville Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Littleton Public Schools School Board  
5776 S. Crocker Street  
Littleton, CO 80120

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Littleton Public Schools as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Littleton Public Schools for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Littleton Public Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
Ouachita Parish Schools School Board  
100 Bry Street  
Monroe, LA 71210

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Ouachita Parish Schools as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined Ouachita Parish Schools for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Ouachita Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Dr. Ann Foster  
Poudre School District  
1400 Remington St.  
Fort Collins, CO 80524

Dear Dr. Foster:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, I believe this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include Poudre School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined the Poudre School District for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that Poudre School District could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
St. Charles Parish Schools  
P.O. Box 46  
Luling, LA 70070

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include St. Charles Parish Schools as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined St. Charles Parish Schools for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that St. Charles Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

October 14, 2000

School of Education  
Fort Collins, Colorado 80523-1588

Superintendent  
St. James Parish School Board  
P. O. Box 338  
Lutcher, LA 70071

Dear Superintendent:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, it is my belief this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

At this time, I respectfully request your permission to include St. James Parish School District as one of the school districts that will participate in my study. The sample population consists of all first-year teachers who initially joined St. James Parish School District for the 2000-2001 academic year. I will take every step possible to ensure participants' complete confidentiality. Please note that **participation by first-year teachers is completely voluntary.**

I know that you receive many requests to conduct research in your district. However, I strongly believe that St. James Parish Schools could benefit greatly through participation in this particular research study. After completion of this study, I would gladly share the results with you and members of your staff.

Please let me know if you require any additional information, regarding my request. If there are any questions, please call me at 970-495-5931 or email me at [chancewlewis@yahoo.com](mailto:chancewlewis@yahoo.com). Please send your response on appropriate letterhead by October 31, 2000. Thank you in advance.

Professionally,



Chance W. Lewis  
Doctoral Candidate

## **APPENDIX F**

### **APPROVAL BY PARTICIPATING SCHOOL DISTRICTS TO CONDUCT STUDY**



Dr. Marietta W. James  
Superintendent

# ACADIA PARISH SCHOOL BOARD ACADIA PARISH SCHOOL BOARD

*Incorporated July 11, 1887*

2402 North Parkerson Avenue  
Post Office Drawer 309  
Crowley, LA 70527-0309

337-783-3664 Phone  
337-783-3761 Fax

John H. Quebodeaux  
President

John A. Suire  
Vice-President

October 26, 2000

Mr. Chance W. Lewis  
1700 West Plum Street  
Apartment 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

You have my permission to conduct research in the Acadia Parish School District to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers. You must contact principals for volunteers to participate in your survey and visits to schools must be arranged in advance with the principal of each school. This letter is not to be attached to any pamphlets or brochures that you may be distributing.

Best wishes to you on this project.

Sincerely,

Dr. Marietta W. James  
Superintendent

jm

*REACHING EVERY CHILD EVERY DAY*

# ACADIA PARISH SCHOOL BOARD

*Incorporated July 11, 1887*



Dr. Marietta W. James  
Superintendent

2402 North Parkerson Avenue  
Post Office Drawer 309  
Crowley, LA 70527-0309  
337-783-3664 Phone  
337-783-3761 Fax

John H. Quebodeaux  
President

John A. Suire  
Vice-President

October 26, 2000

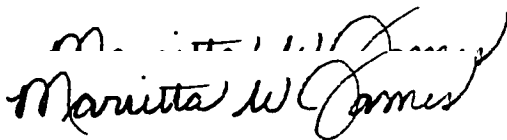
Mr. Chance W. Lewis  
1700 West Plum Street  
Apartment 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

You have my permission to conduct research in the Acadia Parish School District to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers. You must contact principals for volunteers to participate in your survey and visits to schools must be arranged in advance with the principal of each school. This letter is not to be attached to any pamphlets or brochures that you may be distributing.

Best wishes to you on this project.

