

Satisfaction with Tangible and Intangible Rewards Among Elementary School Teachers

by

Lindsay Clary

Appalachian State University


Submitted to the Department of Psychology

in partial fulfillment of the requirements for the degree of

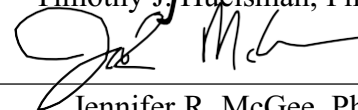
Bachelor of Science

December, 2020

Approved by:



Timothy J. Huelsman, Ph.D., Thesis Director



Jennifer R. McGee, Ph.D., Second Reader

Andrew R. Smith, Ph.D., Departmental Honors Director

Abstract

This thesis examines educator's work satisfaction with an emphasis on tangible and intangible outcomes in the teaching profession. A common perception is that total compensation is a main reason, if not the reason, educators leave the profession. This study aimed to investigate educator pay and other outcomes that may have an impact on teachers' decision to stay or leave the profession. Interviews of elementary school teachers in western North Carolina were conducted to determine areas of the workplace that bring educators joy and areas that are challenging. An overwhelming majority of the educators expressed that their joy came from the relationships they had with their students and watching students grow throughout the school year. The lack of planning time, respect, TA, and parental support were challenges that occurred frequently in the workplace resulting in increased mental stress. Although the common perception of teachers' dissatisfaction with total compensation was evident in the interviews, it was not among the main discussion points among the educators. These results indicate that changes in policy and time management within the workplace need to address as well as the lack of respect educators experience.

Keywords: educator, teacher, job satisfaction, tangible outcomes, intangible outcomes

Permission is granted to Appalachian State University and the Department of Psychology to display and provide access to this thesis for appropriate academic and research purposes.

Satisfaction with Tangible and Intangible Rewards Among Elementary School Teachers

Organizations rely on employee job attitudes to understand the affect, cognitions, and behavioral intentions employees hold towards their jobs and job conditions. Industrial-organizational psychologists use one or more of these components—*affective, cognitive, behavioral intention*—to focus their investigation of an organization. Multiple constructs can be used by organizations to hone in on specific areas such as job satisfaction, organizational commitment, employee engagement, and perceived organizational support. Job satisfaction is one of the constructs that has been studied in multiple professional settings and countries, which has given organizations the ability to efficiently and accurately predict outcomes that may impact the function of the workplace.

Organizational psychology has multiple approaches to describe the construct of job satisfaction in terms of the emotional, behavioral, and cognitive components. The emphasis on the emotional component is demonstrated in Locke's definition of job satisfaction: "a positive emotional state resulting from an employee's perception that his or her job allowed for the fulfillment of his or her values" (Schleicher, Hansen, & Fox, 2011, p.148). The cognitive and behavioral components are relevant in the job characteristics approach, which over time has been seen as the dominant approach (Jex & Britt, 2014).

The job characteristics approach views job satisfaction as the end result of an assessment of whether the employee's needs and wants are met through their job and is well-suited to studying both overall job satisfaction as well as different facets of job satisfaction. The cognitive analysis is incorporated to determine if a job characteristic is satisfied amongst the employees or lacking within the workplace (Jex & Britt, 2014). For instance, an everyday example of the job characteristics approach is the assessment of professional development with the addition of

personalized feedback for the employees. In order to complete the job description and tasks with full confidence, professional development and personalized feedback needs to be clear and concise, occur on a regular basis, and have a focus on the new techniques of the profession. If the employees feel as though they are not receiving the necessary professional development or feedback to perform their responsibilities then continuing in the position may likely leave them dissatisfied, however, if the professional development and personalized feedback is provided and meets employee's expectation than they will be satisfied with that aspect of their position (Jex & Britt, 2014).

Job facets are elements that make up the roles, responsibilities, and conditions of a particular job such as pay, promotions, supervision, co-workers, and the work tasks itself (Jex & Britt, 2014). These facets represent specific elements that comprise each employee's satisfaction towards their position and work environment. For example, some employees desire to form strong relationships with co-workers and develop confidence through hands on supervision, while others come to work for the compensation and benefits package offered. Each employee internally determines the importance of each facet, and for this reason it is important that organizations not only recognizing the satisfaction of each element but their importance to the employees.

The Range of Affects Theory was proposed and developed by Locke and suggests that having knowledge of employees' satisfaction with specific job facets is not enough. The perceived importance of each facet for employees must also be considered (Jex & Britt, 2014). The psychological comparison process between the desired work experience and actual experience for each employee explains satisfaction with the single facet which is then ranked by personal preferences (McFarlin, Coster, Rice, & Cooper, 1995).

Salancik and Pfeffer introduced Social Information Processing (SIP) Theory that challenged the original ideas of the job characteristics approach (Jex & Britt, 2014). The lack of objective characteristics in the work environment and the focus on the employee's need for satisfaction were both criticized for not accurately predicting the employees' satisfaction with their work environment. SIP is beneficial in finding influences on job satisfaction within the social environment, originating from Festinger's Social Comparison Theory (Jex & Britt, 2014). Social Comparison Theory proposes that people look to others to help them make sense of their environment (Jex & Britt, 2014). Implementing this theory in job satisfaction research, may lend itself to a better understanding the teaching profession because educators often rely on each other to construct the learning environment.

