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**An investigation of non-salary incentives as viewed by Cleveland
County teachers**

McSwain, Jerry Winfred, Ed.D.

The University of North Carolina at Greensboro, 1989

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300 N. Zeeb Rd.
Ann Arbor, MI 48106

AN INVESTIGATION OF NON-SALARY INCENTIVES
AS VIEWED BY CLEVELAND COUNTY TEACHERS

by

Jerry Winfred McSwain

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1989

Approved by


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APPROVAL PAGE

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MCSWAIN, JERRY WINFRED, Ed.D. An Investigation of Non-salary Incentives as Viewed by Cleveland County Teachers. (1989) Directed by Dr. Harold Snyder. 181 pp.

The purpose of this study was to develop a list of teacher-generated and teacher-validated non-salary incentives. The study was designed to identify and prioritize non-salary incentives for teachers on the basis of teacher preferences. Major steps in achieving the purpose of this study were: (1) to determine specific non-salary incentives which are desirable to teachers; (2) to determine which related incentives can be grouped in categories; (3) to determine which incentive represents top priority for the highest percent of respondents within each category; (4) to determine which incentives most frequently rank first disregarding categories; and (5) to determine if results differ significantly for sub-groups based on sex, race, years of experience, teaching level, or educational degree.

More than anything else, teachers wanted a way to get a day off during the school year without paying a substitute. The teachers also desired duty-free lunch, planning time, and support from the community, particularly parental support. Neither sex nor race made any appreciable differences in choices. Experience, teaching level, and highest degree created some differences but not enough for any group to depart seriously from the general pattern.

ACKNOWLEDGEMENTS

I wish to express sincere appreciation to the teachers of Cleveland County Schools for their willingness to cooperate in this study. I also wish to acknowledge my indebtedness to Mrs. Ellen Powell, Superintendent of Cleveland County Schools. Her guidance was invaluable as was her emphasis on maintaining a timely schedule.

A special thanks is extended to my advisors and to the director of my dissertation committee, Dr. Harold Snyder. I also wish to especially thank Dr. James Runkel and the other members of my committee for their advice and support. They were Dr. Joseph Bryson, chairman, and Dr. Dale Brubaker.

To my wife, Cheryl, many thanks for your understanding and support.

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CHAPTER I

INTRODUCTION

Education in the United States is a changing enterprise. There must be a continuous improvement in the educational process of preparing our children for life today and in the future. If we consider the child and his teacher to be the focal point of the learning process, it becomes essential that the child receive the services of the best teachers that can be provided.

Across the nation the teaching profession is in a state of reform as educational leaders attempt to come to grips with a steadily declining pool of teaching talent. Young people no longer are flocking to the nation's universities for training to become teachers. Upon graduation, many college students who do major in education are opting for higher paying careers in industry. Experienced teachers are being lured from the classroom to private industry and other areas offering higher pay and better working conditions (Wake County School System, 1986-87).

The United States Department of Education has recognized the need for the development of teacher incentive structures. Competitive funding has been provided under the Secretary's Discretionary Program for Planning Grants to Develop Teacher Incentive Structures. Grants are intended

to assist in the development of teacher incentive structures to improve the quality of elementary and secondary level teaching by influencing teacher recruitment and teacher personnel systems and by making the teaching profession more attractive to a wider range of talented individuals. The incentive structures are to combine a well-specified teacher evaluation system with one or more of the following elements: (1) a merit pay system in which limited numbers of teachers can qualify for the highest payment; (2) a career ladder structure that specifies successive levels or teaching positions analogous to the system used in higher education; (3) non-salary forms of recognition for superior teaching or contribution to the improvement of the overall instructional program (Haywood County School System, 1986-87).

Many state and local education agencies are currently planning and testing reform strategies in public education. The teaching profession is attracting great attention as educational and political leaders search for ways to overcome perceived deficiencies and to rekindle the attraction that must exist if the profession is to compete for the interest of current career-seekers (Wake County School System, 1986-87). The creation of useful incentive systems for the public schools is one of the major problems facing school reformers.

In remarks made to the staff of the North Carolina Department of Public Instruction as his first official act in the office of State Superintendent, Bob Etheridge stated that the classroom teacher is the heart of the education process. He remarked, "We must help that individual, we must listen to the teacher and direct all our energy to support the classroom process. That is where teaching and learning take place." He also stated that he wants to create working conditions and a system of compensation for teachers that "once again makes the teaching profession high on the priority list of career choices for our brightest students" (Etheridge, 1989).

North Carolina's career ladder plan, which was begun on a pilot basis in sixteen school systems in 1985, is built on the notion that excellent teachers deserve financial rewards for their work. This plan broke with the traditional lock-step pay scale in which teachers move up according to years of experience and degrees earned. Instead, teachers advance in their profession by climbing a ladder based on their demonstrated ability in the classroom.

The state plan is scheduled for testing in pilot districts through the 1988-89 school year. Cleveland County School System is not one of the sixteen systems piloting the state plan. Since no local supplement is paid to teachers,

there is a need for incentives to aid in finding and keeping quality teachers.

Research confirms the finding that monetary incentives alone are not sufficient to retain superior personnel or to have a continuing effect of producing superior performance. In addition to monetary awards, other incentives must be employed to develop esteem, to reinforce the individual's sense of worth, and to encourage leadership through increased productivity and superior performance (South Carolina State Department of Education).

In implementing teacher incentive plans, it is important to consider the interests of the stakeholder. Such plans must offer incentives that appeal to the needs of teachers if they are to be effective. Too, the plans must not interfere with needs already considered to be important by teachers and administrators. Non-salary incentives would be a good addition to the career ladder or whatever pay system the state finally adopts.

The Cleveland County Board of Education recognizes that "a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program" (School Board Policy, GAA). The board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff.

Statement of the Problem

This study was an investigation of non-salary incentives for teachers in Cleveland County Schools. The shortage of teachers in the Cleveland County School System is becoming very real. Currently there is a speech and hearing teacher position that has been unfilled for one and one-half years. The Basic Education Plan is expanding the need for teachers in several other areas. Art and dance are to be implemented in the curricula during the 1988-89 school year, but certified teachers are not available. At the present time, positions are open at the high school for biology and industrial arts teachers for which the school system has not found certified teachers.

Although recruiting has been done at predominantly black schools, Cleveland County has not been successful in hiring minority teachers. Prospective teachers are now asking recruiters, "What do you have to offer me?"

The literature supports the need for an analysis of non-salary incentives. There is evidence in the analysis of the research to support the position that non-salary incentives could aid the school administrator in improving the learning environment in our public schools. This investigator will show the non-salary incentives that teachers in the Cleveland County School System consider to be desirable.

Purpose of the Study

The purpose of the study was to develop a list of teacher-generated and teacher-validated non-salary incentives for Cleveland County Schools. The study was designed to identify and prioritize non-salary incentives for teachers on the basis of teacher preferences. The following questions were addressed specifically in this study: (1) What specific non-salary incentives are desirable to teachers? (2) Which related incentives can be grouped in categories? (3) Which incentive represents top priority for the highest percent of respondents within each category? (4) Which incentives most frequently rank first disregarding categories? (5) Do results differ significantly for sub-groups based on sex, race, years of experience, teaching level, or educational degree?

One purpose of teacher non-salary incentives is to reward teachers who demonstrate superior performance and productivity. Another purpose of non-salary incentives is to attract and retain quality teachers for the school system. Also, non-salary incentives are used to recognize and acknowledge contributions to the improvement of the overall instructional program made by the teaching personnel in the school system.

Definitions of Terms

Teacher means those persons paid on the teacher's salary schedule.

Individual incentives are those which provide rewarding experiences directly and separately to individual teachers. They depend entirely upon the activities of each teacher and must be of a type which can become the private possession of the teacher who receives them.

Group incentives are created when the rewards are distributed in such a way that teachers must cooperate to secure them or the incentives themselves are of such a nature that they are necessarily shared among colleagues.

Intrinsic incentives are defined as internal satisfactions or symbolic rewards, such as exciting work, interesting co-workers, or the joys of competently performing important tasks.

Extrinsic incentives are defined as external satisfactions or material rewards, such as fringe benefits, promotions, or public recognition.

Overview of Methodology

The collection of data began with an open-ended pilot questionnaire (Q-1) which asked teachers to list what they would consider to be desirable non-salary incentives. No attempt was made to suggest ideas, and there was no effort to structure the wording of responses. This questionnaire (Q-1) was sent to all teachers in the Cleveland County School System. The returned questionnaires were studied and all ideas were placed on a preliminary list. If an idea corresponded to one that was already listed, it was tallied; if not, it became a new item on the list. When this step was completed, those incentives suggested by five or more people were converted to objective survey items which were then classified under twelve headings. Information gained from the pilot questionnaire (Q-1) was used to design an objective questionnaire (Q-2) which was used to rank incentives (See Appendix A).

A dual ranking system was established for the objective questionnaire (Q-2). In the first stage the four incentives in each category were ranked 1-4 relative to one another and without regard for the items in the other categories. The second stage called for a listing of the five most desirable items in order of priority and regardless of category. The

study was designed to identify and prioritize non-salary incentives for teachers on the basis of teacher preferences.

In addition to developing item rankings, it was desirable to note differences between groups of teachers and to determine whether observed differences were significant. For each group, it was also desirable to see whether first choices within categories were very strong or whether two or more items in the same category drew about equal support. For these reasons, tests for the significance of a difference between proportions were used to compare responses by different groups relative to a given item and to compare the responses of a single group to two different items. One of these tests dealt with questions such as "Was the proportion of males assigning rank 1 to item 5 significantly greater than the proportion of females assigning rank 1 to item 5?" The other test dealt with questions such as "Was the proportion of total sample assigning rank 1 to item 5 significantly greater than the proportion of total sample assigning rank 1 to item 7?" These tests are discussed more fully in Chapter III.

Limitations of the Study

This study was limited to one school district in North Carolina. The data, therefore, reflect the desires of the

particular teacher population of three hundred fifty-two who were employed in the Cleveland County School System. The conclusions drawn from this study have general application only to those populations which are similar to the one on which this study was based.

Organization of the Thesis

Chapter II contains a review of selected literature with an investigation of the following key indicators: Non-salary Incentives and Teachers. Chapter III is concerned with a description of the procedures used in this study. This includes a description of the population for the study, the research methodology used, and the research instrument itself. Chapter IV contains an analysis of the results of the research effort. Findings drawn from these results and recommendations for further study are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Effective administration in education is determined by the human factors which exist in the school situation. Among formal organizations, the school is unique, for its process and product and its means and ends are basically human. Schools are likely to be successful in developing awareness, creativity, respect, sensitivity, responsibility, a desire for learning, a spirit of inquiry, a capacity for love, and similar conditions in youngsters when they are organized and operated in such a way as to be able to champion and nurture these human conditions.

A great need exists for administrators to improve personnel relationships. The National School Public Relations Association (1979) reports that even though school personnel costs constitute 80 percent or more of school operating costs and represent the true assets of a school district, many school district managers are doing little to identify formally and capitalize on staff talents.

The literature pertaining to personnel relations is full of arguments to the effect that workers who are alienated from their jobs and their employers perform poorly. They readily leave their jobs, easily absent themselves, and are prone to mental illness and

maladjustment. The hope is often expressed that the improvement in fringe conditions will lead not only to a lessening of the ill consequences of poor morale but also to the direct, positive stimulation of the worker to improved work (Herzberg, Mausner, & Snyderman, 1959).

Elton Mayo and his colleagues from the Harvard Business School carried out a series of studies at the Hawthorne plants of the Western Electric Company which stressed the positive effects on worker output of the personal interest shown by supervisors. After an intense study of job motivation, Herzberg et al. (1959) stated that many specific investigations proved the point that "workers liked to have a voice in the decisions that affected them and that they responded with positive emotions when they were treated as individual human beings" (p. 127).

Teachers have different needs. The failure of administrators, board members, and citizens to recognize these different needs helps to explain educational rigidity, faculty dropout, and increased teacher militancy (Trusty, 1971). In Leadership and the One Minute Manager, Blanchard, P. Zigarmi, and D. Zigarmi (1985) emphasize this point: "Everyone is a potential high performer. Some people just need a little help along the way" (p. 100). Acceptance is a major requirement for the creation of an atmosphere for change (Combs, Avila, & Purkey, 1971). Acceptance is

defined as "the willingness to confront, to enter into interaction with whatever is necessary to assist the process of growth" (Combs et al., p. 228). Growth cannot proceed from where people are not; it can occur only from where people are. The atmosphere for helping must start from a base which accepts the person as he is and where he is. Acceptance has to do with willingness to face facts, to begin where persons are (Combs, et al., 1971).

Research on incentives clearly establishes the necessity of both extrinsic and intrinsic rewards for teachers (Swanson & Koonce, 1986). The value of monetary rewards to attract and to retain quality teachers today is undeniable. Unlike the sixties, college students today reveal a heightened interest in being well off financially. Even persons who initially chose the teaching profession for altruistic reasons have become concerned with income (Swanson & Koonce, 1986).

The foundations of the analysis of organizations as incentive distribution systems are found in Barnard's book The Functions of the Executive (1938, 1964). Barnard argued that incentives are "fundamental in formal organizations and in conscious efforts to organize" (p. 139). An organization's problem is to find positive incentives and to reduce or eliminate disincentives in order to make work more attractive. Barnard hypothesized that different people are

motivated by different incentives or combinations of incentives at different times.

Clark and Wilson (1961) expanded Barnard's analysis of incentive systems and noted that in order to survive, organizations must change as contributors change. However, they also argued that it is important to be concerned with the consequences of different methods of maintenance. Bredeson, Fruth, and Kasten (1983) suggest that incentives in organizations should be examined to determine whether the rewards which are offered to contributors are such that the requirements of the organization are of primary concern.

While mass media rhetoric emphasizes disciplinary action toward low-performing teachers, the primary goal of the teacher-focused "second wave" reform policies is enhanced work motivation. According to Mitchell and Peters (1988), high priority is given to energizing teachers whose dedication and commitment are flagging and to redirecting the efforts of current and potential teachers whose energy is high but inadequately focused on important teaching tasks. Policies aimed at enhancing teacher motivation must balance support for more enthusiastic entry into and continued participation in the work place against strategies for improving the performance of critical teaching tasks. If teachers are faced with demeaning or impossible performance demands, their willingness to enter the

profession or work energetically at assigned tasks is undermined. However, if they are rewarded for merely participating enthusiastically, the work becomes disorganized, and productivity suffers. Teacher motivation policies must encourage teachers both to try hard and to get results (Mitchell & Peters, 1988).

In a sociological study of teaching as an occupation, Lortie (1975) suggested that internalized motivations are of primary importance to teachers. Lortie classified three types of rewards which are available in public school teaching: extrinsic, ancillary, and psychic. Extrinsic rewards, such as salary and fringe benefits, are tied to a position in the organization and independent of the individual in that position. In teaching, these extrinsic rewards are quite predictable, comparatively unstaged, and front-loaded, all of which make the occupation relatively "careerless." Lortie defined ancillary rewards as those rewards--such as hours and working conditions--which affect entry into the occupation more than the effort and performance of those already in the occupation. In teaching, these rewards tend to be stable over time, taken for granted rather than specified in contracts, and available to employees whether they make high or limited effort in the job. Psychic rewards are internal satisfactions. Because the culture of teachers and the

structure of rewards in teaching do not emphasize extrinsic rewards, and there is no differentiation in ancillary benefits, psychic rewards provide the most powerful incentives for teachers (Lortie, 1975).

As might be expected, the day of a teacher is centered around children--their learning, their behavior, their development. In studies by Kasten (1984), work with students was described as the most satisfying and rewarding, but also as one of the most frustrating aspects of the teacher's job. Although teachers spend much time during the workday with students and are relatively isolated from colleagues and administrators, if more work time were available, they said that they would elect to spend it with students. Student reactions were described as making the difference between a good and a bad day, and teachers said they use their personal assessment of students' responses to evaluate their own effectiveness. Teachers look to administrators for affirmation and support in dealing with parents and students, but not necessarily for instructional leadership. Generally teachers seemed satisfied with the limited contact they have with peers and supervisors (Kasten, 1984).

Whatever modifications in reward structures for teachers are proposed, Kasten (1984) states that it should be noted that teachers are conservative in the suggestions

they support and reluctant to back more than minor modifications of the system. That means that teacher groups must be convinced of the workability of proposed modifications and involved in planning for revisions of the system. This does not preclude substantial changes in the reward structure, but it does make it imperative that such changes be implemented carefully with attention to the effects on both teachers and students.

According to Lortie (1975), what teachers want seems to revolve around their preoccupations and their beliefs.

Teachers want to pinpoint their effort; the time and energies they have for teaching ought not, they feel, be splayed over a range of organizational tasks. They want to focus on instruction; they wish others would understand that and respect their wish by helping them fulfill it. They clearly feel that obstacles are placed in their way--and they cannot order them removed. Some reveal a certain prickliness, a sense of dignity offended: instead of reassurance and support, they sense denigration. They want to do their jobs as they see them and get the rewards that (sometimes) result (Lortie, p. 185).

The most powerful motivational forces which attract, maintain, and keep successful teachers in the classroom are a complex of intrinsic rewards which come together in the ideal occupational combination of working with students, seeing students learn and succeed, believing one's job in service to others is valuable, and being able to continue growing personally and professionally (Lortie, 1975).

Though intrinsic rewards remain outside the direct control

of the organization, this is not to say school administrators are powerless with respect to their influence on these internalized rewards for teachers (Bredeson, 1983). According to Bredeson (1983), one of the classical functions of administration is that of managing staff personnel. Much of this task necessarily implies influencing the attitudes and behaviors of employees within an organization. Given this function and limited control over intrinsic rewards, administrators must seek to exert their influence by developing favorable environments in which employees are encouraged to be internally motivated and to internalize the organization's major goals and functions.

Little chance exists for institutional change to be brought about unless high-ranking administrators lead the effort to introduce change. "Those highest in the hierarchy set the tone, character, culture, and climate of the institution. They do so either by what they stand for or by what they tolerate" (Blake, Mouton, & Williams, 1981, pp. 284-285). These administrators are the ones in the position to create the atmosphere that will allow administrative excellence to be pursued. "It follows that change can be successfully accomplished only if those at the top of the administrative ladder understand why change is needed and give their efforts and energy to bring it about" (Blake, Mouton, & Williams, 1981, p. 285).