Sincerely,



Superintendent

jm

REACHING EVERY <sup>120</sup> CHILD EVERY DAY



# Avoyelles Parish School Board

221 Tunica Drive West  
Marksville, Louisiana 71351

Ronald N. Mayeux, Ph.D., Superintendent

Melanie R. Moreau, President

Carlos Mayeux, Jr. Vice-President

**Unlocking the Power of  
Today's Young Minds**

17 October 2000

## Board Members

Lynn Deloach  
District 1

Elaine Normand  
District 2

Freeman Ford  
District 3

John Lemoine  
District 4

Linda L. Bordelon  
District 5

Thomas Williber  
District 6

Leonard Armand  
District 7

Delores "Debbie" Keller  
District 8

Melanie R. Moreau  
District 9

Sheila Blackman-Dupas  
District 10

Kenneth "Woody" Gremillion  
District 11

Carlos Mayeux, Jr.  
District 12

Steve Lacombe  
District 13

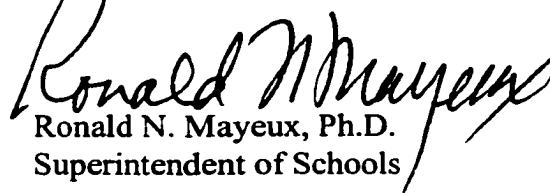
Mr. Chance W. Lewis  
1700 W. Plum Street  
Apartment 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

The Avoyelles Parish School System will be happy to participate in your doctoral study. The results could have an impact on the way we recruit new teachers.

Enclosed, is a list of first-year teachers and their schools.

Sincerely yours,

  
Ronald N. Mayeux, Ph.D.  
Superintendent of Schools

RM/cj

Enclosure (1) Teacher List  
(2) School Addresses

## Directors

Paula M. Childress, Ph.D.  
Curriculum & Instruction

Walter T. Rogers  
Federal Programs

Coral P. Mayeaux  
Finance

## PHONE:

Bunkie (318) 346-2994  
Cottonport (318) 876-3391  
Marksville (318) 253-5982

Fax: (318) 253-5178  
Fax: (318) 253-9680

**An Equal Opportunity Employer**



**CHEYENNE MOUNTAIN SCHOOL DISTRICT 12**

*Office of the Superintendent*

October 23, 2000

Chance W. Lewis, Doctoral Candidate  
Colorado State University  
1700 West Plum Street, #57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

This letter authorizes you to conduct research among first year teachers in the Cheyenne Mountain School District during the 2000-2001 school year using the written teacher survey you have provided to me.

I have enclosed a list of the names and addresses of our first year teachers. Contact me at 719-475-6100 if you have questions.

Best wishes on your research.

Sincerely,

Harlan Else, Ph.D.  
Superintendent of Schools

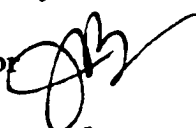


1050 South Foster Drive, Baton Rouge, Louisiana 70806  
P.O. Box 2950, Baton Rouge, Louisiana 70821  
Phone (504)922-5400, Fax (504)922-5411

*Gary S. Mathews, Ph.D., Superintendent*

**October 30, 2000**

**Memo To:** Chance Lewis, Doctoral Candidate  
Colorado State University

**From:** Jennifer Baird, Director 

**Subject:** Request to conduct research

We have approved your request to conduct research entitled, "Compensation Packages As a Factor in Teacher's Job Acceptance." I am forwarding this permission letter to Clayton Wilcox, Deputy Superintendent for Instructional and Human Resources in an effort to obtain a list of first year teachers for your study. We appreciate your willingness to protect the confidentiality of individuals who participate. We look forward to your findings and request that you share your report with us.

Thank you for your interest in East Baton Rouge Parish schools. If I can help you, please call me at 225-922-5464.