Organizational psychologists collaborate with organizations and employees to ensure that the workplace is productive, and that employees' needs are met. Surveying the organization and its employees for satisfaction allows areas of concern to be discovered and addressed. For example, if the employees are dissatisfied with training then once the issue is brought to the attention of the organization, changes can be made to improve training.

Schleicher, Hansen, and Fox (2011) present the nomological network of job satisfaction based on the current empirical literature. Job satisfaction has been correlated with multiple antecedents (e.g., physical work environment, coworkers, teamwork, training and development, and reward system structure), outcomes (e.g., turnover, physical and psychological well-being, counterproductive behaviors, and overall job performance) and other job attitudes such as career commitment and involvement, work ethic, and occupational and organizational commitment (Schleicher et al., 2011).

“NC ranks among worst in the nation for teacher pay” (Levins, 2020). “North Carolina education officials propose more than \$400M in education needs (Daniel, 2020)”. “NC Senate approves teacher pay bill, tables pitch for larger bonuses” (Fain, 2020). These recent headlines highlight the important role of education and may also hint that not all is well in the teaching profession. The current study aims to investigate teacher satisfaction. Although teacher satisfaction is much discussed in social media and headlines across the country and in North Carolina, it is not widely examined in the scholarly literature (dissertations and theses have been conducted in the United States but there is a lack of published research). which indicates how frequent this topic is discussed amongst citizens. Fortunately, there are multiple investigations of teacher satisfaction in non-US samples that can be examined. For instance, meta-analyses of job satisfaction in the teaching profession have been reported using samples from Turkey and Hungary. In Turkish and Hungarian schools, we have evidence linking teaching conditions to educators’ job satisfaction.

In several of these studies, educational leadership has been studied to evaluate its impact on educators’ job satisfaction (Aydin, Sarier, & Uysal; 2013; Cogaltay, Yalcin, and Karadag, 2016). Transformational leadership style, which focuses on “four components including, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration” was found to have a positive effect on the satisfaction of educators, (Aydin et al., 2013, p.806). The perception, attitudes, and relationships with leaders had positive correlations with job satisfaction because educators received constructive feedback, motivation, and personal support (Cogaltay et al., 2016).

Other studies conducted by Yorulmaz, Colak, and Altinkurt (2017) and Piko and Mihálka (2017) found that emotional exhaustion, depersonalization, and reduced personal

accomplishment reduced job satisfaction in Turkish and Hungarian educators teaching a wide range of subjects and grade levels. Burnout rates of educators were investigated by Turkey's Higher Education Council and the findings suggest large negative associations between job satisfaction and emotional exhaustion and personal accomplishment, and a moderate negative correlation between depersonalization and job satisfaction (Yorulmaz et al., 2017).

Educators in Hungary were assessed using the Maslach Burnout Inventory to collect information on emotional exhaustion, depersonalization, and personal accomplishment (Piko & Mihálka, 2017), all facets that have been perceived as challenges for educators and potentially could be a starting point for further research in the United States. When investigating burnout and job satisfaction in the United States, burnout is one of the strongest variables that is negatively correlated with work satisfaction and grade level of the educator tend to have no significant alteration of size between job satisfaction and burnout (Piko & Mihálka, 2017; Yorulmaz et al., 2017).

In the study conducted by Piko and Mihálka (2017), "work social support, work involvement, and satisfaction with prestige, salaries and work policy were positively correlated" (p.157). Teacher morale and job satisfaction play a crucial part in teacher motivation; this has rippling effects with the development of the community's students and overall productivity levels (Lüleci & Çoruk, 2018).

The Piko and Mihálka (2017) study highlights a potentially important, yet unexamined aspect of teacher satisfaction: tangible and intangible rewards. Though they did not describe them as such, several of the satisfaction facets examined by Piko and Mihálka can be classified as satisfaction with tangible rewards: salaries and work policy. Other rewards can be classified as satisfaction with intangible rewards: social support and prestige. The current study will focus on

this distinction between satisfaction with tangible rewards (that is, job outcomes that are explicitly seen or counted) and intangible rewards (that is, job outcomes that are not explicitly seen or counted; definitions from Jex & Britt, 2014).

Tangible and intangible rewards are not specifically researched in the teaching profession, however, may be woven into previous research without being explicitly stated. For instance, the constructive feedback and personal support discussed in Cogaltay et al. (2014) study represents tangible and intangible rewards, respectively, that positively impacted their employees. Furthermore, given the limited quantity of tangible rewards available to teachers, it may be that an understanding of the intangible rewards is essential for this profession.

The available evidence supports a link between educators' working conditions and their level of satisfaction. Unfortunately, there is not much evidence available. More research needs to be conducted to better understand the link between working conditions and satisfaction in general, and on satisfaction with tangible and intangible rewards specifically. A better understanding of both tangible and intangible rewards will better paint the picture of what keeps an educator coming back to work each day.