D. Mitchell, Ortiz, and T. Mitchell (1987) state that although principals can make direct contributions to the incentive systems available to teachers, their most powerful contributions are made indirectly by influencing the cultural system of the school and classroom. The most important incentives under direct principal control involve directing the flow of intrinsic rewards that make life more comfortable for particular teachers. Teachers are quite sensitive to social approval and disapproval, and they easily recognize signals indicating that principals do not like either their own or others' work (Mitchell et al., 1987). In some cases, principals can control successfully such extrinsic rewards as salaries, teaching assignments, disciplinary evaluations, or (with the advent of career ladders and other differentiated staffing systems) recommendations for promotion. According to Bredeson (1983), groups concerned about the public schools need to address the issue of how the most powerful motivator of performance, intrinsic rewards and individual commitments to the profession and job satisfaction directly related to students and curriculum, can be tapped to enhance education in the public schools.

Studies show that monetary rewards are not always feasible or successful (ERIC Clearinghouse on Teacher Education, 1983) and that other types of rewards should be

considered. Individual cases document this need. Experienced teachers have stated, "I would not recommend teaching to anyone," and "if a poll were taken of our faculty, money would be the least important factor as an incentive for teaching" (Swanson & Koonce, 1986. p. 87). Would-be teachers state that they value intrinsic or psychological rewards more than extrinsic factors, such as money. Over a period of time, however, income increases in importance as financial responsibilities increase.

Studies have revealed the effectiveness of a variety of alternate incentive plans (National Associations of Elementary and Secondary School Principals, 1984). These include compensation plans, career options, enhanced professional responsibilities, nonmonetary recognition, and improved working conditions. Some of the monetary incentive programs, such as career ladder plans, have integrated nonmonetary rewards into their incentive/master teaching programs. With the increasing need for recruitment and retention of effective teachers, a concomitant need is to incorporate psychological rewards into incentive programs.

Teachers often are isolated in their classrooms, and most teachers have little say in deciding how their schools are run. They do not select the courses they teach or the books they use. The growing importance of curriculum specialists has further diminished teachers' professional

autonomy. Ambitious teachers who hope to get ahead frequently are encouraged to become administrators. This causes the school to lose many talented teachers (Doyle & Hartle, 1985).

Because merit pay also has been proposed as a way to improve the teaching force, several states have mandated merit pay plans. According to Doyle (1985), although the idea has intellectual and political appeal, merit pay is inconsistent with the ethos of teaching. Teachers are not in the habit of comparing themselves to one another, and they do not welcome an environment that fosters competition. Doyle (1985) states that teachers' disinclination to compete with their colleagues is simple avoidance of risk; the standards by which such competition would be measured are hard to design and harder to put in place.

"If teachers can be lifted in three key areas--each of which complements the others--they will be able to flex muscles that have been allowed to atrophy" (Maeroff, 1988, p. 473). Status, knowledge, and access to decision making are the three areas identified by Maeroff (1988) in "A Blueprint for Empowering Teachers." The first key area pertains to status. Boosting the status of teachers is fundamental because, simply put, those who have lost the will are not likely to find the way.

Making teachers more knowledgeable, the second key area, is an obvious step in enhancing their power. "Part of the reason why teachers do not exert more authority is that they are not sufficiently educated and informed to do so" (Maeroff, 1988, p. 474). A teacher not proficient in history must depend on others to supply a curriculum for a history course. A teacher intimidated by mathematics is not likely to be able to critique a math textbook. Teachers whose academic and pedagogical backgrounds are shaky must repeatedly defer to the judgments of supervisors, who are the presumed experts.

In the third key area of decision making, teachers must be allowed access to "the lofty towers of power which require the building of psychological ladders that they may climb to escape their isolation and to gain an overview that teachers do not ordinarily attain" (Maeroff, 1988, p. 474). This process requires building collegiality and maintaining shared decision making, connecting teachers with one another and with principals. For some time psychology has been dominated by two schools of thought--that of the behaviorists and that of the Freudians. The two schools differ in many dimensions but share a common view of man as a "victim-spectator" or as a reactor who reacts to forces outside of himself (behaviorists) or to forces within (Freudians). According to these points of view, man is

perceived largely in a negative sense as a passive and reactive animal.

Since most school executives were trained in psychology by those who identify with one or another of these schools, they use either 'me Tarzan, you Jane' motivation strategies or rightly reject the whole motivation business and rely on intuition and common sense (Sergiovanni & Carver, 1973, p. 56).

Third Force psychology (Sergiovanni & Carver, 1973) does not deny the negative and reactive aspects of man but does not accept this view alone. Combined with man's reactive tendency is a proactive tendency based on the need to grow and develop--to behave in a positive way and indeed to shape the very forces which require him to react. Third Force psychology argues that man is not moved entirely by that which is behind him (Freud) or by the conditions of his present environment (Skinner) but is also moved, perhaps primarily, by the attraction of what is ahead. According to this view, one's visions and goals, hopes and aspirations are the prime movers of man--not one's fears, doubts, and hates--or what one can get for the moment in a stimulus-response interchange. This movement in psychology does not reject the negative and reactive side of man but rather places it properly in relation to man's positive side (Sergiovanni & Carver, 1973).

According to Abraham Maslow, individuals are motivated by five drives. The "physiological" and "security" drives

motivate individuals to seek food, clothing, shelter, and continued security in having these needs met. The "social," "esteem," and "self-actualization" drives motivate people to relate positively to others, achieve personal success, and find satisfaction in themselves. Recent research, states Williams (1978), shows that teachers are generally well satisfied with the two lower-order needs. Thus, administrators have little to gain by attempting to motivate teachers at these levels. Instead, administrators should concentrate on motivating teachers at the esteem and self-actualization levels. It is important to recognize, though, Williams (1978) emphasizes, that different teachers are motivated by different drives. Although most teachers are satisfied on the lower levels, some are still striving for satisfaction of their security needs. Others, however, are knocking on the door of self-actualization.

Some teachers may perceive such activities as parent-teacher conferences, supervision of student teachers, membership on district-wide committees, bus duty, and curriculum development as "work overload." Others, though, may regard the same activities as opportunities for further self-development. The astute administrator attempts to motivate individual teachers on the most appropriate levels so that each can proceed from one level of Maslow's hierarchy to the next (Williams, 1978).

Sergiovanni and Carver (1973) express a concern to find out at what level teachers are with respect to the hierarchy.

We need to know their level of prepotency because it makes no sense to motivate at the autonomy level if teachers are insecure or to motivate at the security level when they seek autonomy. Freshly trained school executives who overestimate the operating need level of teachers and scare them off with ultraparticipatory self-actualizing administration are as ineffective as others who deny teachers meaningful satisfaction by underestimating operating need levels. We are by no means abandoning our goal of self-actualizing administration, but we are suggesting that self-actualizing cannot be commanded and that people retreat never to return to battle if they are not ready for additional growth opportunities. Our focus then is growth from whatever level people are at presently, with our ultimate goal being self-actualization (pp. 58-59).

Mitchell et al. (1987) state that the school incentive systems that link anticipated rewards to specific teaching work behavior exist at three distinct analytic levels: the individual educator, the group of colleagues or associates, and the organizational department, school, or district. "The rewards made available to teachers at each of these three levels differ quite substantially. Even more importantly, however, the incentive systems used to connect those rewards to work activities are completely different in both form and operation" (p. 190).

Mitchell et al. (1987) explain the individual incentive systems as those which provide rewarding experiences

directly and separately to individual teachers. To be distributed individually, rewards must meet two conditions. First, they must be contingent entirely upon the activities of each individual: that is, teachers must believe that the rewards are garnered entirely through their own efforts--not through collaboration with others. Second, the rewards must be of a type which can become the wholly private possession of the individuals who receive them. They must not "spill over" to other teachers, who become "free riders" merely by belonging to the same group or organizational unit. By the same token, individual incentives will be destroyed if co-workers either intentionally or inadvertently can prevent other teachers from receiving or enjoying them.

Mitchell et al. (1987) state two conditions under which group incentive systems are created--when the rewards are distributed in such a way that teachers must cooperate to secure them or the rewards themselves are of such a nature that they are necessarily shared among colleagues. The first condition is created when teachers work as teams with the same group of students or in open space schools where the ability of one teacher to work effectively depends upon others keeping their classes under control and reasonably quiet. This condition is created explicitly when teachers work in committees and can gain satisfaction only when the group reaches a consensus or when they must share resources

like audio-visuals or field-trip transportation. The second condition is created when teachers reap the rewards of collegial camaraderie or joint recognition for collaboration in program development or implementation. Under these conditions, sets of social rules emerge to govern interaction. These social norms help to ensure that group members share equitably the effort required to perform the work and to reap the rewards.

Organizational incentive systems emerge when either the collaboration required to secure desired rewards or the collective enjoyment of the rewards once received becomes formal and impersonal. For teachers, a good example of how the organization level incentive system operates can be seen in the collective bargaining process. Individual teachers expect to benefit from higher wages or improved working conditions negotiated by their union leaders, but they also recognize that those benefits are won for all members of the staff at once, and that they cannot be expected at all if the bargaining position of the union is not broadly supported. Organizational incentives are not limited to the extrinsic benefits derived from wages and working conditions, however. Teachers easily recognize the difference between working in "good" schools and "bad" schools. They derive very important psychic rewards from identification with "good" schools and are generally willing

to travel further and to work for lower wages in schools that have the organizational characteristics they associate with high-quality education (Mitchell et al., 1987).

Research results (Research Action Brief Number 13, 1980) imply that board members and central office personnel can help motivate teachers by enhancing the system of intrinsic rewards already operating in the district. For example, they can create a supportive atmosphere of trust and openness in the district, encourage teachers by recognizing quality work, promote community support for teachers through press releases and public relations campaigns, include teachers in the decision-making processes of the school and district, decentralize the authority structure, provide mini-grants for innovative teacher projects, and provide more and better staff development.

Erlandson and Pastor (1981) state that most of the changes in organizational structure necessary to stimulate teachers to excellence can be wrought by the building principal. This is the central implication of a recent study of 150 high school teachers in 10 high schools, according to Erlandson and Pastor (1981). The study measured "the presence and fulfillment of higher order need strengths" in the teachers studied. Higher order need strengths were defined as desires for involvement in decision-making, challenge on the job, expression of

creativity, freedom and independence, and the opportunity to use a variety of skills. In contrast, lower order need strengths were defined as desires for high pay, fringe benefits, job security, friendly co-workers, and considerate supervisors.

The researchers (Erlandson & Pastor, 1981) found that about two-thirds of the teachers "possessed a predominance of higher order need strengths over lower order need strengths," a ratio significantly greater than that for industrial workers. The teachers with the highest order need strengths, however, were the least satisfied, presumably because their needs were not being met in the school.

Since the principal "has considerable power to shape the communication, influence, and decision-making patterns of the school and to allocate significant instructional areas to teachers" (Erlandson & Pastor, 1981, p. 9), the authors conclude that the principal can help fulfill the most pressing needs of teachers with higher order needs--needs for freedom and independence in their work.

Even in districts where money is extremely tight, good teaching can and should be rewarded. Great teachers, after all, are not motivated by money but by needs for self-satisfaction and occasional praise from superiors or colleagues (Gudridge, 1980). Administrators can recognize

good teachers by having "teacher of the week" and "teacher of the year" awards. Gudridge (1980) states that having achievement recognized will turn on the teacher's "hot button" more than money.

In recent years, school boards and state legislatures across the United States have tried to address the lack of incentives for teachers through such measures as merit pay, career ladders, mini-grants, and awards for distinguished teaching. Schlechty and Ingwerson (1987) developed an incentive system for the teachers in the Jefferson County Public Schools (Kentucky). They decided to invent their own system after realizing that their search for an already-established system was not going to yield the desired outcome. The program was designed to encourage cooperative action, as well as individual initiative.

According to Schlechty and Ingwerson (1987), underlying the Jefferson County incentive system were seven basic assumptions: (1) Positive rewards are more powerful than negative sanctions as incentives for performance. (2) Rewards are effective only to the degree that they are attached to prespecified performance expectations. (3) It is appropriate to reward the expenditure of effort, as well as the quality of results. In other words, a reward system should encourage people not only to do well, but also to do as well as they can. (4) Individuals who do what is

expected of them should have access to the rewards that are offered. Traditional incentive systems, by contrast, honor only those who exceed expectations. (5) Sustained high-quality performance should produce substantially greater rewards than short-term or sporadic performance, regardless of its quality. In other words, continuous performance that meets expectations is of more value than sporadic performance of a heroic nature. (6) The purpose of an incentive system is to improve the productivity of the organization as a whole, as well as the productivity of individuals working within that organization. (7) Finally, individuals should have a great deal of control over whether and how often they receive rewards. Moreover, no person should be denied access to the reward system for any reason other than the amount of energy he or she expends and the quality of the results.

The business of schools must be to rethink incentives in the light of the times (Naisbitt, 1984). Based on pilot studies, Swanson and Koonce (1986) make the following recommendations for nonmonetary incentive programs to local school systems: (1) Do it and do it well. School administrative systems should develop, implement, and formally evaluate incentive plans. (2) Plan carefully, using a "grass roots" up approach. Teachers should be directly involved in all phases of the incentive plan.

Teacher input can be generated from surveys, interviews, and "quality circles." (3) Include high-tech/high-touch incentives. Incentives should be geared to individual needs determined by state-of-the-art realities, teacher evaluations, and teacher perceptions. A menu of staff development options, such as assertiveness training and professional public image training, should be provided. (4) Include all staff in the incentive plan. (5) Emphasize outcome-oriented goals that can be measured. Participants and evaluators should "see success." If teachers are to be recognized for "use of community resources," then the goal should be stated specifically and activities documented. (6) Use achievement of goals in annual evaluations. Establish in advance the role of goal achievement in the evaluation process for more positive attitudes and effectiveness. Evaluation, then, reinforces incentives. (7) Stress achievement of excellence. Emphasis on minimal performance can be a self-fulfilling prophecy. Performance is affected by what is expected. (8) Provide top-level administrative support and provision for coordination and supervision. (9) Update the plan regularly. The incentive program should include ongoing evaluation. Teachers should be included in the process. (10) Include group-level nonmonetary rewards to encourage cooperation and sharing.

The importance of organization-level intrinsic rewards has recently begun to receive long overdue attention in the development of programs for enhancing the sense of "vision" brought into the schools by principals and other administrators. The breadth of the educational leader's vision controls whether or not teachers who identify with it are stimulated to broaden their job definitions and accept a wider array of task responsibilities. Regardless of the breadth of the vision, however, making it vivid and explicit plays a significant role in giving teachers the sense of membership and identity in the schools that encourages them to remain in the profession and work diligently under less than optimal conditions (Mitchell & Peters, 1988).

Incentives capable of improving accountability, encouraging professional development, strengthening recruitment and retention, and expanding teacher job definitions are readily available in most school settings. Managers have the capacity to nurture and support an effective incentive system. While monetary rewards may be important, they are viewed as the most important incentives for good teaching only by policymakers and school managers who do not understand the potency of intrinsic satisfactions for teachers and who constantly disrupt the development of needed collegial groups and strong organizational structures by rewarding teachers for self-centered and organizationally

subversive actions. Good schools are the best incentives for good teachers (Mitchell & Peters, 1988).

The literature supports the need for an analysis of non-salary incentives. There is evidence in the analysis of the research to support the position that non-salary incentives could aid the school administrator in improving the learning environment in our public schools. In order to maintain high standards of quality in teacher performance, it is most important that each component of a non-salary incentive plan be analyzed and improved continuously.

Research confirms the finding that monetary incentives alone are not sufficient to retain superior personnel or to maintain superior performance. Non-salary incentives are needed to develop esteem, to reinforce the individual's sense of worth, and to encourage leadership through increased productivity and superior performance.

Incentive plans must offer incentives that appeal to the needs of teachers if they are to be effective. The following chapter includes a detailed description of the procedures used by this investigator in determining the non-salary incentives that appeal to Cleveland County teachers.

CHAPTER III METHODOLOGY

This study was designed to identify and prioritize possible non-salary incentives for teachers in the Cleveland County School System on the basis of teacher preferences. As a result of this study, administrators of Cleveland County Schools will be furnished with a locally-generated and teacher-validated list of non-salary incentives to help meet the desires of the present staff.

A pilot questionnaire (Q-1) was used to survey teachers in Cleveland County Schools. Research questions underlying this survey of teachers, the design of the objective questionnaire (Q-2), the methods used in analyzing the data, and the population responding to the survey are described in this chapter.

The following questions were developed specifically for this study:

1. What specific non-salary incentives are desirable to teachers?
2. Which related incentives can be grouped in categories?
3. Which incentive represents top priority for the highest percent of respondents within each category?

4. Which incentives most frequently rank first disregarding categories?
5. Do results differ significantly for sub-groups based on sex, race, years of experience, or educational degree?

Once the basic purposes of listing and prioritizing non-salary incentives were established, the next step was the design of an instrument which would contain items known to have some appeal to a number of teachers and which would provide an opportunity for teachers to make clear choices. A two-step method was used to design this instrument. Since the focus was on teachers, both stages used teacher input.

The process began with an open-ended questionnaire (Q-1) which asked teachers to list what they would consider to be desirable non-salary incentives. No attempt was made to suggest ideas, and there was no effort to structure the wording of responses. This pilot questionnaire (Q-1) was sent to all teachers in the Cleveland County School System. The returned questionnaires were studied, and all ideas were placed on a preliminary list. If an idea corresponded to one that was already listed, it was tallied; if not, it became a new item on the preliminary list. When this step was completed, those items suggested by five or more people were converted to objective survey items. These items were then grouped into categories of related items. For example, the first category dealt with extra duty and contained items

such as duty-free lunch, relief from bus duty, relief from duty at athletic events, and relief from extra academic duties. Because each item represented an incentive, the words "incentive" and "item" were used interchangeably in this study.

The next step was the selection of a format for responses. The objective questionnaire (Q-2) was different from many in that it presented a list of items found to be desirable by a number of respondents, probably most of them. Thus, if each item were to be rated on a scale of "1 to 10" with "1" being undesirable and "10" being highly desirable, most items would probably rate very high. This would simply confirm what was strongly suspected. It would not discriminate among the various items and would be of little or no help to an administrator who might want to implement a few of the incentives with teachers' priorities in mind. This consideration led to the establishment of a dual ranking system.

Twelve categories of non-salary incentives with four items in each category were included on the objective questionnaire (Q-2). In the first stage, the four items in each category were to be ranked 1-4 relative to one another and without regard for the items in the other categories. The second stage requested a listing of the five most desirable items in order of priority, regardless of

category. This two-step process was designed first to reveal priorities within categories. For example, most teachers would like to reduce all forms of extra duty; but which duty first, second, third, fourth? With this ranking done, the final task of picking the top five would be far less difficult, and interested parties would have access to priorities both within and across categories. Thus, the response format made responding easier and the results more useful.