**Cc:** Clayton Wilcox  
Frances Price  
James Machen  
David Corona  
Annette Mire

*Quality and Equity: Our Children Are the Reason*

An Equal  
Opportunity  
Employer



**HARRISON SCHOOL DISTRICT TWO**

**CURRICULUM / INSTRUCTION  
ASSESSMENT / STAFF DEVELOPMENT  
1060 HARRISON ROAD  
COLORADO SPRINGS, COLORADO 80906-3586  
PHONE: (719) 579-2000 • FAX: (719) 579-2019**

**TO:** Chance W. Lewis

**FROM:** Dr. Laurence R. Sargent  
Interim Executive Director  
Curriculum & Instruction

**DATE:** September 20, 2000

**SUBJECT:** Research Project

In response to your request, this memo will verify that your research project meets the following conditions. The research activities will:

1. not differ in any significant way from the normal range of activities of the classroom, school or district;
2. involve only customary and non-controversial instructional goals;
3. not deny the participants educational benefits that they would otherwise receive;
4. promise direct benefits (at least in the form of evaluative information) to the classroom, school or district;
5. incorporate adequate safeguards to protect the privacy of the participants;
6. involve only existing data on the participants which is non-identity specific.

You are authorized to conduct your research project in Harrison School District Two and I look forward to seeing your results. Please provide us with a copy of the survey instrument at your earliest convenience.

LRS:kf

CHARLES P. BUJOL  
*Superintendent  
Secretary-Treasurer*



# Iberville Parish School Board

TOM DELAHAYE  
*President*

HAZEL D. SCHEXNAYDER  
*Vice-President*

October 23, 2000

Chance W. Lewis  
1700 W. Plum St., Apt. 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

Permission is hereby granted allowing you to include Iberville Parish School District as one of the school districts that will participate in your study. We also understand that participation by first-year teachers is completely voluntary. We are looking forward to you sharing the results of your study with our district.

If you need further assistance, please contact me at (225) 687-4341.

Sincerely,

Charles P. Bujol  
Superintendent

P.O. BOX 151 • PLAQUEMINE, LA 70765-0151 • PH. (225) 687-4341 • FAX (225) 687-5408 • [www.ipsb.net](http://www.ipsb.net)

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Lawrence "Bo" Anderson, Sr.  
*Maringouin, La.*

David J. Daigle  
*Grosse Tete, La.*

Glyna M. Kelley  
*Plaquemine, La.*

Harry W. Marionneaux  
*Plaquemine, La.*

Paul B. Distefano  
*Plaquemine, La.*

Michael C. Barbee  
*Plaquemine, La.*

Tom Delahaye  
*Plaquemine, La.*

Dorothy R. Sansoni  
*Plaquemine, La.*

Thomas J. Edwards  
*Plaquemine, La.*

Brian S. Willis  
*Plaquemine, La.*

Nancy T. Broussard  
*St. Gabriel, La.*

Freddie Molden, III  
*Bayou Goula, La.*

Hazel D. Schexnayder  
*Carville, La.*

Albertha D. Hasten  
*White Castle, La.*

Julius R. Bolotte, Jr.  
*White Castle, La.*

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October 17, 2000

Chance W. Lewis, Doctoral Candidate  
Colorado State University  
1700 West Plum St., # 57-D  
Fort Collins, CO 80521

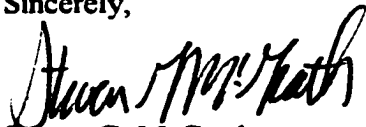
Dear Chance,

I will support your plan to conduct research in our District by requesting new teachers complete a survey related to "Compensation Packages as a Factor in Teacher's Job Acceptance".

Enclosed, you will find a list of new teachers in our District, along with their subject area and location. Also enclosed, you will find an elementary and secondary list of the schools within our District, along with addresses and zip codes.

I look forward to seeing the results of your survey. Good luck in your process as you gather this data.

Sincerely,



Steven G. McGrath  
Assistant Superintendent of Human Resources

gh/C:M/SV/L/Lewis, Chance -doc-survey.doc

Enclosures

---

**Fax Numbers**

Board/Superintendent 303-347-3439 • Instruction 303-347-4394 • Business Services 303-347-3460  
Human Resources 303-347-3384 • Property Management 303-347-3454



# Research and Development Center for the Advancement of Student Learning

Colorado State University - Front Range Community College - Poudre School District

1400 Remington Street, Fort Collins, CO 80521

TEL 970/491-3179 • FAX 970/491-3180 • [www.col.state.edu/super/rdcenter](http://www.col.state.edu/super/rdcenter)