The goal of this study is to better understand teachers' satisfaction with tangible and intangible rewards. To do this, I analyze educators' open-ended responses to interview questions about their daily work environment. The study is an exploratory one, simply hypothesizing that teachers will draw an unprompted distinction between tangible and intangible rewards when asked about the highlights and challenges at work.

Method

Participants and Procedure

Participants were elementary school teachers who voluntarily participated in structured interviews addressing the challenges and highlights of their work. Participating schools were recruited through an initial recruitment email sent to the administrators at each of the three selected schools. After agreeing to participate, a follow-up email was sent with instructions to teachers on how to sign up for an interview through Google calendar. Once the Google calendar was submitted, an informed consent form was sent out for the educator's review. Interviews were conducted in the January, February, and March 2020 at three North Carolina elementary schools in the Piedmont region. Each of the schools had earned report card scores of Cs with both "growth exceeded" and "growth met" for the typical growth range expectation during the school year of 2019. School Report Cards are similar to an academic report card a student receives throughout the school year, however, focuses on the health of the school by reporting on academic growth, student performance, and other characteristics that make the school's profile such as class size, college enrollment, SAT scores, and school attendance (North Carolina Department of Public Instruction, n.d.). Schools are given an additional rating to determine how much growth has occurred from the previous year and identifies their progression compared to the average (North Carolina Department of Public Instruction, n.d.)

Participants were 22 teachers who varied in their assigned grade levels (2 kindergarten, 6 first-third, 7 fourth-sixth, 1 fine arts/PE, 3 ESL, 1 special ed., 2 other) and teaching experience (5 had 6-10 years, 7 had 11-15, 3 had 15-20, and 7 had more than 20 years). Teachers were not compensated for their participation but were provided a small gift bag (including a Tervis cup, notepad, pens, Reich College of Education stickers and lanyard) as a token of appreciation.

Three Appalachian State University students (2 graduate students, 1 undergraduate student) conducted 15-to-30-minute structured interviews in pairs. For each interview session, the interviewee met with an interviewer (a graduate student) and a scribe (the author) in a closed room in the school to provide a safe place for educators to speak openly without fear of being overheard. At the start of each interview, the interviewer explained the protocol of the interview, including informed consent, assurance of confidentiality, and the option to decline a question or discontinue the interview at any time. A printed copy of the consent form was given to each interviewee before the interview began.

Each interview utilized the same structure (see Table 1). Interviewee responses were used to generate follow-up questions designed to elicit additional details and specific examples from the interviewee. These follow-ups provide a better understanding of the teacher's work experience. The responses were either handwritten or typed on a laptop computer and were not otherwise recorded.

Results

Interview transcripts were content analyzed by the author. Each statement made by a teacher was categorized as describing a work outcome or not. Outcomes were then determined to be describing tangible or intangible things the educators received (or did not receive) from the teaching profession. As the transcripts were analyzed, it became clear that the teachers' expressed not only satisfaction and dissatisfaction with positive work outcomes (rewards), but also thoughts about negative work outcomes. Thus, the tangible and intangible outcomes were also categorized into positive and negative outcomes. Table 2 provides examples of these statements arranged in a 2 (positive or negative outcome) by 2 (tangible or intangible outcome) matrix. A complete presentation of the teachers' comments is available in the Appendix.

Positive Outcomes

As indicated in Table 2, teachers spontaneously offered 85 mentions of rewards (positive outcomes of their work). There were 21 descriptions of positive tangible rewards and 64 descriptions of positive intangible rewards (see Table 2). Educators are recognized by their administration through tangible outcomes and opportunities to become the chairperson of their grade level, Master Mentors, and for the completion of their National Board Renewal. For the intangible rewards, the primary themes that educators mentioned were the recognition given by administration, the excitement for learning their students bring to the classroom, and their sense of accomplishment. The overwhelming majority of educators expressed that the most positive intangible outcome they received was their students' growth. Examples of this sentiment include, "the student's excitement for learning, knowing what they will learn throughout the year, and watching them grow" and "this (teaching) is the best thing I have ever done with my life besides having children." The educators that had a positive viewpoint in the interviews explained that finding the joy in their teaching career has caused them to continue coming back to work each day and reinforces why they wanted to become educators in the first place.

Negative Outcomes

A major unanticipated finding in this study is that negative outcomes—tangible and intangible—were more frequently discussed by teachers in interviews than the positive aspects of the workplace. Although it was not the focus of the current study, educators identified 84 accounts of negative tangible outcomes and 71 negative intangible outcomes (see Table 2).

Two themes emerged among the tangible outcomes: lack of resources and additional non-teaching expectations placed on educators. Examples of lack of resources include the lack of support from a TA in their classroom and having no planning time throughout the school day.