The heavy use of teacher input in developing the initial listing of incentives was designed to assure validity in the content of the objective questionnaire (Q-2). Eight teachers, two from each teaching level, also evaluated this objective questionnaire (Q-2) before it was distributed to all teachers. This teacher help in the formatting of items and the phrasing of instructions was intended to assure validity with respect to communication.

Data analysis was designed to provide answers to the questions listed earlier. The computer was used to provide descriptive printouts of results from the total sample and from each demographic subgroup. Tests for the significance of differences between proportions were used to determine whether observed differences in results were significant at the 0.05 level. The computer was also used in this testing. Tests for correlated samples were used to compare item

preferences for a single group. The group was sometimes the total sample and sometimes a demographic subgroup such as "respondents with more than 20 years experience." This test would determine, for example, whether the proportion of the total sample assigning overall rank 1 to item 5 was significantly higher than the proportion of total sample assigning rank 1 to item 7. These tests were made for each group of respondents in each category of incentives and in the overall choices. As an example, the first choice of females was compared to the second choice of females in each category to identify cases in which preferences were more pronounced.

The test for independent samples was used to determine whether one subgroup was significantly different from another in the proportion assigning rank 1 to a given item. For example, was the proportion of blacks assigning rank 1 to item 10 significantly different from the proportion of whites assigning rank 1 to item 10? Comparisons such as these were used to assess differences between demographic subgroups with respect to categorical choices and overall choices. All possible pairings of subgroups defined by a particular demographic variable were used in these tests, and all categories were checked for each such pairing. For the "years of experience" variable, for example, the "1-3" group was compared with the "4-10," "11-20," and "over 20"

groups. Then the "4-10" group was compared with the "11-20" and "over 20" groups and, finally, the "11-20" group was compared with the "over 20" group. Comparisons between groups were made in each category where two groups had chosen different items for rank 1.

Data was collected by means of an objective questionnaire (Q-2) submitted to all Cleveland County teachers. Results were analyzed by use of the techniques listed above. The Cleveland County School System is composed of fifteen schools: two high schools containing grades ten through twelve; two junior high schools containing grades seven through nine; two middle schools containing grades four through six; seven elementary schools containing grades kindergarten through six; and two elementary schools containing grades kindergarten through three.

Cleveland County Schools employ a total of 474 teachers in grades K-12. Due to the relatively small size of the population, sampling was not attempted. The pilot questionnaire (Q-1) was given to the principals of Cleveland County Schools on November 11, 1988, with instructions to ask all teachers for their help in developing a list of non-salary incentives that were of value to them. Principals returned a total of 204 (43%) completed pilot questionnaires (Q-1).

On January 20, 1989, Cleveland County's fifteen principals were asked for their assistance in distributing the two-page objective questionnaire (Q-2) to the teachers at each school. Teachers were asked to prioritize non-salary incentives on the questionnaire developed from their suggestions in November. Three hundred fifty-two (74%) usable questionnaires were returned for this study. Responses on these questionnaires provided data on non-salary incentives that are most important to teachers in Cleveland County Schools. Analysis of the data will be reported and interpreted in Chapter Four.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to develop a list of teacher-generated and teacher-validated non-salary incentives for Cleveland County Schools. The study was designed to identify and prioritize non-salary incentives for teachers on the basis of teacher preferences. Preliminary identification of incentives was accomplished by asking for suggestions from teachers in Cleveland County Schools on an open-ended questionnaire (Q-1). Two hundred four (43%) teachers responded. Any incentive suggested by five or more teachers was phrased as a multiple-choice item and included on an objective questionnaire (Q-2). Forty-eight incentives, or items, were listed on the objective questionnaire (Q-2) and were grouped into twelve categories as follow:

1. Relief from or pay for extra duties (Items 1-4)
2. An occasional day or half-day off without having to pay a substitute (Items 5-8)
3. Compensatory time for extended non-teaching activities (Items 9-12)
4. Clerical and/or teacher assistant help (Items 13-16)
5. Provisions to make in-service more available and less expensive (Items 17-20)

6. Free or discounted meals, admissions, purchases
(Items 21-24)
7. Recognition for outstanding performance (Items 25-28)
8. Improved instructional facilities, equipment; more
funds, materials, supplies (Items 29-32)
9. Improved and expanded health and retirement benefits
(Items 33-36)
10. Planning time for individuals and groups (Items 37-40)
11. More voice for teachers in own teaching and in
schoolwide and systemwide planning (Items 41-44)
12. Administrative and community support (Items 45-48)

Instructions called first for ranking items within categories and then for a list of the top five overall choices in order of preference.

The objective questionnaires (Q-2) were submitted to all four hundred seventy-four Cleveland County teachers. Three hundred fifty-two responded, giving a return rate of 74 percent. The data provided by these responses are described and analyzed in this chapter.

Printouts summarizing responses by various groupings of respondents are shown in Appendix B. These printouts show for each item or incentive the percent of respondents assigning rank 1, rank 2, rank 3, and rank 4 to that item within its own category. Secondly, these printouts show the

percents assigning rank 1, rank 2, rank 3, rank 4, and rank 5 on an overall basis.

This chapter is organized in the following manner: Responses by the total sample are dealt with completely before any demographic classifications, or variables, are discussed, and all responses by one set of demographic subgroups are discussed before any reference is made to the next demographic classification.

For the total sample, and for each demographic classification, or variable, there are two tables. The first tables (odd-numbered) are used to report first choices within categories for the group(s). The second tables (even-numbered) are used to describe overall choices. Tables 1 and 2, which describe responses by the total sample, give the percents of total sample assigning the indicated ranks to the items. The remaining tables all include two or more subgroups and are arranged to highlight similarities and differences in choices rather than percents.

The significance tests described in Chapter III were used to compare responses to individual items by pairs of demographic subgroups and to compare first and second place choices by each demographic subgroup within each category. Results of tests yielding a 0.05 level of significance are shown in Appendix C, using one-line summaries. These

summaries take two forms: (1) Tests for Correlated Samples--These involve comparison of responses to two different items by a single group. They are labelled "group choices within categories," or "overall choices by a single group." The summary line lists the group, the number in the group, the preferred item, the Z statistic produced by the test, and the resulting significance level. The preferred item (item number listed in the report) is the top-ranked item for the given category (or overall choice). The category involved can be determined from the item number (items 1-4 in category 1, items 5-8 in category 2, and so forth). The N for a given group may differ slightly from item to item due to omissions. The second item is not listed since the purpose is simply to show the strength of the first place item. For example, the total sample chose item 1 in category 1, and the proportion choosing item 1 was significantly higher ($p > 0.01$) than the proportion choosing the second place item. (2) Tests for Independent Samples--These are comparisons between demographic subgroups relative to a single item. They are labelled "comparisons between two groups on categorical choices." The summary line lists the item number, the group with the higher proportion choosing that item, the group with the lower proportion choosing that item, the Z value, and the associated significance level. The item is always the first

choice of one of the groups. As an example, males choosing item 19 in category 5 and the proportion of males choosing item 19 was higher ($p < 0.05$) than the proportion of females choosing 19. On the other hand, females chose item 20, and the proportion of females choosing item 20 was higher ($p < 0.01$) than the proportion of males choosing item 20.

In Appendix C, summaries distinguish between 0.01 and 0.05. For purposes of discussion in this chapter, 0.05 is used as the cutoff. Note that since percents are simply the non-decimal form of two-place proportions, these two terms are used interchangeably without further comment.

Responses by Total Sample

Three hundred fifty-two teachers responded to the survey. Demographically, subgroups were as follow: 277 females, 69 males; 40 with 1-3 years of teaching experience, 67 with 4-10 years of teaching experience, 171 with 11-20 years of teaching experience, 67 with 20+ years of teaching experience; 117 primary level teachers, 75 intermediate level teachers, 57 junior high level teachers, 93 senior high level teachers; 33 blacks, 309 caucasians, 1 other; 156 with Bachelor's degrees, 166 with Master's degrees, 14 with Education Specialist's degrees. This total sample generally made clear choices within categories. The preferred

incentive was usually ranked first by one-third or more of respondents. On an overall basis, however, percents were not so large because each item was competing with forty-seven others rather than with three others. The highest percent accorded in overall ranking was the 18 percent of respondents favoring Item 5-"The privilege of taking an annual leave day while school is in session."

Table 1 indicates choices within categories by the total sample. The choices are based on the percent of the group assigning rank 1 to each item. Percents assigning lower ranks are shown for information but are used only when a tie exists in percents assigning rank 1. This same logic will be used in all subsequent tables to determine first choice.

Items ranked first in Table 1 were significantly higher than those for other items in the same category except for categories 4, 8, and 11 where second place items were closer to first-place items.

Table 2 discloses the first five overall choices of Cleveland County teachers. The percent assigning rank 1 to Item 5 was significantly higher than for any other item. Differences among the other four choices were not statistically significant. The 6 percent assigning rank 1 to the last three items looks small until one remembers that there were 48 items in all; then, 6 percent of first place votes becomes more impressive.

Table 1

Items Ranked First in Category by Highest Percent of Total Sample

Category	Item Description	Percent Ranking 1
1	Duty-free lunch	53
2	Privilege of taking an annual leave day while school is in session	52
3	Compensatory time for required professional development activities	36
4	Some teacher assistant help occasionally	38
5	Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available	38
6	Free lunch for teachers	38
7	"Pat on the back" for a job well done by individual or whole staff	43
8	More instructional materials and supplies	30
9	Improved health insurance program	38
10	More planning time for individual teacher	75
11	Systematic way of keeping administrators aware of teachers' opinions and concerns	35
12	Strong parental support reflecting concern for students' behavior and achievement	47

Table 2

First Five Overall Choices of Total Sample

Overall Rank	Item Number and Description	Percent Assigning Each Rank				
		1	2	3	4	5
1	(5) Privilege of taking an annual leave day while school is in session	18	11	7	3	2
2	(1) Duty-free lunch	8	7	4	6	7
3	(37) More planning time for individual teacher	6	7	6	6	6
4	(7) A day of personal leave per year without having to pay a substitute	6	6	5	4	2
5	(47) Strong parental support reflecting concern for students' behavior and achievement	6	5	4	5	5

Responses Broken down by Sex

Response patterns for females were generally similar to those shown by the total sample. This fact is not surprising since females make up most of the sample. Males displayed some differences, none of which were dramatic.

In Tables 1 and 2, comparisons were made among items on the basis of responses by a single group. With a single group, this is the only kind of comparison available. However, once subgroups were formed on the basis of demographic variables, another kind of comparison was available--comparison between different groups relative to a single item. In Tables 3-12, item rankings by various groups will be shown, but discussions of significance will be confined to differences between groups. This should give an adequate picture of group choices and will give a clear picture of group differences. Where differences between groups are significant, results will be shown in Appendix C.

Table 3 points out choices within categories by females and males. In this table and those to follow, numerical data will not be used so that the focus will be on similarities and differences in item choices. Full numerical details are available in the printouts in Appendix B and Appendix C.

Table 3

Items Ranked First in Category by Females and Males

(F=Females, M=Males, ALL=Both Groups)

Category		Item Description
1	ALL	Duty-free lunch
2	ALL	Privilege of taking an annual leave day while school is in session
3	ALL	Compensatory time for required professional development activities
4	ALL	Some teacher assistant help occasionally
5	F	Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
5	M	Expenses paid to attend professional conferences
6	ALL	Free lunch for teachers
7	F	"Pat on the back" for a job well done by individual or whole staff
7	M	Extra privileges for "Teacher of the Week or Month"
8	F	More instructional materials and supplies
8	M	Improved physical classroom situation
9	F	Improved health insurance program
9	M	Dental insurance
10	ALL	More planning time for individual teacher
11	F	Teacher input into decision-making
11	M	Systematic way of keeping administrators aware of teachers' opinions and concerns
12	ALL	Strong parental support reflecting concern for students' behavior and achievement

Seven categories were ranked first by both male and female. Female and male choices were significantly different only in categories 5, 7, and 8. In category 5, females chose "Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available" while males favored "Expenses paid to attend professional conferences." In category 7, females chose "Pat on the back" for a job well done by individual or whole staff," and males chose "Extra privileges for 'Teacher of the Week or Month'" as a form of recognition for outstanding performance. In category 8, females preferred "More instructional materials and supplies" while males chose "Improved physical classroom situation." It can be seen in Table 3 that the two groups also had different first choices in categories 9 and 11, but the differences were not significant at the 0.05 level.

Table 4 reveals overall choices by sex. None of the differences between female and male preferences was significant, and several items were chosen somewhere in the top 5 by both groups. For example, both groups chose Item 1-"Duty-free lunch," Item 5-"Privilege of taking an annual leave day while school is in session," and Item 7-"A day of personal leave per year without having to pay a substitute."

Table 4

First Five Overall Choices of Female and Male Respondents

(F=Female, M=Male, ALL=Both)

Overall Rank		Item Number and Description
1	ALL	(5) Privilege of taking an annual leave day while school is in session
2	F	(1) Duty-free lunch
2	M	(36) Improved retirement formula
3	F	(37) More planning time for individual teacher
3	M	(7) A day of personal leave per year without having to pay a substitute
4	F	(7) A day of personal leave per year without having to pay a substitute
4	M	(1) Duty-free lunch
5	F	(47) Strong parental support reflecting concern for students' behavior and achievement
5	M	(45) Strong support and respect from administration at school level and system level

Comparisons between the two groups did not show significance for any item. Item 5-"Privilege of taking an annual leave day while school is in session" was selected by both male and female as first choice.

Responses Broken down by Experience

Table 5 signifies choices within categories by experience subgroups. Significant differences were found between the 1-3 years of experience group and the other groups in category 2. The 1-3 years of experience group preferred "A day of personal leave per year without having to pay a substitute" while the other groups preferred "Privilege of taking an annual leave day while school is in session." Significant differences were revealed in category 3 where the 11-20 years of experience group preferred "Compensatory time for Parent Teacher Organization meetings and extra long staff meetings" while the other groups preferred "Compensatory time for required professional development activities." Categories 5, 6, and 9 each revealed significant differences in one or more pairings of experience groups. All groups except the over 20 years of experience group preferred "Free lunch for teachers" in category 6 while the over 20 years of experience group

Table 5

Items Ranked First in Category by Experience Subgroups

(A=1-3 years, B=4-10 years, C=11-20 years, D=20+ years,
ALL=All Groups)

Category	Item Description
1	ALL Duty-free lunch
2	A A day of personal leave per year without having to pay a substitute
2	BCD Privilege of taking an annual leave day while school is in session
3	ABD Compensatory time for required professional development activities
3	C Compensatory time for PTO and long staff meetings
4	ACD Some teacher assistant help occasionally
4	B Some clerical help (by people)
5	A Tuition reimbursement
5	B Expenses paid to attend professional conferences
5	CD Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
6	ABC Free lunch for teachers
6	D Discounts at local or nearby businesses
7	ACD "Pat on the back" for a job well done by individual or whole staff
7	B Extra privileges for "Teacher of Week or Month": better parking space, half-day off, relief from extra duty
8	A Improved physical classroom situation, such as carpeting or room size
8	BD More instructional materials and supplies
8	C Fund to provide awards for deserving students
9	AC Improved health insurance program
9	B Dental insurance
9	D Improved retirement formula
10	ALL More planning time for individual teacher
11	AC Teacher input into decision-making
11	BD Systematic way of keeping administrators aware of teachers' opinions and concerns
12	ALL Strong parental support reflecting concern for students' behavior and achievement

preferred "Discounts at local or nearby businesses." The 11-20 years of experience group differed with one or more other groups in categories 5, 6, and 9.

All four subgroups selected Item 1-"Duty-free lunch" in the first category, Item 37-"More planning time for individual teacher" in the tenth category, and Item 47-"Strong parental support reflecting concern for students' behavior and achievement" in the twelfth category. In addition, three of the four groups were in agreement in categories 2, 3, 4, 6, and 7. In spite of the differences listed above, more similarity than difference existed among experience subgroups.

Table 6 exhibits overall choices by experience levels. There were no significant differences between groups in choice of first place items. However, the 1-3 years of experience group was one of only two groups not assigning rank 1 to Item 5-"Privilege of taking an annual leave day while school is in session."

Table 6

First Five Overall Choices by Experience Levels

(A=1-3 years, B=4-10 years, C=11-20 years, D=20+ years
ALL=All Groups)

Overall Rank		Item Number and Description
1	A	(37) More planning time for individual teacher
1	BCD	(5) Privilege of taking an annual leave day while school is in session
2	A	(47) Strong parental support reflecting concern for students' behavior and achievement
2	B	(7) A day of personal leave per year without having to pay a substitute
2	C	(1) Duty-free lunch
2	D	(36) Improved retirement formula
3	A	(18) Tuition reimbursement
3	BD	(1) Duty-free lunch
3	C	(45) Strong support and respect from administration at school level and system level
4	A	(5) Privilege of taking an annual leave day while school is in session
4	B	(37) More planning time for individual teacher
4	C	(7) A personal leave day per year without having to pay a substitute
4	D	(34) Improved health insurance program
5	A	(12) Compensatory time for required professional development activities
5	BD	(45) Strong support and respect from administration at school level and system level

Responses Broken down by Teaching Level

Table 7 denotes choices within categories by teaching level subgroups. As in the case of previous demographic breakouts, there was more similarity than difference in the choices made by groups in different teaching levels. However, there were a few significant differences. These occurred between pairings in categories 1, 3, 4, 5, 9 and 11. Significant differences were produced primarily between senior high teachers and teachers in the other three groups.

Table 8 exhibits overall choices by teaching levels. At first glance, Table 8 discloses more scatter than previous tables. Only the first choice, "Privilege of taking an annual leave day while school is in session," was unanimous, and all four groups had different choices in third, fourth, and fifth places. However, a closer look reveals that these differences were not so great as they seem because many common choices differed only in the position occupied. For example, Item 7 was chosen in the top five by three of the groups, and Items 1, 36, 37, 45, and 47 were in the top five for two groups.