October 3, 2000

Mr. Chance Lewis  
1700 West Plum #57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

Poudre School District (PSD) has approved your project, *Compensation Packages as a Factor in Teacher's Job Acceptance*. The purpose of the project is to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers. The research will be helpful to PSD personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. The sample population consists of all first-year teachers who initially joined PSD for the 2000-2001 academic year. Approval is based upon the following qualifications:

- (1) Participation of the first-year teachers is voluntary and a research schedule will be jointly developed which is most convenient for them. Teachers will indicate their approval of participation by signing a consent form provided by you.
- (2) Confidentiality of teachers' names will be assured in any form of communication.
- (3) Written permission from PSD must be obtained prior to inclusion of the District and/or any of its school names in any published (e.g., journal) report.
- (4) Upon completion of the project, a copy of the relevant results/interpretation will be provided to PSD and to those who participate in the study.

If you have questions or need additional information, please call me at 491-3168.

Sincerely,

Ann Foster, Ed.D.  
Director

C Joe Hendrickson, Assistant Superintendent of Elementary Schools  
Gary Bamford, Assistant Superintendent of Secondary Schools  
Ken Forrest, Assistant Superintendent of Business Services



100 BRY STREET - MONROE, LOUISIANA 71210-1642- (318) 338-2225

November 2, 2000

**LANNY JOHNSON, Ed.D.**  
Superintendent

**FRANK A. HOFFMANN, Ed.D.**  
Personnel Director

Chance W. Lewis, Doctoral Candidate  
Colorado State University  
1700 West Plum St. #57-D  
Fort Collins, CO 80521

Dear Chance:

This is to advise that you do have permission to conduct research within the Ouachita Parish School System in connection with your graduate studies at Colorado State University.

I am enclosing a list of first year teachers in Ouachita Parish along with their school assignments for the 2000-2001 school year. Also enclosed is a list of schools and addresses in Ouachita Parish.

Best wishes with your project. I would be interested in a copy of your final results.

Sincerely,

Frank A. Hoffmann, Ed.D.  
Personnel Director

FAH/mk  
Enclosures

CLARENCE H. SAVOIE, PRESIDENT  
STEPHEN M. CROVETTO, VICE PRESIDENT

DR. RODNEY R. LAFON, SUPERINTENDENT

## St. Charles Parish Public Schools

P.O. BOX 46  
13855 RIVER ROAD  
LULING, LOUISIANA 70070-0046



### MEMBERS

ALFRED GREEN, HAHNVILLE, LA.  
MARY S. BERGERON, LULING, LA.  
WAYNE T. ROUSSEL, DESTREHAN, LA.  
CLARENCE H. SAVOIE, PARADIS, LA.  
JOHN L. SMITH, ST ROSE, LA.  
RONALD J. ST. PIERRE, NORCO, LA.  
STEPHEN M. CROVETTO, BOUTTE, LA.

Chance W. Lewis  
1700 W. Plum St., Apt. 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis,

Dr. Rodney Lafon, Superintendent of St. Charles Parish Schools, has given approval for you to do research for your study entitled "Compensation Packages As A Factor in Teachers Job Acceptance."

As indicted in your letter, first year teachers participation will be voluntary and their names will not be required on the survey.

A listing of all new teachers by location can be requested from the Division of Human Resources. This request must be submitted in writing. You can fax your request or mail it to the department. Our fax number is (504) 785-2578.

Good luck in your research and in pursuit of your doctorate.

Sincerely,

Sandra Royal

Executive Director, Human Resources

SR/kd

CC: Linda Busfield  
Assistant, Human Resources



# ***St. James Parish School Board***

P. O. BOX 338 • 1876 WEST MAIN STREET  
LUTCHER, LOUISIANA 70071  
(225) 869-5375  
(225) 265-3021

KENNETH J. FORET, SR.  
President

CHARLES T. NAILOR, SR.  
Vice President

P. EDWARD CANCIENNE, JR., PH.D.  
Superintendent

ACADEMIC SERVICES  
Fax (225) 869-9313  
Fax (225) 265-8142

ADMINISTRATIVE SERVICES  
Fax (225) 869-8845

PURCHASING  
Fax (225) 869-8006

October 24, 2000

Chance W. Lewis  
1700 W. Plum Street, Apt. 57-D  
Fort Collins, CO 80521

Dear Mr. Lewis:

This letter is written to inform you St. James Parish will be glad to participate in your doctoral study.