The negative effects of the lack of teaching resources is worsened by the non-teaching expectations placed on educators during the school day. Car rider line, lunch duty, and sport signups are examples of these additional duties and all of them result in lost time for teachers to prepare lesson plans and provide additional help to students in need.

Among the intangible outcomes described in the interviews, one major theme emerged: the lack of support given to educators. This is considered a negative intangible outcome because though it cannot be quantified, it has a negative impact on the mental health of the educators, and it is experienced on a daily basis. Lack of parental support was a frequent comment and educators expressed that they felt under-trained in the area of communicating with the parents because in today's culture "parents are more of a friend and the students are in charge of their parents." One educator explained that the expectation from administration is so high that she expressed that, "I don't like the person I've become" and another stated, "if I were where they are now, looking at what's ahead of me, I don't know if I would do it looking back." The negative outcomes educators experience on a daily basis have caused current educators to question their career and future educators to be concerned about their career choice.

Discussion

The purpose of this study was to confirm that teachers spontaneously report both tangible and intangible rewards throughout the interviews conducted at the three elementary schools. The results of the interviews did confirm this but also revealed that educators described more negative outcomes in the workplace than positive outcomes. Surprisingly, a common pattern within the interviews was an overwhelming discussion about the negative impacts found in the workplace and the lack of resources educators have for their classrooms. Students in the classroom were the source of joy and fueled teachers to continue coming to work each day, but

the lack of resources is a great source for frustration and tension in the workplace. Many educators interviewed, expressed their frustration towards not being able to give their students everything they need and deserve to be successful in the classroom as well as how students are the ones being disadvantaged and harmed not necessarily the educators. The responses reinforced how important the students are in the teaching profession and how educators choose to create an environment where their students can be most successful. The challenges faced are magnified when student's success is put in jeopardy.

Although there were many negative outcomes discussed, the educators provided great insight to resources that would be helpful moving forward. A teacher assistant would not only give the primary teacher some relief throughout the school day to use the restroom or take a brief mental break, but a teacher assistant could focus on areas in which students need additional practice. Uninterrupted preparation time during the school day would enable greater work life balance for educators by allowing them to properly prepare for the weeks and days ahead during the school day rather than at home afterwards. The lack of respect from coworkers and the general public was an issue that teachers hoped could be addressed in the future--lack of respect has a negative impact on how the educators view themselves and their work, and how students view their education.

Despite the limited tangible rewards available to educators, this research suggests that there is a distinction between tangible and intangible outcomes that is essential to understanding job satisfaction in the teaching profession. The positive intangible outcomes were the glue that held educators together and returning to work each day. They value the relationships they have with those in their classrooms. Further, good working relationships with coworkers,

administration, parents, and students created a sense of home for these educators, indicating that intangible outcomes may be more heavily weighted than the tangible outcomes.

A pattern that appeared in the current data collection was the strong desire of teachers for students' needs to be met through changes that would also meet the educators needs. The tangible and intangible outcomes experienced by educators influence the success of the students because the attitudes and motivations of educators trickle down to their students. Students pick up on the emotions and stress of their educators, which may impact success in the classroom. School administration and state government both have the ability to change the trajectory of the future by better handling their employees' concerns and daily challenges.

This study has identified many areas in which the school administration and government may improve to create a better working environment for educators. In regard to the positive outcomes experienced by educators, their joy comes from the students that enter their classroom each day and the ability to be recognized for their accomplishments as leaders in their school. Although these are great elements to continue implementing in the workplace, increasing school resources may increase satisfaction amongst the educators because their needs will begin to be met. Resources such as additional TAs, planning time, classroom materials, and training on how to use and implement the testing data collected. The lack of respect and support found in the teaching profession is not as simple a fix as some of the tangible resources, however, the COVID-19 pandemic has started to increase the respect from parents towards their student's educators. One recent headline makes this point, "Unsung Heroes: 80% Of Parents Have New Respect For Teachers Thanks To Coronavirus Quarantine" (Anderer, 2020). This headline and others like it are sparking conversation across the county about educators and education and this

growing respect and appreciation for educators may be one positive outcome of the COVID-19 pandemic.

Schools are an extension of students', educators', and administrators' families. Taking steps to implement new ways of overcoming the challenges faced in the workplace will help create a better functioning environment for everyone.

Limitations

My ability to confidently test my hypothesis was limited by the COVID-19 pandemic resulting changes for elementary school teachers and University operations. The pandemic caused the research team to discontinue teacher interviews and change the way I analyzed my thesis data. In order to meet timeline required to complete this project, I content analyzed the interview transcripts to produce the results in Table 2 and the Appendix. Ideally, several research assistants blind to the purpose of the study would have content analyzed the results, with rater agreement used as a reliability check on these analyses. COVID-19 prevented that.

Our research team developed interview questions that took into account the sensitive nature of the teaching profession and the expectations we anticipated based on things we had seen in social media and research articles. The interview questions were designed to not be leading questions; however, the conversation with the educators may have allowed emotions and opinions to cause the interview to flow in one direction over another. The follow up questions about specific topics mentioned may have had an impact on the outcomes discussed.