Table 7

Items Ranked First in Category by Teaching-Level Subgroups

(P=Primary, I=Intermediate, J=Junior High, S=Senior High
ALL=All Groups)

Category	Item Description
1	PIJ Duty-free lunch
1	S Relief from or pay for extra academic duties such as test coordinator, grade level chairperson, department head
2	ALL Privilege of taking an annual leave day while school is in session
3	PI Compensatory time for required professional development activities
3	J Compensatory time for PTO and extra long staff meetings
3	S Compensatory time for unpaid extra duties
4	PIJ Some teacher assistant help occasionally
4	S Some clerical help (by people)
5	PIJ Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
5	S Expenses paid to attend professional conferences
6	ALL Free lunch for teachers
7	ALL "Pat on the back" for a job well done by individual or whole staff
8	PJS More instructional materials and supplies
8	I Funds to provide awards for deserving students
9	PI Improved health insurance program
9	JS Dental insurance
10	ALL More planning time for individual teacher
11	PJ Systematic way of keeping administrators aware of teachers' opinions and concerns
11	I Teacher input into decision-making
11	S Greater autonomy with respect to methods and materials
12	ALL Strong parental support reflecting concern for students' behavior and achievement

Table 8

First Five Overall Choices of Teaching-Level Groups

(P=Primary, I=Intermediate, J=Junior High, S=Senior High,
ALL=All Groups)

Overall Rank		Item Number and Description
1	ALL	(5) Privilege of taking an annual leave day while school is in session
2	PJ	(1) Duty-free lunch
2	I	(47) Strong parental support reflecting concern for students' behavior and achievement
2	S	(7) A day of personal leave per year without having to pay a substitute
3	P	(37) More planning time for individual teacher
3	I	(13) Some teacher assistant help occasionally
3	J	(33) Dental insurance
3	S	(36) Improved retirement formula
4	P	(45) Strong support and respect from the administration at school level and system level
4	I	(7) A day of personal leave per year without having to pay a substitute
4	J	(36) Improved retirement formula
4	S	(34) Improved health insurance program
5	P	(7) A day of personal leave per year without having to pay a substitute
5	I	(45) Strong support and respect from administration at school level and system level
5	J	(47) Strong parental support reflecting concern for students' behavior and achievement
5	S	(37) More planning time for individual teacher

Responses Broken down by Race

Table 9 acknowledges choices within categories by race. Race did not make a significant difference in these categorical choices. The differences between groups shown here are not significant.

Table 10 indicates overall choices by race. There were no significant differences between choices by the two groups. First, second, and fourth-place choices were the same. Third and fifth-place choices differed only slightly. For example, in third place, 3 percent of Blacks and 6 percent of Caucasians selected Item 37-"More planning time for individual teacher" while 9 percent of Blacks and 5 percent of Caucasians selected Item 47-"Strong parental support reflecting concern for students' behavior and achievement." Neither of these differences is significant.

Table 9

Items Ranked First in Category by Race

(B=Black, C=Caucasian, ALL=Both Groups)

Category		Item Description
1	ALL	Duty-free lunch
2	ALL	Privilege of taking an annual leave day while school is in session
3	B	Compensatory time for PTO and extra long staff meetings
3	C	Compensatory time for required professional development activities
4	ALL	Some teacher assistant help occasionally
5	ALL	Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
6	ALL	Free lunch for teachers
7	B	Extra privileges for "Teacher of the Week or Month"
7	C	"Pat on the back" for a job well done by individual or whole staff
8	B	Fund to provide awards for deserving students
8	C	More instructional materials and supplies
9	ALL	Improved health insurance program
10	ALL	More planning time for individual teacher
11	B	Teacher input into decision-making
11	C	Systematic way of keeping administrators aware of teachers' opinions and concerns
12	ALL	Strong parental support reflecting concern for students' behavior and achievement

Table 10

First Five Overall Choices by Race

(B=Black, C=Caucasian, ALL=Both Groups)

Overall Rank		Item Number and Description
1	ALL	(5) Privilege of taking an annual leave day while school is in session
2	ALL	(1) Duty-free lunch
3	B	(47) Strong parental support reflecting concern for students' behavior and achievement
3	C	(37) More planning time for individual teacher
4	ALL	(7) A day of personal leave per year without having to pay a substitute
5	B	(4) Relief from or pay for extra academic duties
5	B	(44) Systematic way of keeping administrators aware of teachers' opinions and concerns
5	C	(45) Strong support and respect from administration at school level and system level

Responses Broken down by Highest Degree Earned

Table 11 details choices within categories by subgroups based on degrees. There were significant differences among the various groups defined by the "highest degree" variable in categories 1 and 8. In category 1, both the Bachelor's group and the Master's group had significantly higher proportions choosing Item 1-"Duty-free lunch" than did the Education Specialist's group. In category 8, a significantly higher proportion of the Bachelor's group chose Item 30-"More instructional materials and supplies" than was the case of the Master's group.

Table 12 demonstrates overall choices by groups with different degrees. The same kinds of differences noted in the categorical choices showed up in the overall choices, but, due to the small number of Education Specialist's degrees, these differences were not significant. However, they were definite. Those with this degree were more concerned about extra academic duties and support from administration and community than were the other two groups.

Table 11

Items Ranked First in Category by Different Degree Levels

(B=Bachelor, M=Master, E=Ed. Specialist, ALL=All Groups)

Category	Item Description
1	BM Duty-free lunch
1	E Relief from or pay for extra academic duties
2	ALL Privilege of taking an annual leave day while school is in session
3	BM Compensatory time for required professional development activities
3	E Compensatory time for unpaid extra duties
4	ALL Some teacher assistant help occasionally
5	BM Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
5	E Expenses paid to attend professional conferences
6	BM Free lunch for teachers
6	E Discounts at local or nearby businesses
7	BM "Pat on the back" for a job well done by individual or whole staff
7	E Snacks, candy, and other "goodies" supplied for lounge by parents
8	BE More instructional materials and supplies
8	M Fund to provide awards for deserving students
9	ALL Improved health insurance program
10	ALL More planning time for individual teacher
11	B Teacher input into decision-making
11	M Systematic way of keeping administrators aware of teachers' opinions and concerns
11	E Greater autonomy with respect to methods and materials
12	BM Strong parental support reflecting concern for students' behavior and achievement
12	E Strong support and respect from administration at school level and system level

Table 12

First Five Overall Choices of Groups with Different Degrees

(B=Bachelor Degree, M=Master Degree, E=Ed. Specialist)
 ALL=All Groups)

Overall Rank		Item Number and Description
1	BM	(5) Privilege of taking an annual leave day while school is in session
1	E	(46) Supportive community attitude with respect for teachers and education led by Board of Education
2	B	(47) Strong parental support reflecting concern for students' behavior and achievement
2	M	(1) Duty-free lunch
2	E	(7) AA day of personal leave per year without having to pay a substitute
3	B	(1) Duty-free lunch
3	M	(37) More planning time for individual teacher
3	E	(45) Strong support and respect from administration at school level and system level
4	B	(37) More planning time for individual teacher
4	M	(45) Strong support and respect from administration at school level and system level
4	E	(4) Relief from or pay for extra academic duties
5	B	(7) A day of personal leave per year without having to pay a substitute
5	M	(34) Improved health insurance program
5	E	(33) Privilege of taking an annual leave day while school is in session

Summary of Overall Choices

The total sample chose the following non-salary incentives in this order:

Item 5 Privilege of taking an annual leave day while school is in session

Item 1 Duty-free lunch

Item 37 More planning time for individual teacher

Item 7 A day of personal leave per year without having to pay a substitute

Item 47 Strong parental support reflecting concern for students' behavior and achievement

Appendix B will reveal that there was also support for Item 36-"Improved retirement formula," and Item 45-"Strong support and respect from the administration at the school level and system level."

Of the 15 demographic subgroups, 13 chose Item 5 first. Several other items showed up repeatedly in the top 5 choices made by demographic subgroups:

Item 5 Privilege of taking an annual leave day while school is in session--chosen 14 times (13 firsts)

Item 1 Duty-free lunch--chosen 10 times

Item 7 A day of personal leave per year without having to

- pay a substitute--chosen 11 times
- Item 37 More planning time for individual teachers--chosen 7 times
- Item 45 Respect and support from administration at local level and system level--chosen 9 times
- Item 47 Strong parental support reflecting concern for students' behavior and achievement--chosen 6 times

It may be noted that Items 5 and 7 are closely related and can be pooled in looking at teachers' desires. Both deal with the idea of getting a day off at some time during the year. Items 45 and 47 are also closely related. Thus, three major threads emerge: (1) a desire for some way to get a break (day off) with school in session; (2) a desire for more planning time for the individual teacher; and (3) a desire for respect and support from administrators and from the community, particularly from parents.

These results, along with the more detailed information in Tables 1-12 give a clear picture of teachers' preferences among non-salary incentives. Demographic subgroups tended to reinforce the pattern established by the total sample. Differences among demographic subgroups were not visible in categorical choices where percents were larger. With the smaller percents involved in the overall choices and the smaller numbers created by demographic breakdowns,

differences in overall choices were not technically significant, partly because of the numbers, but also because there was broad general agreement as shown above.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This study focused on the classroom teachers' perceptions of valuable non-salary incentives. The purpose of this study was to develop a list of teacher-generated and teacher-validated non-salary incentives for Cleveland County Schools. The study was designed to identify and prioritize non-salary incentives for teachers on the basis of teacher preferences.

Research confirms that non-salary incentives can be employed to develop esteem, to reinforce the individual sense of self-worth, and to encourage leadership through increased productivity and superior performance. Evidence exists from the analysis of the research to support the position that non-salary incentives can aid the school administrator in improving the learning environment in the public schools. In order to maintain high standards of quality, it is important that each component of a non-salary incentive plan be analyzed and improved continuously.

In this chapter, a summary of the study, conclusions, and implications for further study will be presented. The insights which are gained can help the administrative team to enhance the performance and productivity of our schools.

SUMMARY

This research was conducted to get as clear a picture as possible of Cleveland County teachers' preferences for non-salary incentives. The population invited to participate consisted of all Cleveland County teachers.

To provide focus for the study, five specific research questions were addressed:

1. What specific non-salary incentives are desirable to teachers?
2. Which related incentives can be grouped in categories?
3. Which incentive represents top priority for the highest percent of respondents within each category?
4. Which incentives most frequently rank first disregarding categories?
5. Do results differ significantly for sub-groups based on sex, race, years of teaching experience, teaching level, or educational degree?

The first step was the formulation of a list of valid possibilities. To assure validity, the best possible source was used, the teachers themselves. An open-ended questionnaire (Q-1) was sent to all Cleveland County teachers asking for suggestions. Over two hundred responded, and a large number of suggestions were obtained

from these responses. On the basis of common features, these suggestions were grouped into twelve categories of four items, or incentives, each.

From these items an objective questionnaire (Q-2) was developed with forty-eight items in twelve categories of four items each. Instructions called for preferences both within and across categories. Five pieces of demographic information were requested. These included sex, years of teaching experience, teaching level, race, and the highest degree held.

Again, the total population was asked to participate and 352 of them did so. This was a return rate of 74 percent. Response patterns were analyzed to find the preferences of the total group and to detect differences among subgroups created by the demographic variables. This summary was organized around research questions and respondent groupings.

Research question 1 dealt with the identification of specific incentives that would be desirable to teachers. This was accomplished by the simple expedient of asking the teachers themselves for suggestions. As a result, every item on the survey was ranked as first within its category by at least 5 percent of the respondents, and every item except one was ranked in the top five overall choices by at least 1 percent of the respondents.

Research question 2 dealt with placing incentives into groups of related items. On the basis of their content, incentives fell naturally into twelve groups:

1. Relief from or pay for extra duties (Items 1-4)
2. An occasional day or half-day off without having to pay a substitute (Items 5-8)
3. Compensatory time for extended non-teaching activities (Items 9-12)
4. Clerical and/or teacher assistant help (Items 13-16)
5. Provisions to make in-service more available and less expensive (Items 17-20)
6. Free or discounted meals, admissions, purchases (Items 21-24)
7. Recognition for outstanding performance (Items 25-28)
8. Improved instructional facilities, equipment; more funds, materials, supplies (Items 29-32)
9. Improved and expanded health and retirement benefits (Items 33-36)
10. Planning time for individuals and groups (Items 37-40)
11. More voice for teachers in own teaching and in school-wide and systemwide planning (Items 41-44)
12. Administrative and community support (Items 45-48)

Research question 3 asked which items would be first within categories for the total sample. The following were first choices within categories 1-12 respectively:

1. Duty-free lunch
2. Privilege of taking an annual leave day while school is in session
3. Compensatory time for required professional development activities
4. Some teacher assistant help occasionally
5. Renewal workshops and other workshops to strengthen teaching skills and content knowledge made easily available
6. Free lunch for teachers
7. "Pat on the back" for a job well done by individual or whole staff
8. More instructional materials and supplies
9. Improved health insurance program
10. More planning time for individual teacher
11. Systematic way of keeping administrators aware of teachers' opinions and concerns
12. Strong parental support reflecting concern for students' behavior and achievement

The percent assigning rank 1 to the chosen item was significantly greater than for the second-place item except in category 4 where clerical help was almost as popular as teacher assistant help, in category 8 where a fund to provide awards for deserving students was a strong second,

and in category 11 where teacher input into decision-making drew strong support.

Research question 4 asked what incentives would be ranked first, second, third, fourth, and fifth overall by the total group--choices made without regard for categories. Significantly stronger than for any other item, the clear preference was for a day of annual leave with school in session. Next came duty-free lunch, individual planning time, a day of personal leave without having to pay a substitute, and parental support, in that order.

Research question 5 dealt with possible differences between groups defined by demographic variables. These variables (sex, years of teaching experience, teaching level, race, and highest degree) will be dealt with in order. For each, research question 3 (categorical choices) and question 4 (overall choices) will be dealt with in order.

The only pairing under the sex variable was, of course, female vs. male. A significant difference was found in categorical choices only in category 5-"Provisions to make in-service more available and less expensive," in category 7-"Recognition for outstanding performance," and in category 8-"Instructional facilities, equipment, funds, materials, supplies." In category 5, females chose "Renewal workshops and other workshops to strengthen teaching skills and

content knowledge made easily available" while males favored "Expenses paid to attend professional conferences." In category 7, females chose "Pat on the back for a job well done by individual or whole staff" and males chose "Extra privileges for 'Teacher of the Week or Month'" as a form of recognition for outstanding performance. In category 8, females preferred "More instructional materials and supplies" while males chose "Improved physical classroom situation." No significant differences were found between females and males in overall choices.

Experience level produced more significant differences in categorical choices than the sex variable. In category 2, the 1-3 years-of-experience group preferred the day of personal leave while the others preferred the annual leave day. In category 3, the 11-20 years-of-experience group preferred compensatory time for Parent Teacher Organization meetings and long staff meetings while the others preferred compensatory time for required professional development activities. A significant difference was found between the 11-20 years-of-experience group and one or more other groups in categories 5, 6, and 9. There were no significant differences in overall choices in spite of the fact that the 1-3 group was one of only two groups not assigning overall rank 1 to Item 5-"Privilege of taking an annual leave day while school is in session."

The groupings based on teaching level showed some significant differences in categories 1, 3, 4, 5, and 11. These were produced chiefly by differences between senior high teachers and those at other levels. Differences in overall choices were not significant.

There were no significant differences between Blacks and Caucasians in categorical choices or overall choices.

The breakdown of respondents by degree revealed two significant differences in categorical choices. In the first category, both the group with Bachelor's degrees and the group with Master's degrees had higher proportions choosing Item 1-"Duty-free lunch" than did the Education Specialist's group. In category 8, the Bachelor's group had a higher proportion choosing Item 30-"More instructional materials and supplies" than did the Master's group. There were no significant differences among Bachelor's, Master's, and Education Specialist's groups in their overall first place choices.

The answer to research question 5 is clear. Much more similarity than difference was found among demographic subgroups. Item 5 was first with the total sample and with 13 of the 15 demographic subgroups. The two subgroups not making Item 5 first included it in the top 5 choices.

This study was designed to determine both the overall choices of incentives and the choices within categories.

The results make available another kind of information--a ranking of categories. There were sixteen groups, each with its "top five" items, making a total of 80 such choices. Twenty-eight of these choices came from Category 2--"An occasional day or half-day off without having to pay a substitute" making it the most popular category. The other categories, in order with number of items chosen from the category shown in parentheses were Category 12 (17); Category 1 (13); Category 9 (9); Category 10 (9); Categories 3, 4, 5, and 11 (1 each); Categories 6, 7, and 8 (all 0).

FINDINGS

More than anything else, Cleveland County teachers want a way to get a day off during the school year without paying a substitute. Some 18 percent picked an annual leave day with school in session as the number one incentive. In addition, another 6 percent chose the personal leave day without having to pay a substitute. Thus, about one-fourth of the sample agreed that the "day off" idea was the top priority. Being closely related, the annual leave day incentive and the personal leave day incentive were, of course, in the same category, and this was the only case in which two incentives from the same category appeared in the top five choices of the total group.

The teachers also desire duty-free lunch, planning time, and support from the community, particularly parental support. Some items not included in the top five choices, but still getting a good percentage of first and/or second-place votes, were such incentives as support from the administration and an improved retirement formula.

Neither sex nor race made any appreciable differences in choices. Experience, teaching level, and highest degree created some differences but not enough for any group to depart seriously from the general pattern.

RECOMMENDATIONS

A summary of results should be made available to school and central office administrators, the Cleveland County Board of Education, state officials, and local teachers. Teachers should be made aware that the other three groups mentioned above are being informed. A list of final recommendations arising from the study should be reported to all four of these groups.

Some of these incentives would cost little or no money, and others might be implemented without great expense. A "pat on the back" does not cost anything, nor do a few privileges, such as a temporary better parking space. Such incentives as these could be implemented easily. Because respect from the administration is probably already present

in the case of most administrators, perhaps some way can be found to make this more apparent to teachers. Teacher advisory committees could be set up or strengthened if they already exist. This action could help with two incentives which teachers liked: teacher input into planning and decision-making and some way to keep administration advised about teachers' opinions and concerns.

A study designed to explore the "day off" possibility with no or minimal use of substitutes should be initiated. With a little help from administrative personnel and volunteers and with some trade-offs among teachers, it might be possible to provide some time off for personnel, perhaps on a rotating basis. Administrators of individual schools also might be able to work out some arrangement under which teachers could be relieved occasionally of lunch duty.

In view of governmental participation, free or reduced lunches may not be legal, but perhaps a committee could contact merchants, restaurant managers, theater managers, etc., to solicit discounts for teachers on merchandise and services.

RECOMMENDATIONS FOR FURTHER STUDY

Studies to determine the non-salary incentives that are of value to other employees in our school system should be investigated. On several of the open-ended questionnaires, Cleveland County teachers said that teacher assistants need incentives, too. All employees could be affected positively by the development of a good non-salary incentive system.

Like many aims in life, these recommendations are no doubt "easier said than done." However, since administrative awareness and support and community support are among those needs which are very important to teachers, any efforts to implement some of these incentives should mean something to teachers as long as they are made aware of those efforts.

A further study and investigation of non-salary incentives is recommended which would replicate this study on a statewide basis. Since Cleveland County is a rural area, a replication of this study in an urban area is also suggested.