We understand the parameters of the research project and acknowledge that participation by first-year teachers is voluntary.

Your contact person will be Millie Matherne, Administrative Director, who can be reached at (225) 869-5375 Ext. 232 or via her e-mail address [mmatherne@stjames.k12.la.us](mailto:mmatherne@stjames.k12.la.us).

Good luck with your dissertation.

Sincerely,

P. Edward Cancienne, Jr., Ph.D.  
Superintendent

MM:mmm

\\central office\\chance lewis

|                                                                            |                                                                                |                                                                            |                                                                                   |                                                                            |                                                                             |                                                                           |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|
| LLOYD J. LEBLANC, JR.<br>District 1<br>P.O. Box 1415<br>Gramercy, LA 70052 | KENNETH J. FORET, SR.<br>District 2<br>1176 DeSoto Street<br>Lutcher, LA 70071 | CAROL C. LAMBERT<br>District 3<br>3564 Geismar Street<br>Paulina, LA 70763 | GEORGE N. NASSAR, JR.<br>District 4<br>5390 Canatella Street<br>Convent, LA 70723 | WILLIS A. OCTAVE<br>District 5<br>8154 Pierre No. 1<br>St. James, LA 70086 | CHARLES T. NAILOR, SR.<br>District 6<br>P.O. Box 1235<br>Vacherie, LA 70090 | KATHLEEN BECNEL<br>District 7<br>13411 Margaret St.<br>Vacherie, LA 70090 |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|

**APPENDIX G**

**LETTERS TO TEACHERS IN SELECTED SAMPLE**

December 28, 2000

Dear Teachers:

My name is Chance W. Lewis and I am a doctoral candidate at Colorado State University. My dissertation topic is "Compensation Packages As a Factor in Teacher's Job Acceptance." Being a former high school teacher, I believe this research will be most helpful to school district personnel in considering different types of incentives to influence the job acceptance decisions of prospective teachers. As a result, I have designed my doctoral dissertation, for Colorado State University, to determine if a statistical difference exists between the compensation package offered and job acceptance decisions by first-year teachers.

Your school district has approved my study and allowed me to contact teachers who initially joined the district for the 2000-2001 academic year to voluntarily participate in the study. I will take every step possible to ensure complete confidentiality. I will use any information that you give for research purposes only. **A summary report will be given to your school district discussing the general findings of this study. In this report, I will not specify any teacher names therefore ensuring confidentiality. Please note that your participation in this study is voluntary.**

Please return your completed questionnaire by **January 15, 2001**, so that I can include your responses in the survey results. Enclosed you will find a self-addressed, stamped envelope to assist you in returning the questionnaire.

I know that you have demands placed on your limited time. However, I strongly believe, that through your participation in this study (**5-10 minutes to complete the questionnaire**), your school district will benefit by better understanding those attributes that attract teachers to your district and to your community.

I greatly appreciate your help in the completion of this research project!!

Professionally,



Chance W. Lewis  
Doctoral Candidate

**APPENDIX H**  
**FOLLOW-UP LETTERS TO TEACHERS**

January 15, 2001

Dear Teachers:

Earlier this month I requested your assistance in completing a research survey designed to determine if compensation packages were a factor in teacher's job acceptance decisions. With this letter, I want to sincerely thank you for completing the survey. Your participation will be invaluable to the results of this project and because of your willingness to share your thoughts I believe that your human resources department will be better prepared to represent the district and pro-actively address the needs and interests of applicants.

If by chance you have not completed and returned the survey to me, I would ask that you do so. **Please note that your participation in this study is voluntary.** Your opinion is important and I want to ensure that the study's conclusions include your perceptions. Please send the survey to me by **January 23, 2001.**

Professionally,



Chance W. Lewis  
Doctoral Candidate