Finally, interviewing educators in one region of the state of North Carolina represents a sample of educators limited by geography, culture, and other factors. Until future research is conducted across the country, we do not know how generalizable these results are to other educators.

Moving Towards Future Research

Future research should focus on generalizing these results by interviewing a larger range of educators. There will be more to gain in terms of understanding the full picture of tangible and intangible outcomes—both positive and negative--in the teaching profession. When additional interviews and other methods like surveys are conducted, states and districts will have more grounds to make changes in the workplace for educators and may begin to realize that compensation is not the only key factor in determining the satisfaction of educators.

Finally, in addition to these issues, COVID-19 has introduced new challenges for educators to overcome and will provide a new angle for future research.

References

- Anderer, J. (2020, May 1). *Unsung Heroes: 80% Of Parents Have New Respect For Teachers Thanks To Coronavirus Quarantine*. <https://www.studyfinds.org/unsung-heroes-80-of-parents-have-new-respect-for-teachers-thanks-to-coronavirus-quarantine/>
- Aydin, A., Sarier, Y., & Uysal, Ş. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Kuram ve Uygulamada Eğitim Bilimleri/Educational Sciences: Theory & Practice, 13*, 806–811.
- Çoğaltay, N., & Karadağ, E. (2016). The effect of educational leadership on organizational variables: A meta-analysis study in the sample of Turkey. *Kuram ve Uygulamada Eğitim Bilimleri/Educational Sciences: Theory & Practice, 16*, 603–646. <https://doi-org.proxy006.nclive.org/10.12738/estp.2016.2.2519>
- Daniel, N. (2020, September 9). North Carolina education officials propose more than \$400M in education needs. <https://www.msn.com/en-us/news/us/north-carolina-education-officials-propose-more-than-24400m-in-education-needs/ar-BB1aQuJo>
- Fain, T. (2020, June 16). NC Senate approves teacher pay bill, tables pitch for larger bonuses. <https://www.wral.com/coronavirus/nc-senate-approves-teacher-pay-bill-tables-pitch-for-larger-bonuses/19145984/>
- Jex, S. M., & Britt, T. W. (2014). *Organizational Psychology A Scientist-Practitioner Approach* (3rd ed.). John Wiley & Sons, Inc.
- Levins, S. (2020, August 28). Report: NC ranks among worst in the nation for teacher pay. <https://www.wcnc.com/article/news/education/report-nc-ranks-among-worst-in-the-nation-for-teacher-pay/275-236eec9c-b3fc-4722-90cc-d42f7d846d12>

- Lüleci, C., & Çoruk, A. (2018). The relationship between Morale and Job satisfaction of Teachers in Elementary and Secondary Schools. *Educational Policy Analysis and Strategic Research, 13*, 54-70. doi:10.29329/espasr.2018.137.3
- McFarlin, D. B., Coster, E. A., Rice, R. W., & Cooper, A. T. (1995). Facet importance and Job Satisfaction: Another Look at the Range-of-Affect Hypothesis. *Basic & Applied Social Psychology, 16*, 489–502. https://doi-org.proxy006.nclive.org/10.1207/s15324834basp1604_6
- North Carolina Department of Public Instruction. (n.d.). School Report Cards. Retrieved from <https://www.dpi.nc.gov/data-reports/school-report-cards>
- Piko, B. F., & Mihálka, M. (2017). A study of work satisfaction, burnout and other work-related variables among Hungarian educators. *European Journal of Mental Health, 12*, 152–164. <https://doi-org.proxy006.nclive.org/10.5708/EJMH.12.2017.2.2>
- Schleicher, D. J., Hansen S. D., & Fox, K. E. (2011). Job attitudes and work value. In S. Zedeck, (ed.), *APA Handbook of Industrial and Organizational Psychology* (pp. 137-189).
- Yorulmaz, Y. I., Colak, I., & Altinkurt, Y. (2017). “A meta-analysis of the relationship between Teachers’ Job Satisfaction and Burnout.” *Eurasian Journal of Educational Research, 17*, 175-192. doi:10.14689/ejer.2017.71.10.

Table 1

Interview Questions

- To begin, can you tell me a little bit about yourself, how long you have been involved in education, and what led you to work in this school?
 - If school change has happened, ask:
 - If you don't mind, can you tell me what caused you to change schools?
 - What brings you joy in your work?
 - What is "life giving"?
 - What makes you look forward to going to work every day?
 - What are some examples?
 - Have you ever questioned if this is the right profession for you?
 - If no, if there are specific things that make your job challenging?
 - If yes, why? What are some examples?
-