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APPENDICES

APPENDIX A
SURVEY OF TEACHER PREFERENCES

(Q-1)

November 11, 1988

MEMORANDUM

TO: ALL TEACHERS

FROM: Jerry McSwain

SUBJECT: Non-Salary Teacher Incentives

In an effort to study and investigate non-salary incentives for teachers in Cleveland County Schools, I need your assistance in helping to develop a list of incentives that are desirable to you as teachers in our school system. Please list incentives below.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

Please indicate below the grade level at which you are working.

Grade Level _____
Thank you very much for your help.

(Q-2)

SURVEY OF TEACHER PREFERENCE FOR NON-SALARY INCENTIVES

Recently, many of you helped me with your ideas on this subject by responding to an open-ended questionnaire (Q-1). Thank you for the help that you have already given to this project. The incentives you suggested have been tabulated, categorized, and used as the basis for this current, more objective survey. Would you help me prioritize them? The results will become part of my studies for the completion of my doctoral dissertation at the University of North Carolina at Greensboro.

First, please give the following information about yourself by circling the number of the appropriate response for each item.

SEX: 1. Female 2. Male

EXPERIENCE:.... 1. 1-3 yrs 2. 4-10 yrs 3. 11-20 yrs
4. Over 20 yrs

TEACHING LEVEL: (If more than one level, show level taught most)
1. Primary 2. Intermediate 3. Junior High
4. Senior High

RACE:..... 1. Black 2. Caucasian 3. Indian or Eskimo
4. Hispanic 5. Oriental
6. Other

HIGHEST DEGREE: 1. Bachelor 2. Masters
3. Education Specialist 4. Doctorate

There are twelve categories, each with four incentives shown as survey items. Please rank the items WITHIN EACH CATEGORY as 1 (most desirable), 2 (second most desirable), 3 (third most desirable), 4 (fourth most desirable). Enter rank numbers in the blanks before the item numbers. For example, if you felt that item 3 was the most desirable incentive in the first category, you would put a "1" in the blank before the "3."

The first category, items 1 through 4, deals with extra duty. Please rank these items in order of desirability (1 for most desirable, 2 for second most desirable, etc.) and record the ranks as indicated above.

___ 1. Duty-free lunch
___ 2. Elimination, or significant reduction, of bus duty

- ___3. Relief from, or pay for, working at athletic events
- ___4. Relief from, or pay for, extra academic duties such as test coordinator, grade level chairperson, department head

Items 5-8 deal with time off. Again, please rank them 1-4 and record.

- ___5. Privilege of taking an annual leave day while school is in session
- ___6. Teachers leave early on Friday and last school day before a holiday
- ___7. A day of personal leave per year without having to pay a substitute
- ___8. Some way of getting a half-day (or less) off for emergency or special occasion (dental appointment, program at own child's school, etc.) without having to pay substitute

Items 9-12 relate to compensatory time. Please rank them 1-4 and record.

- ___9. Compensatory time after extended field trip (overnight or week-end)
- ___10. Compensatory time for PTO and extra long staff meetings
- ___11. Compensatory time for unpaid extra duties like those listed earlier
- ___12. Compensatory time for required professional development activities

Items 13-16 deal with extra help for teachers. Please rank them 1-4 and record.

- ___13. Some teacher assistant help occasionally
- ___14. Clerical assistance (from people)
- ___15. Computer facilities with capability of helping with clerical tasks
- ___16. Somebody to help with counting and recording money collected

Items 17-20 deal with opportunities for self-improvement. Please rank 1-4 and record.

- ___17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools
- ___18. Tuition reimbursement
- ___19. Expenses paid to attend professional conferences
- ___20. Renewal workshops, and other workshops to strengthen teaching skills and content knowledge, made easily available.

Items 21-24 deal with special considerations. Please rank 1-4 and record.

- ___21. Free tickets to all school events
- ___22. Free lunch for teachers
- ___23. Discounts at local or nearby businesses (stores, restaurants, movies)
- ___24. Free memberships (health clubs, wholesale outlets)

Items 25-28 deal with recognition. Please rank 1-4 and record.

- ___25. "Pat on the back" for a job well done by individual or whole staff
- ___26. Snacks, candy, other "goodies" supplied for lounge by parents
- ___27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)
- ___28. Extra privilege for "Teacher of the Week, or Month" (better parking space for a week or two, half-day off, relief from extra duty)

Items 29-32 relate to materials, facilities, and special funds. Please rank 1-4 and record.

- ___29. Fund to provide awards for deserving students
- ___30. More materials and supplies
- ___31. Improved classroom situation (physical features such as size of room, carpeting)
- ___32. More computers for instructional use

Items 33-36 relate to additional benefits. Please rank 1-4 and record.

- ___33. Dental insurance
- ___34. Improved health insurance program
- ___35. Life insurance provided by the state or local system
- ___36. Improved retirement formula

Items 37-40 relate to planning time. Please rank 1-4 and record.

- ___37. More planning time for individual teacher
- ___38. Time for joint planning by grade level groups
- ___39. Time for joint planning by departmental groups
- ___40. Time to participate in broader, long range planning for school and school system

Items 41-44 relate to teacher input. Please rank 1-4 and record.

- ___41. Teacher input into decision-making
- ___42. Teacher input (or more input) into broad planning of goals and objectives

- ___ 43. Greater autonomy for teachers with respect to methods and materials
- ___ 44. Systematic way of keeping administrators aware of teachers' opinions and concerns

Items 45-48 relate to sense of pride and accomplishment. Please rank 1-4 and record.

- ___ 45. Strong support and respect from the administration, school level, and system level
- ___ 46. Supportive community attitude with respect for teachers and education led by Board of Education
- ___ 47. Strong parental support reflecting concern for students' behavior and achievement
- ___ 48. Recognition of the successes of students and the part that teachers have played in these successes.

Now that you have ranked items within categories, please indicate your overall preferences. That is, give your first five preferences from among all the incentives listed, regardless of their categories, by filling in the blanks below with the chosen item numbers (one item number per blank). For example, if you felt that item 8 describes the most desirable incentive of all and that item 1 describes the second most desirable incentive, you would enter "8" in the first blank and "1" in the second blank, etc.

Item # _____ is the most desirable incentive of all.

Item # _____ is the second most desirable incentive.

Item # _____ is the third most desirable incentive.

Item # _____ is the fourth most desirable incentive.

Item # _____ is the fifth most desirable incentive.

Thanks for your help on this survey and on the earlier questionnaire.

APPENDIX B
TEACHER PREFERENCES FOR NON-SALARY INCENTIVES: RAW DATA

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR ALL RESPONDENTS N=352

Demographic Characteristics of This Group

Sex: Females=277 Males=69

Yrs Experience: "1-3"=40 "4-10"=67 "11-20"=171 "Over 20"=67

Teaching level: Primary=117 Intermediate=75 Jr High=57 Sr High=93

Race: Black=33 Caucasian=309 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=1

Highest Degree: Bachelors=156 Masters=166 Ed Specialist=14

REPORT FOR ALL RESPONDENTS N=352 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	53	20	16	11	
2. Elimination or significant reduction of bus duty .	11	24	35	28	
3. Relief from or pay for working athletic events ...	11	25	22	39	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	25	30	25	19	
5. An annual leave day while school is in session ...	52	23	17	7	
6. Teachers leave early on Friday and last day before a holiday	9	11	23	57	
7. Day of personal leave per year without having to pay a substitute	23	46	20	11	
8. A half day (or less) off for emergencies without having to pay a substitute	17	20	39	24	
9. Compensatory time off after extended field trip (overnight or weekend)	11	11	18	59	
10. Compensatory time for PTO and long staff meetings.	27	20	31	21	
11. Compensatory time for unpaid extra duties like those listed earlier	25	33	31	11	
12. Compensatory time for required professional development activities	36	35	19	9	
13. Some teacher assistant help occasionally	38	27	14	17	
14. Clerical help (from people)	30	38	21	8	
15. Computer facilities with capability of helping with clerical tasks	14	17	37	28	
16. Somebody to help with counting and recording money collected	15	15	24	43	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	19	24	22	35	
18. Tuition reimbursement	19	20	30	31	
19. Expenses paid to attend professional conferences .	24	31	27	19	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	38	26	22	14	
21. Free tickets to all school events	17	16	19	43	
22. Free lunch for teachers	38	17	19	22	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	21	35	31	9	
24. Free membership (health clubs, wholesale outlets).	20	26	27	22	

REPORT FOR ALL RESPONDENTS N=352 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	43	23	17	11	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	20	26	37	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	12	28	28	24	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	30	22	21	20	
29. Fund to provide awards for deserving students	26	23	20	28	
30. More materials and supplies	30	35	26	7	
31. Improved classroom situation (physical features such as size of room, carpeting)	26	22	25	24	
32. More computers for instructional use	15	18	25	39	
33. Dental insurance	27	31	18	21	
34. Improved health insurance program	38	37	20	3	
35. Life insurance provided by state or local system	6	12	37	44	
36. Improved retirement formula	28	18	22	30	
37. More planning time for individual teacher	75	11	8	4	
38. Time for joint planning by grade level groups	8	54	20	14	
39. Time for joint planning for departmental groups...	9	20	50	18	
40. Time to participate in broader, long range planning for school and school system	7	12	18	60	
41. Teacher input into decision making	34	36	19	9	
42. Teacher input (or more input) into broad planning of goals and objectives	5	18	39	35	
43. Greater autonomy for teachers with respect to methods and materials	24	19	22	32	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	35	24	17	22	
45. Strong support and respect from the administration at school level and system level	32	24	25	17	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	11	29	40	19	
47. Strong parental support reflecting concern for students' behavior and achievement	47	24	20	6	
48. Recognition of the successes of students and the part that teachers have played in these successes	9	21	13	56	

REPORT FOR ALL RESPONDENTS N=352 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
1. Duty free lunch	8	7	4	6	7	
2. Elimination or significant reduction of bus duty .	2	3	1	3	1	
3. Relief from or pay for working athletic events ...	1	0	1	1	2	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	3	1	2	2	1	
5. An annual leave day while school is in session ...	18	11	7	3	2	
6. Teachers leave early on Friday and last day before a holiday	0	2	2	2	1	
7. Day of personal leave per year without having to pay a substitute	6	6	5	4	2	
8. A half day (or less) off for emergencies without having to pay a substitute	3	1	3	2	2	
9. Compensatory time off after extended field trip (overnight or weekend)	1	1	1	1	1	
10. Compensatory time for PTO and long staff meetings.	0	1	2	3	1	
11. Compensatory time for unpaid extra duties like those listed earlier	1	3	1	1	2	
12. Compensatory time for required professional development activities	1	2	1	1	1	
13. Some teacher assistant help occasionally	2	1	3	3	2	
14. Clerical help (from people)	1	3	1	2	1	
15. Computer facilities with capability of helping with clerical tasks	0	0	0	1	0	
16. Somebody to help with counting and recording money collected	0	0	0	0	1	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	1	2	2	2	3	
18. Tuition reimbursement	3	1	1	1	2	
19. Expenses paid to attend professional conferences .	1	3	2	3	4	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	3	3	6	2	
21. Free tickets to all school events	1	0	0	0	0	
22. Free lunch for teachers	1	3	2	1	2	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	0	1	1	
24. Free membership (health clubs, wholesale outlets).	0	1	1	1	1	

REPORT FOR ALL RESPONDENTS N=352 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	2	1	3	1	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	1	0	1	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	1	1
29. Fund to provide awards for deserving students	1	1	1	3	2
30. More materials and supplies	2	2	3	3	3
31. Improved classroom situation (physical features such as size of room, carpeting)	1	1	3	2	1
32. More computers for instructional use	0	0	1	1	1
33. Dental insurance	3	4	7	4	3
34. Improved health insurance program	3	6	5	6	6
35. Life insurance provided by state or local system	1	1	2	0	1
36. Improved retirement formula	5	3	4	3	2
37. More planning time for individual teacher	6	7	6	6	6
38. Time for joint planning by grade level groups	0	1	0	0	1
39. Time for joint planning for departmental groups...	0	1	0	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	2	2	3	3	2
42. Teacher input (or more input) into broad planning of goals and objectives	0	1	1	0	1
43. Greater autonomy for teachers with respect to methods and materials	2	1	1	1	1
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	1	0	1	3	3
45. Strong support and respect from the administration at school level and system level	5	3	3	1	4
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	2	1	1	2	3
47. Strong parental support reflecting concern for students' behavior and achievement	6	5	4	5	5
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR FEMALE RESPONDENTS N=277

Demographic Characteristics of This Group

Sex: Females=277 Males=0

Yrs Experience: "1-3"=32 "4-10"=54 "11-20"=135 "Over 20"=56

Teaching level: Primary=115 Intermediate=69 Jr High=37 Sr High=52

Race: Black=30 Caucasian=245 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=117 Masters=143 Ed Specialist=10

REPORT FOR FEMALE RESPONDENTS N=277 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
1. Duty free lunch	57	19	14	8
2. Elimination or significant reduction of bus duty .	12	27	32	27
3. Relief from or pay for working athletic events ...	7	22	24	44
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	23	30	28	18
5. An annual leave day while school is in session ...	53	21	19	6
6. Teachers leave early on Friday and last day before a holiday	9	11	23	56
7. Day of personal leave per year without having to pay a substitute	21	46	20	12
8. A half day (or less) off for emergencies without having to pay a substitute	17	21	37	25
9. Compensatory time off after extended field trip (overnight or weekend)	10	10	17	61
10. Compensatory time for PTO and long staff meetings.	30	21	29	19
11. Compensatory time for unpaid extra duties like those listed earlier	23	32	33	11
12. Compensatory time for required professional development activities	36	36	19	8
13. Some teacher assistant help occasionally	39	27	14	16
14. Clerical help (from people)	30	41	18	8
15. Computer facilities with capability of helping with clerical tasks	14	15	37	31
16. Somebody to help with counting and recording money collected	14	13	27	42
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	21	27	22	30
18. Tuition reimbursement	17	18	30	35
19. Expenses paid to attend professional conferences .	20	30	29	21
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	43	25	18	14
21. Free tickets to all school events	16	17	21	42
22. Free lunch for teachers	36	17	20	22
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	22	36	29	9
24. Free membership (health clubs, wholesale outlets).	22	25	26	22

REPORT FOR FEMALE RESPONDENTS N=277 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	47	23	18	7	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	19	23	42	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	10	29	30	26	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	28	23	23	19	
29. Fund to provide awards for deserving students	27	24	21	26	
30. More materials and supplies	33	37	22	6	
31. Improved classroom situation (physical features such as size of room, carpeting)	25	23	26	24	
32. More computers for instructional use	13	14	29	41	
33. Dental insurance	26	31	19	23	
34. Improved health insurance program	40	38	18	3	
35. Life insurance provided by state or local system	6	11	38	44	
36. Improved retirement formula	28	19	23	29	
37. More planning time for individual teacher	76	10	8	3	
38. Time for joint planning by grade level groups	10	59	18	12	
39. Time for joint planning for departmental groups...	7	17	54	19	
40. Time to participate in broader, long range planning for school and school system	6	11	18	63	
41. Teacher input into decision making	36	35	19	8	
42. Teacher input (or more input) into broad planning of goals and objectives	5	16	39	38	
43. Greater autonomy for teachers with respect to methods and materials	23	19	21	33	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	34	27	17	19	
45. Strong support and respect from the administration at school level and system level	33	24	26	16	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	11	28	40	19	
47. Strong parental support reflecting concern for students' behavior and achievement	47	25	21	6	
48. Recognition of the successes of students and the part that teachers have played in these successes	9	22	10	58	

REPORT FOR FEMALE RESPONDENTS N=277 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
1. Duty free lunch	9	5	4	8	7	
2. Elimination or significant reduction of bus duty .	2	2	1	3	1	
3. Relief from or pay for working athletic events ...	0	0	0	0	2	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	1	1	2	1	
5. An annual leave day while school is in session ...	19	13	8	3	2	
6. Teachers leave early on Friday and last day before a holiday	0	3	3	2	1	
7. Day of personal leave per year without having to pay a substitute	6	7	7	4	3	
8. A half day (or less) off for emergencies without having to pay a substitute	3	2	3	1	3	
9. Compensatory time off after extended field trip (overnight or weekend)	1	1	0	1	1	
10. Compensatory time for PTO and long staff meetings.	0	1	2	3	1	
11. Compensatory time for unpaid extra duties like those listed earlier	1	3	2	1	2	
12. Compensatory time for required professional development activities	1	1	1	1	1	
13. Some teacher assistant help occasionally	2	1	3	3	2	
14. Clerical help (from people)	1	3	1	2	1	
15. Computer facilities with capability of helping with clerical tasks	0	0	0	1	0	
16. Somebody to help with counting and recording money collected	0	0	0	0	1	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	1	2	2	2	3	
18. Tuition reimbursement	3	1	1	1	1	
19. Expenses paid to attend professional conferences .	1	3	2	3	3	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	3	4	6	3	
21. Free tickets to all school events	0	0	0	0	0	
22. Free lunch for teachers	0	3	0	1	2	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	1	1	
24. Free membership (health clubs, wholesale outlets).	0	1	1	1	1	

REPORT FOR FEMALE RESPONDENTS N=277 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff		2	1	2	1	3
26. Snacks, candy, other "goodies" supplied for the lounge by parents		0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)		0	1	0	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)		0	0	1	1	1
29. Fund to provide awards for deserving students		1	1	2	3	2
30. More materials and supplies		2	2	4	2	4
31. Improved classroom situation (physical features such as size of room, carpeting)		1	1	3	1	1
32. More computers for instructional use		0	0	0	1	1
33. Dental insurance		3	3	4	4	3
34. Improved health insurance program		3	6	5	7	6
35. Life insurance provided by state or local system		1	0	1	0	1
36. Improved retirement formula		3	4	3	2	2
37. More planning time for individual teacher		6	8	8	6	6
38. Time for joint planning by grade level groups		0	1	0	0	1
39. Time for joint planning for departmental groups...		0	1	0	0	0
40. Time to participate in broader, long range planning for school and school system		0	0	0	0	1
41. Teacher input into decision making		2	1	3	4	2
42. Teacher input (or more input) into broad planning of goals and objectives		0	0	0	0	1
43. Greater autonomy for teachers with respect to methods and materials		1	1	1	1	2
44. Systematic way of keeping administrators aware of teachers' opinions and concerns		2	0	1	3	3
45. Strong support and respect from the administration at school level and system level		6	3	3	1	5
46. Supportive community attitude with respect for teachers and education, led by The Board of Education		1	1	1	2	3
47. Strong parental support reflecting concern for students' behavior and achievement		6	5	3	5	5
48. Recognition of the successes of students and the part that teachers have played in these successes		0	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR MALE RESPONDENTS N=69