Table 2

Work Outcomes and Valence Experienced in the Workplace

	<u>Tangible</u>	<u>Intangible</u>
<u>Positive</u>	<ul style="list-style-type: none"> • Extra 40 minutes of planning every other week • Chairperson of grade level: relationship, chosen by admin., great opportunity • TA for short amount of time to help with reading and math • National Board Renewal • Master Mentor • Extra training and development/workshops • Travel time to work 	<ul style="list-style-type: none"> • Student's excitement for learning/light bulb moment/relationship • Able to fulfill a passion: teaching/classroom management • Summertime with own children/ time to prepare • Good morale within school/culture of the school • The personal challenge: accepted • Diversity in the school
<u>Negative</u>	<ul style="list-style-type: none"> • Lack of planning time • Chairperson of grade level: stressful, high turnover in grade level, no time to collaborate • Teachers as leaders: bad evaluation for not participating • More testing and paperwork/data collection • Paying for own resources for classroom • Struggle with work/life balance: bring work home, less time with family • Increase technology usage in classrooms and every changing curriculum • No time for lunch, bathroom breaks, and having to be on lunch duty or sign-ups for sports • Bad pay • Lack of TA in lower grade levels • Lack of additional training 	<ul style="list-style-type: none"> • Lack of trust with ability to teach • Lack of communication with administration/parents • Under appreciated • Lack of parental support → behavior problems • Lack of respect from other teachers • No consistency between days • Comparison to other schools: data on students → increased pressure • A sense of not being prepared • Mental stress that comes along with teaching

Appendix A

List of all positive and negative outcomes discussed in interviews

Positive tangible outcomes found in the interviews.

- Mentorship thing she loves and has been given the opportunity to be a part of the Teacher Leader Academy.
- An additional 40 minutes of planning time every other week
- Chairperson of the grade level
- A TA is in the classroom, for an hour each day to help with reading.
- Grade level chair and National Boards
- Master Mentor allows teachers to use their passions of management/organizational skills.
- The help of a TA for one and a half hours for reading groups and an additional hour after lunch to help with pack up.
- Summer is a time for preparation.
- A TA is important to help students continue learning when the teacher is in a meeting.
- Extra training and development to affirm she is doing good or to learn a new skill.
- The help of a behavioral specialist.
- Teacher Leader Academy opportunity to train other teachers
- Summer school provided extra income
- Increased pay compared to previous school
- Teacher Leader Academy allows her to mentor others, which she loves.
- Master's increased pay
- Professional development opportunities to help teachers grow themselves
- The TA for a short period of time helps take the weight off the teachers' plate.
- Recognition from administration through leadership opportunities
- The opportunity to share their strengths with other teachers through collaboration.
- Additional planning time due to no report cards in elective classes.

Negative tangible outcomes

- "We don't understand so the data is not valid information"
- The educator doesn't live off her income because of her husband's income, which allows more freedom to change jobs.
- They give up their lunch time to do lunch duties and other tasks like sport signups.
- "Not enough time for planning"
- High turnover in the 2nd grade, which results in additional stress to teach new grade level teachers.
- No time to share lesson plan ideas
- Increased paperwork
- The pressure of participating in Teacher as Leaders; some educators feel uncomfortable teaching other teachers.
- Lack of TA is causing test scores to decrease because the instruction can't be specialized by each student.
- High turnover requires teachers to train new teachers because they can't lose another teacher.

- Low financial support
- No time to use the restroom or eat lunch
- No planning time during the school day
- Assessing students on topics that were not discussed or wouldn't have time to teach.
- Struggles to have a work life balance such as working out or eating healthy.
- Lack of training when facing social and emotional struggles of student's home life.
- Lack of planning time for the 7 different grades and 7 content sections taught each day
- Increased IEP meetings resulting in no time to collaborate with students
- Arriving to work early and staying late to ensure planning is completed and student's needs are being met.
- No pacing guides
- No time for lunch
- Resources are paid out of the teacher's pocket
- Struggles with work life balance and has no time to be a mother to her child
- Working a second job to make ends meet at home
- Increased standards and lack of communication about testing requirements
- Increase in volume of work
- "When there is not time during the day, it spills over to your family life."
- Sometimes the difficult family struggles carry on outside of the 180 days of school.
- The data collected doesn't represent the growth of the school as a whole.
- The increased amount of testing results in less time to teach.
- Low federal money
- No assistant has caused the amount of remediation to increase because students aren't getting the help they need during the class.
- Added tutoring to the list of tasks to complete so that she could get paid a little more.
- Increased technology use has caused less interaction with students and they don't know how to play.
- There is a high expectation that data is complete, drives the structure of the classroom, and is report the same each year.
- Some of the teachers are worried that the increased requirements for becoming a teacher is going to cause teachers to stop coming into the profession.
- Ever changing curriculum, technology, and new computer systems.
- Lack of access to teacher self-care conference
- No time to collaborate, come up with new ideas, eat lunch, or go to the restroom.
- "The biggest issue I face is testing and paperwork."
- So many guidelines to keep up with for the state.
- Prioritizing the data instead of what the students are actually learning.
- Salaries are a concern- it's doesn't make a lot of financial sense for a college student.
- "Always driving to some type of test."
- Increased testing- "it seems like someone wrote a very large check."
- Time consuming; restructuring the classroom to meet the requirements of the new program
- "Data on steroids."
- The pay hasn't been raised in a long time.

- The paperwork that is required to get help for children or place them in Exceptional C, or even get a social worker involved.
- The teachers are supposed to teach different learning levels, however, at the end of the year students receive a standardized exam that may not show their growth.
- No help or assistance
- Number of students in the classroom causes more challenges.
- Additional duties around the school and it takes up their lunch time.
- “As a new teacher, you don’t have those tools.”
- You have to put your family to the side, which impacts the work life balance.
- Teachers workdays end up being used to meet with parents and they need to stay flexible.
- Pay is a huge challenge for a single mom.
- The teaching profession has caused teachers to miss out on family time.
- Professional development begins to pile up on the teachers.
- The increased testing causes teachers to question their judgement call.
- The amount of paperwork and testing in classrooms would cause me to quit.
- Money is a downside, but her husband is an engineer.
- The struggle is trying to do too much [testing], and nothing gets done.
- Compared to Columbia, there is little to no time for lunch.
- Teachers believe testing causes the students to be forgotten.
- The placement of students is up to the data resulting in wrong classroom assigns for students.
- Double checking to make sure all the curriculum requirements are accomplished.
- Constant changes are challenging because you have to learn something new each year.
- Long days and overtime that you don’t get paid for.
- Testing and new technology takes away from student’s learning new material.
- The resources available were not useful for some lesson plans so the teacher went out to get her own resources with her money.
- Teachers struggle with new technology just as much as students.
- Questioning if getting a master’s is worth the effort if there is no additional pay.
- Not enough time during the day so work comes home with the teachers.
- “Always have an emergency lesson plan.” This is good but requires time.
- Long drive to work each day; lot of gas and mentally exhausting.
- People forget that teachers have their own children.
- Teaching can impact marriages because of the lack of work life balance.
- Children have to stay with their parents at work so they can finish their work.
- The new technology and testing have an impact the curriculum.
- Flexibly leads to less family time
- Teachers relies on their partner to support the family because of the bad pay
- The lack of a TA has a negative effect on the students not necessarily to teachers.
- Data collected puts pressure for schools to succeed in their local area.

Positive intangible outcomes

- “If you can get into a place you like, stay in one place, grow roots... that’s powerful, you are connected to the community.”

- “Miracles happen here!”
- “You get to know them (students) in a year in a way that even parents don’t know about.”
- “Knowing that they’re getting the best of me when they’re here.”
- “While our day to day is hard, our support is huge.”
- “My tiny way of being able to impact the world.”
- The student’s excitement for learning and her knowing what they will learn throughout the school year.
- Loves teaching because it keeps her young.
- An example of a lasting relationship with a student was discussed through a piggy bank used to save money for college.
- The ability to see the rippling effect of a child’s life being changed.
- Enjoys a challenge
- Enjoys finding things that are better for students and units in the classroom
- Light bulb moment and connections forming
- The light bulb moment when student’s find success in an elective class.
- The moment to reflect and take the stress off of the students during a long school day.
- Passion for teaching music
- The thought of knowing this is where you are supposed to be in life.
- School culture of supporting the arts and volunteering to help with classroom.
- Good morale of the school
- Connections made with the other staff and student’s families
- “I love title 1 students and families.”
- The relationships with administration, coworker, students, and families.
- Watching students graduate high school and college
- “I wouldn’t do anything that I haven’t already done with my own children.”- personal challenge and passion
- “I would teach for free!”
- “Sometimes I wonder what I should have been in life, but teaching is my calling and passion.”
- Watch students grow; ex: two students who couldn’t speak English at the beginning of school year can now speak some phrase.
- The ability to give her students a safe place to come to.
- “People [teachers] just don’t know how well they have it here.”
- She teaches summer school as a personal mission to get the students to pass by the end of the summer or she has failed at her job.
- The culture of the school is positive, supportive, and brings life to the school.
- “This school has heart, and nothing is going to make me leave a school I love.”
- Watching her students grow and help each other overcome struggles.
- Relationship with students
- The last week of school is so quiet and she cries when reflecting on the year.
- “We are a unique school.”
- “Even if I’m just a speak of the best part of their day.”
- Comes from a long line of teachers and aspires to be like her grandfather.
- Wouldn’t change her path now, feels like the trials have made her a better person.