Demographic Characteristics of This Group

Sex: Females=0 Males=69

Yrs Experience: "1-3"=8 "4-10"=13 "11-20"=36 "Over 20"=11

Teaching level: Primary=2 Intermediate=6 Jr High=20 Sr High=41

Race: Black=3 Caucasian=64 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=1

Highest Degree: Bachelors=39 Masters=23 Ed Specialist=4

REPORT FOR MALE RESPONDENTS N=69 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	36	23	23	17	
2. Elimination or significant reduction of bus duty .	6	14	48	32	
3. Relief from or pay for working athletic events ...	28	32	16	23	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	30	30	13	25	
5. An annual leave day while school is in session ...	51	29	12	9	
6. Teachers leave early on Friday and last day before a holiday	7	12	22	59	
7. Day of personal leave per year without having to pay a substitute	28	46	20	6	
8. A half day (or less) off for emergencies without having to pay a substitute	14	13	46	26	
9. Compensatory time off after extended field trip (overnight or weekend)	16	13	20	51	
10. Compensatory time for PTO and long staff meetings.	17	19	36	28	
11. Compensatory time for unpaid extra duties like those listed earlier	33	33	25	9	
12. Compensatory time for required professional development activities	33	35	19	13	
13. Some teacher assistant help occasionally	32	28	17	22	
14. Clerical help (from people)	32	25	33	9	
15. Computer facilities with capability of helping with clerical tasks	17	28	36	17	
16. Somebody to help with counting and recording money collected	17	20	10	51	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	16	9	19	57	
18. Tuition reimbursement	28	26	30	16	
19. Expenses paid to attend professional conferences .	35	32	20	13	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	22	33	30	14	
21. Free tickets to all school events	25	16	13	41	
22. Free lunch for teachers	39	19	14	22	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	19	26	41	9	
24. Free membership (health clubs, wholesale outlets).	12	33	26	23	

REPORT FOR MALE RESPONDENTS N=69 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	29	22	16	22	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	23	33	22	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	17	28	23	20	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	33	16	16	25	
29. Fund to provide awards for deserving students	26	19	16	35	
30. More materials and supplies	20	25	43	7	
31. Improved classroom situation (physical features such as size of room, carpeting)	28	20	22	25	
32. More computers for instructional use	22	32	13	28	
33. Dental insurance	33	35	14	12	
34. Improved health insurance program	30	33	26	4	
35. Life insurance provided by state or local system	3	12	36	43	
36. Improved retirement formula	29	14	17	35	
37. More planning time for individual teacher	70	10	9	7	
38. Time for joint planning by grade level groups	3	38	28	26	
39. Time for joint planning for departmental groups...	14	30	38	12	
40. Time to participate in broader, long range planning for school and school system	9	17	20	49	
41. Teacher input into decision making	25	41	17	13	
42. Teacher input (or more input) into broad planning of goals and objectives	7	23	42	23	
43. Greater autonomy for teachers with respect to methods and materials	26	19	22	29	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	38	13	14	30	
45. Strong support and respect from the administration at school level and system level	28	25	23	20	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	10	32	36	17	
47. Strong parental support reflecting concern for students' behavior and achievement	49	23	17	6	
48. Recognition of the successes of students and the part that teachers have played in these successes	9	16	19	52	

REPORT FOR MALE RESPONDENTS N=69 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	4	12	1	1	7
2. Elimination or significant reduction of bus duty .	0	4	0	4	1
3. Relief from or pay for working athletic events ...	4	0	3	3	3
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	3	3	1	1	3
5. An annual leave day while school is in session ...	16	4	4	4	4
6. Teachers leave early on Friday and last day before a holiday	1	0	1	0	3
7. Day of personal leave per year without having to pay a substitute	6	4	0	6	0
8. A half day (or less) off for emergencies without having to pay a substitute	0	0	0	3	1
9. Compensatory time off after extended field trip (overnight or weekend)	0	0	3	3	0
10. Compensatory time for PTO and long staff meetings.	1	0	1	1	1
11. Compensatory time for unpaid extra duties - like those listed earlier	1	7	0	0	1
12. Compensatory time for required professional development activities	1	3	4	4	1
13. Some teacher assistant help occasionally	0	1	3	1	1
14. Clerical help (from people)	1	3	3	1	1
15. Computer facilities with capability of helping with clerical tasks	1	0	0	1	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	1	0	1	1
18. Tuition reimbursement	3	3	1	0	4
19. Expenses paid to attend professional conferences .	0	3	1	0	6
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	0	4	0	3	0
21. Free tickets to all school events	3	0	0	0	0
22. Free lunch for teachers	3	0	7	0	3
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	0	1	0
24. Free membership (health clubs, wholesale outlets).	0	0	0	1	0

REPORT FOR MALE RESPONDENTS N=69 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	0	1	4	0	1
26. Snacks, candy, other "goodies" supplied for the lounge by parents	1	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	1	3	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	1	3
29. Fund to provide awards for deserving students	0	0	0	1	1
30. More materials and supplies	1	1	0	6	0
31. Improved classroom situation (physical features such as size of room, carpeting)	1	0	1	4	0
32. More computers for instructional use	0	0	3	1	0
33. Dental insurance	4	9	16	4	4
34. Improved health insurance program	6	6	3	3	6
35. Life insurance provided by state or local system	0	1	3	0	0
36. Improved retirement formula	10	3	6	7	3
37. More planning time for individual teacher	3	3	1	6	9
38. Time for joint planning by grade level groups	0	0	0	0	0
39. Time for joint planning for departmental groups...	0	0	1	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	3	6	0	1	1
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	1	0	3
43. Greater autonomy for teachers with respect to methods and materials	1	1	1	1	0
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	0	0	1	1	3
45. Strong support and respect from the administration at school level and system level	4	1	1	1	0
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	3	1	1	1	4
47. Strong parental support reflecting concern for students' behavior and achievement	3	4	9	4	6
48. Recognition of the successes of students and the part that teachers have played in these successes	1	0	0	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR 1-3 YEARS EXPERIENCE N=40

Demographic Characteristics of This Group

Sex: Females=32 Males=8

Yrs Experience: "1-3"=40 "4-10"=0 "11-20"=0 "Over 20"=0

Teaching level: Primary=14 Intermediate=10 Jr High=3 Sr High=12

Race: Black=0 Caucasian=39 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=35 Masters=4 Ed Specialist=0

REPORT FOR 1-3 YEARS EXPERIENCE N=40 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	35	27	13	25	
2. Elimination or significant reduction of bus duty .	10	25	42	20	
3. Relief from or pay for working athletic events ...	20	25	22	30	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	35	20	20	22	
5. An annual leave day while school is in session ...	30	25	38	7	
6. Teachers leave early on Friday and last day before a holiday	10	5	17	67	
7. Day of personal leave per year without having to pay a substitute	32	40	15	13	
8. A half day (or less) off for emergencies without having to pay a substitute	27	30	30	13	
9. Compensatory time off after extended field trip (overnight or weekend)	13	17	7	63	
10. Compensatory time for PTO and long staff meetings.	13	22	55	10	
11. Compensatory time for unpaid extra duties like those listed earlier	17	32	25	25	
12. Compensatory time for required professional development activities	57	27	13	2	
13. Some teacher assistant help occasionally	50	27	2	20	
14. Clerical help (from people)	35	35	25	5	
15. Computer facilities with capability of helping with clerical tasks	15	15	38	32	
16. Somebody to help with counting and recording money collected	0	22	35	42	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	27	15	10	47	
18. Tuition reimbursement	32	27	22	17	
19. Expenses paid to attend professional conferences .	15	32	27	25	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	25	25	40	10	
21. Free tickets to all school events	20	20	17	42	
22. Free lunch for teachers	42	35	13	7	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	15	22	35	25	
24. Free membership (health clubs, wholesale outlets).	22	20	32	22	

REPORT FOR 1-3 YEARS EXPERIENCE N=40 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	45	20	22	7	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	5	17	30	42	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	7	27	30	30	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	38	30	13	15	
29. Fund to provide awards for deserving students	30	15	22	32	
30. More materials and supplies	27	45	20	7	
31. Improved classroom situation (physical features such as size of room, carpeting)	32	22	17	27	
32. More computers for instructional use	10	17	40	32	
33. Dental insurance	25	20	22	27	
34. Improved health insurance program	30	40	22	2	
35. Life insurance provided by state or local system	15	20	32	27	
36. Improved retirement formula	30	15	17	38	
37. More planning time for individual teacher	77	7	7	5	
38. Time for joint planning by grade level groups	10	47	25	15	
39. Time for joint planning for departmental groups...	7	25	40	27	
40. Time to participate in broader, long range planning for school and school system	5	17	25	50	
41. Teacher input into decision making	32	40	20	7	
42. Teacher input (or more input) into broad planning of goals and objectives	7	22	32	38	
43. Greater autonomy for teachers with respect to methods and materials	27	13	20	40	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	32	25	27	15	
45. Strong support and respect from the administration at school level and system level	35	25	32	7	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	0	20	45	35	
47. Strong parental support reflecting concern for students' behavior and achievement	57	22	7	13	
48. Recognition of the successes of students and the part that teachers have played in these successes	7	32	15	45	

REPORT FOR 1-3 YEARS EXPERIENCE N=40 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	0	5	7	5	10
2. Elimination or significant reduction of bus duty .	0	0	0	2	0
3. Relief from or pay for working athletic events ...	2	0	0	0	7
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	2	0	2	2	0
5. An annual leave day while school is in session ...	7	2	0	5	0
6. Teachers leave early on Friday and last day before a holiday	0	0	0	5	0
7. Day of personal leave per year without having to pay a substitute	0	5	2	7	5
8. A half day (or less) off for emergencies without having to pay a substitute	0	0	5	0	2
9. Compensatory time off after extended field trip (overnight or weekend)	0	0	0	2	0
10. Compensatory time for PTO and long staff meetings.	0	2	0	0	0
11. Compensatory time for unpaid extra duties like those listed earlier	5	2	0	0	0
12. Compensatory time for required professional development activities	5	10	2	0	2
13. Some teacher assistant help occasionally	5	7	5	5	2
14. Clerical help (from people)	0	5	2	2	2
15. Computer facilities with capability of helping with clerical tasks	0	0	0	5	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	5	7	2	2
18. Tuition reimbursement	7	2	5	0	5
19. Expenses paid to attend professional conferences .	0	2	0	0	5
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	0	5	5	5	0
21. Free tickets to all school events	0	0	0	0	0
22. Free lunch for teachers	2	2	0	0	2
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	2	0	2	0
24. Free membership (health clubs, wholesale outlets).	0	0	0	0	0

REPORT FOR 1-3 YEARS EXPERIENCE N=40 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	2	2	5	0	0
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	2	0	0	2	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	2	0	0
29. Fund to provide awards for deserving students	5	2	2	5	0
30. More materials and supplies	5	0	7	2	2
31. Improved classroom situation (physical features such as size of room, carpeting)	2	2	7	7	0
32. More computers for instructional use	0	0	0	0	2
33. Dental insurance	2	2	2	2	0
34. Improved health insurance program	0	0	5	2	2
35. Life insurance provided by state or local system	0	0	5	0	0
36. Improved retirement formula	5	0	0	2	2
37. More planning time for individual teacher	20	10	5	10	7
38. Time for joint planning by grade level groups	2	5	0	0	2
39. Time for joint planning for departmental groups...	0	0	0	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	2
41. Teacher input into decision making	0	0	0	7	0
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	0	0	0
43. Greater autonomy for teachers with respect to methods and materials	0	2	2	2	7
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	2	0	2	0	5
45. Strong support and respect from the administration at school level and system level	2	5	0	0	2
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	0	0	0	0	5
47. Strong parental support reflecting concern for students' behavior and achievement	10	7	7	0	7
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	0	2	2

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR 4-10 YEARS EXPERIENCE N=67

Demographic Characteristics of This Group

Sex: Females=54 Males=13

Yrs Experience: "1-3"=0 "4-10"=67 "11-20"=0 "Over 20"=0

Teaching level: Primary=25 Intermediate=9 Jr High=13 Sr High=19

Race: Black=4 Caucasian=63 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=28 Masters=37 Ed Specialist=1

REPORT FOR 4-10 YEARS EXPERIENCE N=67 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	63	16	7	13	
2. Elimination or significant reduction of bus duty .	3	25	46	25	
3. Relief from or pay for working athletic events ...	13	27	18	42	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	21	31	28	19	
5. An annual leave day while school is in session ...	43	27	21	9	
6. Teachers leave early on Friday and last day before a holiday	13	9	21	57	
7. Day of personal leave per year without having to pay a substitute	24	40	22	13	
8. A half day (or less) off for emergencies without having to pay a substitute	19	24	36	21	
9. Compensatory time off after extended field trip (overnight or weekend)	16	7	16	58	
10. Compensatory time for PTO and long staff meetings.	28	18	28	24	
11. Compensatory time for unpaid extra duties like those listed earlier	24	39	27	9	
12. Compensatory time for required professional development activities	30	34	27	7	
13. Some teacher assistant help occasionally	34	31	16	18	
14. Clerical help (from people)	34	40	16	9	
15. Computer facilities with capability of helping with clerical tasks	13	19	37	30	
16. Somebody to help with counting and recording money collected	18	9	30	43	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	16	30	18	36	
18. Tuition reimbursement	24	27	27	22	
19. Expenses paid to attend professional conferences .	34	18	25	22	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	25	25	30	19	
21. Free tickets to all school events	15	15	15	49	
22. Free lunch for teachers	40	15	21	18	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	12	39	36	7	
24. Free membership (health clubs, wholesale outlets).	27	25	22	19	

REPORT FOR 4-10 YEARS EXPERIENCE N=67 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	36	28	21	9	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	22	21	40	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	10	30	24	30	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	37	13	28	15	
29. Fund to provide awards for deserving students	21	15	25	36	
30. More materials and supplies	37	31	21	7	
31. Improved classroom situation (physical features such as size of room, carpeting)	31	31	15	19	
32. More computers for instructional use	7	19	36	34	
33. Dental insurance	39	34	7	16	
34. Improved health insurance program	34	39	21	3	
35. Life insurance provided by state or local system	6	7	43	40	
36. Improved retirement formula	18	18	24	37	
37. More planning time for individual teacher	76	12	6	3	
38. Time for joint planning by grade level groups	9	48	18	22	
39. Time for joint planning for departmental groups...	6	22	55	13	
40. Time to participate in broader, long range planning for school and school system	6	15	18	58	
41. Teacher input into decision making	30	31	25	9	
42. Teacher input (or more input) into broad planning of goals and objectives	6	15	37	37	
43. Greater autonomy for teachers with respect to methods and materials	25	24	16	30	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	34	25	16	19	
45. Strong support and respect from the administration at school level and system level	27	25	30	15	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	15	22	37	22	
47. Strong parental support reflecting concern for students' behavior and achievement	51	27	18	1	
48. Recognition of the successes of students and the part that teachers have played in these successes	4	22	12	58	

REPORT FOR 4-10 YEARS EXPERIENCE N=67 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	9	10	3	6	3
2. Elimination or significant reduction of bus duty .	1	3	1	0	0
3. Relief from or pay for working athletic events ...	0	0	1	1	3
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	0	1	3	3
5. An annual leave day while school is in session ...	13	7	10	7	0
6. Teachers leave early on Friday and last day before a holiday	0	3	7	3	3
7. Day of personal leave per year without having to pay a substitute	12	3	4	4	0
8. A half day (or less) off for emergencies without having to pay a substitute	4	6	4	0	3
9. Compensatory time off after extended field trip (overnight or weekend)	1	1	3	1	1
10. Compensatory time for PTO and long staff meetings.	0	1	1	4	1
11. Compensatory time for unpaid extra duties -like those listed earlier	0	3	1	0	1
12. Compensatory time for required professional - development activities	0	1	1	3	3
13. Some teacher assistant help occasionally	1	0	1	0	1
14. Clerical help (from people)	0	1	1	1	1
15. Computer facilities with capability of helping with clerical tasks	0	0	0	0	0
16. Somebody to help with counting and recording money collected	0	1	0	0	1
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	3	0	1	1
18. Tuition reimbursement	4	0	1	1	0
19. Expenses paid to attend professional conferences .	0	3	1	4	6
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	0	1	6	3
21. Free tickets to all school events	0	0	0	1	1
22. Free lunch for teachers	1	3	1	1	3
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	0	1	1
24. Free membership (health clubs, wholesale outlets).	0	3	3	3	0

REPORT FOR 4-10 YEARS EXPERIENCE N=67 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	1	0	1	0	3
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	1	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	1	3
29. Fund to provide awards for deserving students	0	0	1	3	0
30. More materials and supplies	4	3	3	1	6
31. Improved classroom situation (physical features such as size of room, carpeting)	1	0	1	1	1
32. More computers for instructional use	0	0	0	0	0
33. Dental insurance	4	6	4	6	4
34. Improved health insurance program	3	4	3	4	6
35. Life insurance provided by state or local system	0	0	3	0	1
36. Improved retirement formula	4	3	1	0	0
37. More planning time for individual teacher	7	12	6	7	4
38. Time for joint planning by grade level groups	0	0	1	0	0
39. Time for joint planning for departmental groups...	1	0	0	1	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	0	1	1	1	0
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	0	0	1
43. Greater autonomy for teachers with respect to methods and materials	0	1	1	1	1
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	0	0	1	3	3
45. Strong support and respect from the administration at school level and system level	6	0	1	1	1
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	1	1	1	3	4
47. Strong parental support reflecting concern for students' behavior and achievement	4	6	3	1	3
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	0	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR 11-20 YEARS EXPERIENCE GROUP N=171

Demographic Characteristics of This Group

Sex: Females=135 Males=36

Yrs Experience: "1-3"=0 "4-10"=0 "11-20"=171 "Over 20"=0

Teaching level: Primary=52 Intermediate=43 Jr High=30 Sr High=45

Race: Black=12 Caucasian=157 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=59 Masters=98 Ed Specialist=8

REPORT FOR 11-20 YEARS EXPERIENCE GROUP N=171 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
1. Duty free lunch	51	22	19	7
2. Elimination or significant reduction of bus duty .	13	22	32	31
3. Relief from or pay for working athletic events ...	11	23	24	41
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	24	32	23	19
5. An annual leave day while school is in session ...	58	20	15	7
6. Teachers leave early on Friday and last day before a holiday	7	13	26	54
7. Day of personal leave per year without having to pay a substitute	19	49	20	11
8. A half day (or less) off for emergencies without having to pay a substitute	15	18	39	27
9. Compensatory time off after extended field trip (overnight or weekend)	9	12	19	59
10. Compensatory time for PTO and long staff meetings.	33	20	27	20
11. Compensatory time for unpaid extra duties like those listed earlier	27	28	35	10
12. Compensatory time for required professional development activities	32	40	18	11
13. Some teacher assistant help occasionally	37	25	18	18
14. Clerical help (from people)	30	40	20	7
15. Computer facilities with capability of helping with clerical tasks	15	19	35	29
16. Somebody to help with counting and recording money collected	16	13	24	44
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	22	20	28	30
18. Tuition reimbursement	18	17	27	38
19. Expenses paid to attend professional conferences .	21	35	29	15
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	39	27	16	17
21. Free tickets to all school events	17	16	20	43
22. Free lunch for teachers	41	18	16	22
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	22	34	32	9
24. Free membership (health clubs, wholesale outlets).	17	28	28	23

REPORT FOR 11-20 YEARS EXPERIENCE GROUP N=171 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	46	19	16	12	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	11	19	25	37	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	12	30	30	21	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	25	24	21	21	
29. Fund to provide awards for deserving students	30	25	20	23	
30. More materials and supplies	27	37	27	8	
31. Improved classroom situation (physical features such as size of room, carpeting)	23	22	28	25	
32. More computers for instructional use	19	15	22	43	
33. Dental insurance	26	36	19	19	
34. Improved health insurance program	45	34	16	4	
35. Life insurance provided by state or local system	2	10	40	47	
36. Improved retirement formula	26	20	24	30	
37. More planning time for individual teacher	75	12	8	4	
38. Time for joint planning by grade level groups	8	56	22	12	
39. Time for joint planning for departmental groups...	8	20	51	18	
40. Time to participate in broader, long range planning for school and school system	8	10	17	64	
41. Teacher input into decision making	36	38	16	9	
42. Teacher input (or more input) into broad planning of goals and objectives	4	18	43	33	
43. Greater autonomy for teachers with respect to methods and materials	25	18	23	33	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	35	25	16	22	
45. Strong support and respect from the administration at school level and system level	31	23	23	21	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	13	32	39	15	
47. Strong parental support reflecting concern for students' behavior and achievement	46	25	23	5	
48. Recognition of the successes of students and the part that teachers have played in these successes	9	19	14	57	

REPORT FOR 11-20 YEARS EXPERIENCE GROUP N=171 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	9	6	5	6	9
2. Elimination or significant reduction of bus duty .	3	4	1	4	2
3. Relief from or pay for working athletic events ...	1	0	1	1	1
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	3	2	2	1	1
5. An annual leave day while school is in session ...	22	15	7	3	3
6. Teachers leave early on Friday and last day before a holiday	1	2	1	1	1
7. Day of personal leave per year without having to pay a substitute	5	5	6	4	2
8. A half day (or less) off for emergencies without having to pay a substitute	2	1	2	2	2
9. Compensatory time off after extended field trip (overnight or weekend)	1	0	1	1	0
10. Compensatory time for PTO and long staff meetings.	1	1	3	4	1
11. Compensatory time for unpaid extra duties like those listed earlier	1	4	2	2	2
12. Compensatory time for required professional development activities	1	0	1	1	1
13. Some teacher assistant help occasionally	2	1	2	3	2
14. Clerical help (from people)	1	3	1	2	1
15. Computer facilities with capability of helping with clerical tasks	1	0	0	1	0
16. Somebody to help with counting and recording money collected	0	0	0	0	1
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	1	2	1	2	4
18. Tuition reimbursement	1	2	1	2	2
19. Expenses paid to attend professional conferences .	1	3	2	2	3
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	2	2	2	4	3
21. Free tickets to all school events	1	0	0	0	0
22. Free lunch for teachers	0	4	2	1	2
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	0	1
24. Free membership (health clubs, wholesale outlets).	0	0	1	1	1

REPORT FOR 11-20 YEARS EXPERIENCE GROUP N=171 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	2	1	2	2	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents	1	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	1	0	1	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	1	2
29. Fund to provide awards for deserving students	1	0	2	2	2
30. More materials and supplies	1	2	2	3	2
31. Improved classroom situation (physical features such as size of room, carpeting)	2	1	2	0	1
32. More computers for instructional use	0	0	1	2	1
33. Dental insurance	5	4	9	4	4
34. Improved health insurance program	4	7	5	9	6
35. Life insurance provided by state or local system	0	1	1	0	1
36. Improved retirement formula	2	2	4	4	4
37. More planning time for individual teacher	3	6	7	4	8
38. Time for joint planning by grade level groups	0	1	0	0	1
39. Time for joint planning for departmental groups...	0	1	0	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	0
41. Teacher input into decision making	3	2	4	4	3
42. Teacher input (or more input) into broad planning of goals and objectives	0	1	1	0	1
43. Greater autonomy for teachers with respect to methods and materials	3	1	1	2	1
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	2	1	2	4	1
45. Strong support and respect from the administration at school level and system level	6	4	3	2	5
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	2	2	2	2	4
47. Strong parental support reflecting concern for students' behavior and achievement	5	4	6	7	6
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR 20+ YEARS EXPERIENCE GROUP N=67

Demographic Characteristics of This Group

Sex: Females=56 Males=11

Yrs Experience: "1-3"=0 "4-10"=0 "11-20"=0 "Over 20"=67

Teaching level: Primary=26 Intermediate=12 Jr High=11 Sr High=17

Race: Black=16 Caucasian=50 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=1

Highest Degree: Bachelors=34 Masters=26 Ed Specialist=5

REPORT FOR 20+ YEARS EXPERIENCE GROUP N=67 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
1. Duty free lunch	58	15	19	6
2. Elimination or significant reduction of bus duty .	13	28	27	27
3. Relief from or pay for working athletic events ...	6	25	21	42
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	22	30	28	16
5. An annual leave day while school is in session ...	60	25	9	4
6. Teachers leave early on Friday and last day before a holiday	7	13	21	58
7. Day of personal leave per year without having to pay a substitute	22	48	21	7
8. A half day (or less) off for emergencies without having to pay a substitute	10	13	48	28
9. Compensatory time off after extended field trip (overnight or weekend)	10	6	21	57
10. Compensatory time for PTO and long staff meetings.	21	22	27	24
11. Compensatory time for unpaid extra duties like those listed earlier	25	36	30	4
12. Compensatory time for required professional development activities	40	31	16	9
13. Some teacher assistant help occasionally	37	28	13	12
14. Clerical help (from people)	24	31	25	10
15. Computer facilities with capability of helping with clerical tasks	15	12	40	22
16. Somebody to help with counting and recording money collected	16	19	10	45
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	12	30	16	40
18. Tuition reimbursement	7	15	46	31
19. Expenses paid to attend professional conferences .	22	31	25	21
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	58	24	12	6
21. Free tickets to all school events	19	19	21	33
22. Free lunch for teachers	21	9	27	36
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	33	36	24	1
24. Free membership (health clubs, wholesale outlets).	21	30	21	22

REPORT FOR 20+ YEARS EXPERIENCE GROUP N=67 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning		Each Rank	
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	45	27	13	7	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	19	27	34	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	13	24	30	24	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	25	21	21	25	
29. Fund to provide awards for deserving students	21	31	12	30	
30. More materials and supplies	36	24	33	3	
31. Improved classroom situation (physical features such as size of room, carpeting)	24	15	31	24	
32. More computers for instructional use	15	25	16	36	
33. Dental insurance	19	24	27	27	
34. Improved health insurance program	28	43	24	1	
35. Life insurance provided by state or local system	7	12	27	51	
36. Improved retirement formula	43	18	19	18	
37. More planning time for individual teacher	72	7	12	4	
38. Time for joint planning by grade level groups	7	61	13	12	
39. Time for joint planning for departmental groups...	12	13	51	18	
40. Time to participate in broader, long range planning for school and school system	4	13	18	60	
41. Teacher input into decision making	31	36	19	7	
42. Teacher input (or more input) into broad planning of goals and objectives	6	15	39	33	
43. Greater autonomy for teachers with respect to methods and materials	19	24	22	27	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	37	18	12	25	
45. Strong support and respect from the administration at school level and system level	36	24	24	12	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	6	31	42	16	
47. Strong parental support reflecting concern for students' behavior and achievement	43	22	24	7	
48. Recognition of the successes of students and the part that teachers have played in these successes	12	18	6	60	

REPORT FOR 20+ YEARS EXPERIENCE GROUP N=67 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	7	4	0	7	4
2. Elimination or significant reduction of bus duty .	0	1	1	4	3
3. Relief from or pay for working athletic events ...	1	0	0	0	1
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	1	0	1	0
5. An annual leave day while school is in session ...	21	13	10	0	4
6. Teachers leave early on Friday and last day before a holiday	0	1	1	1	1
7. Day of personal leave per year without having to pay a substitute	4	12	7	4	3
8. A half day (or less) off for emergencies without having to pay a substitute	3	0	1	3	1
9. Compensatory time off after extended field trip (overnight or weekend)	0	1	0	1	1
10. Compensatory time for PTO and long staff meetings.	0	0	0	0	3
11. Compensatory time for unpaid extra duties like those listed earlier	1	3	0	0	1
12. Compensatory time for required professional development activities	0	1	1	1	0
13. Some teacher assistant help occasionally	0	0	4	3	1
14. Clerical help (from people)	4	1	1	0	1
15. Computer facilities with capability of helping with clerical tasks	0	0	1	0	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	0	3	1	1
18. Tuition reimbursement	1	0	0	0	3
19. Expenses paid to attend professional conferences .	0	1	4	4	3
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	0	7	4	12	0
21. Free tickets to all school events	0	1	0	0	0
22. Free lunch for teachers	0	0	1	0	1
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	1	1	1
24. Free membership (health clubs, wholesale outlets).	1	0	0	1	1

REPORT FOR 20+ YEARS EXPERIENCE GROUP N=67 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank					
		#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff		1	1	3	1	3
26. Snacks, candy, other "goodies" supplied for the lounge by parents		0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)		0	0	0	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)		0	1	0	1	0
29. Fund to provide awards for deserving students		0	1	0	1	3
30. More materials and supplies		1	1	4	4	3
31. Improved classroom situation (physical features such as size of room, carpeting)		0	1	1	4	1
32. More computers for instructional use		0	0	0	0	0
33. Dental insurance		0	4	6	1	3
34. Improved health insurance program		6	9	7	1	7
35. Life insurance provided by state or local system		4	1	0	0	0
36. Improved retirement formula		9	9	7	4	1
37. More planning time for individual teacher		3	1	6	9	4
38. Time for joint planning by grade level groups		0	0	0	0	0
39. Time for joint planning for departmental groups...		0	1	1	0	1
40. Time to participate in broader, long range planning for school and school system		0	0	0	0	3
41. Teacher input into decision making		3	1	1	3	1
42. Teacher input (or more input) into broad planning of goals and objectives		0	0	0	0	1
43. Greater autonomy for teachers with respect to methods and materials		0	1	1	0	0
44. Systematic way of keeping administrators aware of teachers' opinions and concerns		0	0	0	1	4
45. Strong support and respect from the administration at school level and system level		6	1	4	0	4
46. Supportive community attitude with respect for teachers and education, led by The Board of Education		3	0	0	1	0
47. Strong parental support reflecting concern for students' behavior and achievement		4	3	0	4	4
48. Recognition of the successes of students and the part that teachers have played in these successes		1	0	1	0	0

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR PRIMARY TEACHING LEVEL N=117

Demographic Characteristics of This Group

Sex: Females=115 Males=2

Yrs Experience: "1-3"=14 "4-10"=25 "11-20"=52 "Over 20"=26

Teaching level: Primary=117 Intermediate=0 Jr High=0 Sr High=0

Race: Black=15 Caucasian=102 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=56 Masters=56 Ed Specialist=4

REPORT FOR PRIMARY TEACHING LEVEL N=117 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	61	20	10	9	
2. Elimination or significant reduction of bus duty .	13	37	35	14	
3. Relief from or pay for working athletic events ...	3	12	21	61	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	24	31	32	13	
5. An annual leave day while school is in session ...	56	17	17	9	
6. Teachers leave early on Friday and last day before a holiday	9	15	26	51	
7. Day of personal leave per year without having to pay a substitute	18	43	22	17	
8. A half day (or less) off for emergencies without having to pay a substitute	17	26	35	22	
9. Compensatory time off after extended field trip (overnight or weekend)	7	9	14	68	
10. Compensatory time for PTO and long staff meetings.	32	23	32	12	
11. Compensatory time for unpaid extra duties like those listed earlier	20	29	39	11	
12. Compensatory time for required professional development activities	40	38	15	7	
13. Some teacher assistant help occasionally	34	21	16	23	
14. Clerical help (from people)	27	35	26	6	
15. Computer facilities with capability of helping with clerical tasks	15	21	26	33	
16. Somebody to help with counting and recording money collected	19	17	26	32	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	22	37	21	20	
18. Tuition reimbursement	19	11	27	43	
19. Expenses paid to attend professional conferences .	12	28	32	28	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	47	24	20	9	
21. Free tickets to all school events	15	18	20	42	
22. Free lunch for teachers	41	19	19	16	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	19	36	30	11	
24. Free membership (health clubs, wholesale outlets).	21	23	26	26	

REPORT FOR PRIMARY TEACHING LEVEL N=117 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	47	18	23	8	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	10	21	23	40	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	9	25	28	32	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	29	31	21	15	
29. Fund to provide awards for deserving students	25	29	21	23	
30. More materials and supplies	34	39	19	5	
31. Improved classroom situation (physical features such as size of room, carpeting)	31	19	23	25	
32. More computers for instructional use	8	10	35	44	
33. Dental insurance	21	33	20	25	
34. Improved health insurance program	41	34	18	5	
35. Life insurance provided by state or local system	8	12	38	41	
36. Improved retirement formula	30	20	22	27	
37. More planning time for individual teacher	84	8	4	3	
38. Time for joint planning by grade level groups	11	75	9	3	
39. Time for joint planning for departmental groups...	1	9	68	20	
40. Time to participate in broader, long range planning for school and school system	3	6	17	73	
41. Teacher input into decision making	32	38	20	8	
42. Teacher input (or more input) into broad planning of goals and objectives	8	14	42	33	
43. Greater autonomy for teachers with respect to methods and materials	19	22	19	37	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	39	22	16	19	
45. Strong support and respect from the administration at school level and system level	32	26	26	13	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	8	29	41	20	
47. Strong parental support reflecting concern for students' behavior and achievement	50	21	21	5	
48. Recognition of the successes of students and the part that teachers have played in these successes	8	21	9	60	

REPORT FOR PRIMARY TEACHING LEVEL N=117 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
1. Duty free lunch		10	8	3	8	5
2. Elimination or significant reduction of bus duty .		2	1	0	3	0
3. Relief from or pay for working athletic events ...		0	0	0	0	0
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head		3	3	2	2	1
5. An annual leave day while school is in session ...		26	12	7	3	3
6. Teachers leave early on Friday and last day before a holiday		0	3	1	2	1
7. Day of personal leave per year without having to pay a substitute		7	6	7	1	3
8. A half day (or less) off for emergencies without having to pay a substitute		3	2	3	3	3
9. Compensatory time off after extended field trip (overnight or weekend)		0	0	0	1	0
10. Compensatory time for PTO and long staff meetings.		0	1	2	3	2
11. Compensatory time for unpaid extra duties like those listed earlier		0	2	1	2	1
12. Compensatory time for required professional development activities		0	3	1	0	2
13. Some teacher assistant help occasionally		1	1	1	2	1
14. Clerical help (from people)		1	0	1	1	2
15. Computer facilities with capability of helping with clerical tasks		0	0	0	0	0
16. Somebody to help with counting and recording money collected		0	0	0	0	2
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools		1	3	5	4	3
18. Tuition reimbursement		4	1	1	0	1
19. Expenses paid to attend professional conferences .		0	2	2	1	3
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available		1	3	4	9	4
21. Free tickets to all school events		0	1	0	0	0
22. Free lunch for teachers		0	3	0	2	2
23. Discounts at local or nearby businesses (stores, restaurants, movies).....		0	1	0	0	0
24. Free membership (health clubs, wholesale outlets).		1	0	1	0	1

REPORT FOR PRIMARY TEACHING LEVEL N=117 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	3	2	2	0	3	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	1	2	0	0	0	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	2	1	
29. Fund to provide awards for deserving students	1	2	3	4	2	
30. More materials and supplies	1	3	4	3	3	
31. Improved classroom situation (physical features such as size of room, carpeting)	2	3	5	3	1	
32. More computers for instructional use	0	0	0	0	0	
33. Dental insurance	2	0	4	3	5	
34. Improved health insurance program	2	5	7	7	7	
35. Life insurance provided by state or local system	1	0	3	0	0	
36. Improved retirement formula	1	3	3	3	2	
37. More planning time for individual teacher	8	8	12	7	4	
38. Time for joint planning by grade level groups	1	1	1	0	2	
39. Time for joint planning for departmental groups...	0	0	0	0	0	
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	2	
41. Teacher input into decision making	1	1	1	3	2	
42. Teacher input (or more input) into broad planning of goals and objectives	0	1	0	0	2	
43. Greater autonomy for teachers with respect to methods and materials	1	2	1	3	2	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	2	1	2	3	3	
45. Strong support and respect from the administration at school level and system level	8	3	3	1	7	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	1	1	1	3	4	
47. Strong parental support reflecting concern for students' behavior and achievement	4	7	3	4	3	
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	2	2	2	

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR INTERMEDIATE TEACHING LEVEL N=75

Demographic Characteristics of This Group

Sex: Females=69 Males=6

Yrs Experience: "1-3"=10 "4-10"=9 "11-20"=43 "Over 20"=12

Teaching level: Primary=0 Intermediate=75 Jr High=0 Sr High=0

Race: Black=5 Caucasian=69 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=1

Highest Degree: Bachelors=22 Masters=48 Ed Specialist=3

REPORT FOR INTERMEDIATE TEACHING LEVEL N=75 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	56	27	12	4	
2. Elimination or significant reduction of bus duty .	23	25	33	17	
3. Relief from or pay for working athletic events ...	3	9	25	60	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	17	37	28	16	
5. An annual leave day while school is in session ...	49	28	17	5	
6. Teachers leave early on Friday and last day before a holiday	11	8	29	52	
7. Day of personal leave per year without having to pay a substitute	25	48	19	8	
8. A half day (or less) off for emergencies without having to pay a substitute	15	16	35	35	
9. Compensatory time off after extended field trip (overnight or weekend)	7	13	12	67	
10. Compensatory time for PTO and long staff meetings.	28	28	33	9	
11. Compensatory time for unpaid extra duties like those listed earlier	24	33	29	12	
12. Compensatory time for required professional development activities	40	24	24	11	
13. Some teacher assistant help occasionally	52	29	8	9	
14. Clerical help (from people)	28	51	15	7	
15. Computer facilities with capability of helping with clerical tasks	9	7	44	39	
16. Somebody to help with counting and recording money collected	11	12	32	44	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	23	23	27	28	
18. Tuition reimbursement	16	21	35	28	
19. Expenses paid to attend professional conferences .	20	32	25	23	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	41	24	13	21	
21. Free tickets to all school events	13	17	20	45	
22. Free lunch for teachers	44	15	16	21	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	19	37	35	5	
24. Free membership (health clubs, wholesale outlets).	20	27	25	24	