- [Kids] “that’s what keeps me coming back.”
- The classes are leveled, and so some kids want things to come easy, so she loves moments where kids are willing to power through the struggle.
- Gets to work with teachers and students but loves working with students more. Gets to make students who hate reading start to love reading.
- “I come back every day because of the students.”
- Connecting with students who come from other counties and speak more than one language.
- There is an opportunity to help a student find their strength and speak up for themselves.
- Desired to help students get out of the flow of simply surviving the day like she did growing up.
- Very diverse school
- “While our day to day is hard, our support is huge.”- school culture
- Loves the team/teamwork
- “You see them [later on in life] and you knew that you touched their life.”
- Watching a newcomer with no English vocabulary learn over time.
- When something feels like family, it’s easier to stay.
- The feeling of beginning known both personally and professionally.
- The most important thing to keep in mind is to know that you are touching lives.
- “It feels good to be needed and wanted.”
- In regard to the kids: “They tell me all their problems, I give them terrible advice, and it works out okay.”
- Being able to hear kids say things like “this is the first book I’ve ever finished.”
- When student’s feel comfortable enough to talk about things going on at home and asking for help.
- Implementing lessons learned previously in life in the classroom.
- Loves the work family teaching provides.
- “Teaching is my mission.”
- The joys come from trying to figure out how to adjust things for these students.
- “Being mama in the classroom because they don’t have mama at home.”
- “We’re not all cookie cutter, you’ve got to understand there’s some variance.”
- “If I see them happy, if I see them smile, I did my part.”

Negative intangible outcomes found in the interviews.

- “Days are like marathons and they never stop; go, go, go can become stressful”
- “Can’t give an inch because they will take a mile.”
- “There are days when it feels like the whole kitchen sink is being thrown at you.”
- “Teachers don’t need money, they need respect.”
- “We don’t get treated as a professional, not trusted that we know our students.”
- Lack of support from parents resulting in behavioral issues.
- Mental stress of pure exhaustion
- “Last day of school we can take a breath.”
- Teachers are continuously behind due to the inconsistent school days.
- Seasoned staff are under appreciated.

- “More focus on new teachers than those who raise the new teachers.”
- Lack of communication with administration and parents; not taking the insight of the teachers when handling an issue with a student.
- Mentally taking work home after hours
- “I don’t like the person I’ve become.”
- Not having the ability to control the classroom or to be fully prepared for a behavioral issue.
- “Parents are more of a friend and the students are in charge of their parents.”
- “All that hurt was the students.”
- Lack of respect from co-workers due to not being a classroom teacher
- “You play all day.”
- Different every day and no consistency
- Lack of respect from students; “we don’t get grades in your class”
- “It’s hard to not be understood.”
- Mental stress from outside influences such as student’s home life.
- Comparison to other schools planning schedule
- Preparation requires time management and time, which is not readily available.
- “[The administration] runs the school like a business and didn’t treat the students right or other employees.”
- “We should be trusted as a professional.”
- Lack of support from coworkers- “honey, you’re going to burn out in a few years if you work hard.”
- Teacher self-care is not valued in the school system.
- EC can be mental hard as well as physical hard
- People should respect the work teachers put in every day.
- Teachers feel like they are put on display by being compared to other school’s data.
- Additional pressure because of the data.
- Parents at home treat teachers like babysitters.
- Comparison to other schools based on a data report given by the superintendent.
- The mental stress of having data on the wall for all the see.
- Pendulum swing of political issues plays a role in the respect and support teachers gain throughout the school year.
- The perspective from the community that teachers get their summer off.
- “There are days when it feels like the whole kitchen sink is being thrown at you.”
- The feeling of “we waste money” to find other resources in order to stayed prepared.
- Student teacher told her “teaching is hard”, and she responded: “you’ve just now figured that out?”
- The mental struggle of “you’re never gonna serve 400 students”, which can be seen as a failure on the teacher’s part.
- “Feel like you’re not enough, not doing enough.”
- “Just trying to survive day by day.”
- In elementary school, you walk in and you have the authority; in high school, by the time you’ve earned their respect you’re already burned out.

- “Sometimes you have to just take the human part out of what you do and just look at it as politics.”
- The NC’s general assembly does not support teachers and it “feels like being brushed aside by the government.”
- “You want to get involved but can’t get too involved.”
- Not being recognized; “we don’t just come to school and teach our lesson.”
- “The first thing we have to do is earn out students respect.”
- You go home exhausted and question why you chose this profession.
- You can work on a lesson plan and they don’t always work.
- Guilt in not spending enough time with family because of work conflict.
- Teachers have a hard time promoting others to do the work that they do.
- The current norm is if parents have a concern about their student, they go to the administration before going to the teacher.
- Society looks down on the teaching profession as a “lose-lose” situation.
- The mental stress of realizing you can’t save every student.
- “You basically start over every year.”
- Comparison to other fields; “my husband’s in the medical field, he doesn’t bring work home.”
- “I don’t feel prepared for my job.”
- “I felt like an island.”
- Sometimes the work you put in is just not enough.
- “We cannot fix everything; we just have to give them all the love.”
- For kids that want to be teachers, they need to realize that this is not rainbows.
- “What’s good for one school may or may not be good for another.”- comparison
- Although change is not always negative, it comes across as negative when it is a constant.
- It takes time to figure out how to handle your personal stressors.
- Don’t always have the support from the principal in the beginning.
- Lack of support with behavioral issues resulting in no effective consequences.
- “It’s not about the education piece anymore”; the additional responsibilities impact the mental health of teachers.
- Parents can sometimes come across as against the teacher and challenges arise.