REPORT FOR INTERMEDIATE TEACHING LEVEL N=75 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	43	31	12	12	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	11	16	33	36	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	13	31	28	24	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	31	19	23	24	
29. Fund to provide awards for deserving students	35	19	20	25	
30. More materials and supplies	28	37	23	11	
31. Improved classroom situation (physical features such as size of room, carpeting)	20	24	31	23	
32. More computers for instructional use	16	19	24	39	
33. Dental insurance	16	31	25	27	
34. Improved health insurance program	47	35	16	1	
35. Life insurance provided by state or local system	9	12	37	40	
36. Improved retirement formula	28	21	20	31	
37. More planning time for individual teacher	84	9	5	0	
38. Time for joint planning by grade level groups	9	75	13	0	
39. Time for joint planning for departmental groups...	1	4	63	28	
40. Time to participate in broader, long range planning for school and school system	4	9	16	68	
41. Teacher input into decision making	44	31	16	8	
42. Teacher input (or more input) into broad planning of goals and objectives	3	19	40	37	
43. Greater autonomy for teachers with respect to methods and materials	24	23	21	29	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	28	27	20	23	
45. Strong support and respect from the administration at school level and system level	32	17	33	16	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	9	29	39	21	
47. Strong parental support reflecting concern for students' behavior and achievement	48	23	20	8	
48. Recognition of the successes of students and the part that teachers have played in these successes	11	29	7	53	

REPORT FOR INTERMEDIATE TEACHING LEVEL N=75 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	7	9	3	9	7
2. Elimination or significant reduction of bus duty .	5	1	3	3	3
3. Relief from or pay for working athletic events ...	1	0	0	0	0
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	3	0	1	0	0
5. An annual leave day while school is in session ...	15	15	8	1	4
6. Teachers leave early on Friday and last day before a holiday	0	1	5	0	1
7. Day of personal leave per year without having to pay a substitute	5	13	7	7	4
8. A half day (or less) off for emergencies without having to pay a substitute	3	1	4	1	1
9. Compensatory time off after extended field trip (overnight or weekend)	0	1	0	1	1
10. Compensatory time for PTO and long staff meetings.	0	0	3	1	0
11. Compensatory time for unpaid extra duties like those listed earlier	3	3	1	1	0
12. Compensatory time for required professional development activities	0	1	1	0	1
13. Some teacher assistant help occasionally	7	0	7	7	4
14. Clerical help (from people)	1	4	1	3	3
15. Computer facilities with capability of helping with clerical tasks	0	0	0	0	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	1	1	0	0	1
18. Tuition reimbursement	1	0	3	3	1
19. Expenses paid to attend professional conferences .	1	1	3	3	1
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	3	3	3	3	0
21. Free tickets to all school events	0	0	0	1	0
22. Free lunch for teachers	0	4	3	1	3
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	1	1
24. Free membership (health clubs, wholesale outlets).	0	0	1	3	1

REPORT FOR INTERMEDIATE TEACHING LEVEL N=75 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	0	1	0	3	1
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	0	3	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	0	1
29. Fund to provide awards for deserving students	3	0	3	0	3
30. More materials and supplies	4	0	4	1	3
31. Improved classroom situation (physical features such as size of room, carpeting)	0	0	0	0	3
32. More computers for instructional use	0	0	1	1	1
33. Dental insurance	1	4	7	4	1
34. Improved health insurance program	3	9	4	8	9
35. Life insurance provided by state or local system	1	1	0	0	1
36. Improved retirement formula	5	1	3	1	4
37. More planning time for individual teacher	4	12	8	5	9
38. Time for joint planning by grade level groups	0	3	0	0	0
39. Time for joint planning for departmental groups...	0	1	0	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	0
41. Teacher input into decision making	4	0	5	8	3
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	0	0	0
43. Greater autonomy for teachers with respect to methods and materials	3	1	0	0	3
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	1	0	0	3	0
45. Strong support and respect from the administration at school level and system level	5	3	1	4	3
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	0	0	1	0	3
47. Strong parental support reflecting concern for students' behavior and achievement	9	3	4	8	13
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	1	0

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR JUNIOR HIGH TEACHING LEVEL N=57

Demographic Characteristics of This Group

Sex: Females=37 Males=20

Yrs Experience: "1-3"=3 "4-10"=13 "11-20"=30 "Over 20"=11

Teaching level: Primary=0 Intermediate=0 Jr High=57 Sr High=0

Race: Black=5 Caucasian=50 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=28 Masters=27 Ed Specialist=0

REPORT FOR JUNIOR HIGH TEACHING LEVEL N=57 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
1. Duty free lunch	68	12	12	5
2. Elimination or significant reduction of bus duty .	4	21	28	44
3. Relief from or pay for working athletic events ...	12	39	28	19
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	16	26	28	26
5. An annual leave day while school is in session ...	58	16	19	5
6. Teachers leave early on Friday and last day before a holiday	5	9	9	77
7. Day of personal leave per year without having to pay a substitute	12	56	26	4
8. A half day (or less) off for emergencies without having to pay a substitute	25	19	44	12
9. Compensatory time off after extended field trip (overnight or weekend)	16	11	14	56
10. Compensatory time for PTO and long staff meetings.	40	16	23	18
11. Compensatory time for unpaid extra duties like those listed earlier	18	39	30	12
12. Compensatory time for required professional development activities	26	33	30	11
13. Some teacher assistant help occasionally	40	30	9	18
14. Clerical help (from people)	25	37	26	9
15. Computer facilities with capability of helping with clerical tasks	14	19	42	19
16. Somebody to help with counting and recording money collected	19	12	16	49
117. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	12	16	25	46
18. Tuition reimbursement	11	28	32	30
19. Expenses paid to attend professional conferences .	37	30	25	9
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	40	26	19	14
21. Free tickets to all school events	21	19	21	32
22. Free lunch for teachers	28	18	21	28
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	23	30	30	11
24. Free membership (health clubs, wholesale outlets).	23	26	21	23

REPORT FOR JUNIOR HIGH TEACHING LEVEL N=57 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	46	23	16	9	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	14	19	18	40	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	9	25	39	21	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	26	26	19	21	
29. Fund to provide awards for deserving students	26	26	18	28	
30. More materials and supplies	30	32	32	7	
31. Improved classroom situation (physical features such as size of room, carpeting)	25	18	23	33	
32. More computers for instructional use	19	25	25	28	
33. Dental insurance	40	37	12	11	
34. Improved health insurance program	35	42	19	4	
35. Life insurance provided by state or local system	2	9	42	47	
36. Improved retirement formula	23	12	26	39	
37. More planning time for individual teacher	58	14	18	9	
38. Time for joint planning by grade level groups	7	46	28	16	
39. Time for joint planning for departmental groups...	26	23	39	9	
40. Time to participate in broader, long range planning for school and school system	7	16	12	63	
41. Teacher input into decision making	33	37	18	11	
42. Teacher input (or more input) into broad planning of goals and objectives	2	26	33	35	
43. Greater autonomy for teachers with respect to methods and materials	21	9	32	35	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	42	25	14	16	
45. Strong support and respect from the administration at school level and system level	30	28	25	18	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	14	25	42	19	
47. Strong parental support reflecting concern for students' behavior and achievement	49	33	14	4	
48. Recognition of the successes of students and the part that teachers have played in these successes	7	14	19	60	

REPORT FOR JUNIOR HIGH TEACHING LEVEL N=57 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	16	5	11	5	11
2. Elimination or significant reduction of bus duty .	0	4	4	2	2
3. Relief from or pay for working athletic events ...	0	0	0	2	5
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	0	0	2	2
5. An annual leave day while school is in session ...	16	12	11	4	2
6. Teachers leave early on Friday and last day before a holiday	0	0	4	4	0
7. Day of personal leave per year without having to pay a substitute	2	5	2	7	0
8. A half day (or less) off for emergencies without having to pay a substitute	2	2	4	4	4
9. Compensatory time off after extended field trip (overnight or weekend)	2	0	2	2	0
10. Compensatory time for PTO and long staff meetings.	0	5	2	5	2
11. Compensatory time for unpaid extra duties like those listed earlier	0	5	0	0	2
12. Compensatory time for required professional development activities	2	2	0	0	2
13. Some teacher assistant help occasionally	0	0	2	0	0
14. Clerical help (from people)	0	4	2	4	0
15. Computer facilities with capability of helping with clerical tasks	0	0	2	2	0
16. Somebody to help with counting and recording money collected	0	0	0	0	2
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	2	0	0	2
18. Tuition reimbursement	0	4	0	2	2
19. Expenses paid to attend professional conferences .	2	4	2	4	7
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	2	5	2	7	2
21. Free tickets to all school events	4	0	0	0	2
22. Free lunch for teachers	0	2	4	0	2
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	0	2
24. Free membership (health clubs, wholesale outlets).	0	0	2	2	0

REPORT FOR JUNIOR HIGH TEACHING LEVEL N=57 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff		0	2	4	4	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents		0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)		0	0	0	2	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)		0	0	0	0	2
29. Fund to provide awards for deserving students		0	0	0	2	0
30. More materials and supplies		2	2	5	2	0
31. Improved classroom situation (physical features such as size of room, carpeting)		2	0	0	2	0
32. More computers for instructional use		0	0	2	4	0
33. Dental insurance		9	11	7	2	7
34. Improved health insurance program		5	5	5	7	5
35. Life insurance provided by state or local system		0	0	4	0	2
36. Improved retirement formula		7	4	0	2	2
37. More planning time for individual teacher		5	5	0	7	2
38. Time for joint planning by grade level groups		0	0	0	0	0
39. Time for joint planning for departmental groups...		0	0	2	0	2
40. Time to participate in broader, long range planning for school and school system		0	0	0	0	2
41. Teacher input into decision making		2	2	2	2	4
42. Teacher input (or more input) into broad planning of goals and objectives		0	0	0	0	2
43. Greater autonomy for teachers with respect to methods and materials		0	0	0	2	2
44. Systematic way of keeping administrators aware of teachers' opinions and concerns		2	0	4	4	7
45. Strong support and respect from the administration at school level and system level		7	0	4	0	0
46. Supportive community attitude with respect for teachers and education, led by The Board of Education		2	0	2	2	0
47. Strong parental support reflecting concern for students' behavior and achievement		5	9	9	2	4
48. Recognition of the successes of students and the part that teachers have played in these successes		2	0	0	0	4

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR SENIOR HIGH TEACHING LEVEL N=93

Demographic Characteristics of This Group

Sex: Females=52 Males=41

Yrs Experience: "1-3"=12 "4-10"=19 "11-20"=45 "Over 20"=17

Teaching level: Primary=0 Intermediate=0 Jr High=0 Sr High=93

Race: Black=5 Caucasian=88 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=47 Masters=34 Ed Specialist=7

REPORT FOR SENIOR HIGH TEACHING LEVEL N=93 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
1. Duty free lunch	31	19	30	19
2. Elimination or significant reduction of bus duty .	3	11	42	43
3. Relief from or pay for working athletic events ...	29	42	16	12
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	37	27	11	25
5. An annual leave day while school is in session ...	49	28	16	6
6. Teachers leave early on Friday and last day before a holiday	8	11	24	58
7. Day of personal leave per year without having to pay a substitute	30	45	16	9
8. A half day (or less) off for emergencies without having to pay a substitute	13	16	44	27
9. Compensatory time off after extended field trip (overnight or weekend)	18	11	30	41
10. Compensatory time for PTO and long staff meetings.	10	14	33	43
11. Compensatory time for unpaid extra duties like those listed earlier	38	32	23	8
12. Compensatory time for required professional development activities	34	43	14	9
13. Some teacher assistant help occasionally	29	32	23	15
14. Clerical help (from people)	40	31	17	11
15. Computer facilities with capability of helping with clerical tasks	19	19	42	18
16. Somebody to help with counting and recording money collected	11	16	17	55
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	17	11	17	55
18. Tuition reimbursement	27	24	30	19
19. Expenses paid to attend professional conferences .	30	34	25	11
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	26	31	28	15
21. Free tickets to all school events	23	14	16	44
22. Free lunch for teachers	31	19	18	27
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	25	31	31	9
24. Free membership (health clubs, wholesale outlets).	18	31	30	16

REPORT FOR SENIOR HIGH TEACHING LEVEL N=93 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	40	22	16	12	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	8	22	24	34	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	14	33	24	16	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	28	11	24	24	
29. Fund to provide awards for deserving students	22	17	22	37	
30. More materials and supplies	28	27	37	5	
31. Improved classroom situation (physical features such as size of room, carpeting)	26	29	24	18	
32. More computers for instructional use	22	24	15	37	
33. Dental insurance	38	26	14	18	
34. Improved health insurance program	29	40	25	2	
35. Life insurance provided by state or local system	2	11	34	48	
36. Improved retirement formula	28	19	23	27	
37. More planning time for individual teacher	66	13	11	6	
38. Time for joint planning by grade level groups	5	17	33	40	
39. Time for joint planning for departmental groups...	13	44	27	13	
40. Time to participate in broader, long range planning for school and school system	13	22	25	37	
41. Teacher input into decision making	27	39	22	10	
42. Teacher input (or more input) into broad planning of goals and objectives	6	16	42	32	
43. Greater autonomy for teachers with respect to methods and materials	33	18	18	27	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	30	24	15	28	
45. Strong support and respect from the administration at school level and system level	33	24	18	22	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	13	29	39	16	
47. Strong parental support reflecting concern for students' behavior and achievement	41	26	24	6	
48. Recognition of the successes of students and the part that teachers have played in these successes	10	18	16	53	

REPORT FOR SENIOR HIGH TEACHING LEVEL N=93 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	2	4	2	2	5
2. Elimination or significant reduction of bus duty .	0	5	0	3	2
3. Relief from or pay for working athletic events ...	3	0	2	2	4
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	2	2	3	2
5. An annual leave day while school is in session ...	13	9	5	6	1
6. Teachers leave early on Friday and last day before a holiday	1	1	1	1	2
7. Day of personal leave per year without having to pay a substitute	8	1	5	5	2
8. A half day (or less) off for emergencies without having to pay a substitute	0	1	1	0	2
9. Compensatory time off after extended field trip (overnight or weekend)	1	1	2	2	1
10. Compensatory time for PTO and long staff meetings.	1	0	0	1	1
11. Compensatory time for unpaid extra duties like those listed earlier	3	5	3	0	4
12. Compensatory time for required professional development activities	2	1	3	5	1
13. Some teacher assistant help occasionally	0	3	2	2	1
14. Clerical help (from people)	2	4	2	1	1
15. Computer facilities with capability of helping with clerical tasks	1	0	0	2	0
16. Somebody to help with counting and recording money collected	0	1	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	1	0	1	3
18. Tuition reimbursement	3	1	1	1	4
19. Expenses paid to attend professional conferences .	0	4	2	4	5
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	0	2	2	3	1
21. Free tickets to all school events	0	0	0	0	0
22. Free lunch for teachers	2	0	2	0	3
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	1	1	1
24. Free membership (health clubs, wholesale outlets).	0	2	1	2	1

REPORT FOR SENIOR HIGH TEACHING LEVEL N=93 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	2	0	5	0	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents	1	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	1	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	1	1	1	2
29. Fund to provide awards for deserving students	0	0	0	2	2
30. More materials and supplies	2	2	1	5	4
31. Improved classroom situation (physical features such as size of room, carpeting)	2	1	2	3	1
32. More computers for instructional use	0	0	0	0	1
33. Dental insurance	4	6	10	5	1
34. Improved health insurance program	5	5	2	2	2
35. Life insurance provided by state or local system	1	1	1	0	0
36. Improved retirement formula	5	5	8	5	2
37. More planning time for individual teacher	5	2	2	6	10
38. Time for joint planning by grade level groups	0	1	0	0	0
39. Time for joint planning for departmental groups...	1	1	0	1	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	2	4	3	2	0
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	2	0	1
43. Greater autonomy for teachers with respect to methods and materials	2	2	3	1	0
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	1	0	1	1	1
45. Strong support and respect from the administration at school level and system level	2	4	2	1	3
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	4	3	2	1	4
47. Strong parental support reflecting concern for students' behavior and achievement	4	1	3	4	3
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	0	0

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR BLACK RESPONDENTS N=33

Demographic Characteristics of This Group

Sex: Females=30 Males=3

Yrs Experience: "1-3"=0 "4-10"=4 "11-20"=12 "Over 20"=16

Teaching level: Primary=15 Intermediate=5 Jr High=5 Sr High=5

Race: Black=33 Caucasian=0 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=16 Masters=15 Ed Specialist=1

REPORT FOR BLACK RESPONDENTS N=33 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	52	27	15	6	
2. Elimination or significant reduction of bus duty .	21	27	21	27	
3. Relief from or pay for working athletic events ...	6	24	33	36	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	21	21	27	27	
5. An annual leave day while school is in session ...	48	33	12	3	
6. Teachers leave early on Friday and last day before a holiday	12	27	12	48	
7. Day of personal leave per year without having to pay a substitute	24	24	39	9	
8. A half day (or less) off for emergencies without having to pay a substitute	15	15	33	36	
9. Compensatory time off after extended field trip (overnight or weekend)	12	9	30	42	
10. Compensatory time for PTO and long staff meetings.	33	18	15	27	
11. Compensatory time for unpaid extra duties like those listed earlier	21	33	33	9	
12. Compensatory time for required professional development activities	30	36	15	15	
13. Some teacher assistant help occasionally	36	21	12	27	
14. Clerical help (from people)	21	39	24	12	
15. Computer facilities with capability of helping with clerical tasks	27	15	30	21	
16. Somebody to help with counting and recording money collected	12	21	27	33	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	24	27	9	36	
18. Tuition reimbursement	15	15	33	36	
19. Expenses paid to attend professional conferences .	21	27	39	12	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	39	30	18	12	
21. Free tickets to all school events	24	21	18	30	
22. Free lunch for teachers	30	18	27	21	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	27	33	30	3	
24. Free membership (health clubs, wholesale outlets).	15	21	18	39	

REPORT FOR BLACK RESPONDENTS N=33 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank		
		#1	#2	#3
25. "Pat on the back" for a job well done by individual or whole staff	27	27	21	21
26. Snacks, candy, other "goodies" supplied for the lounge by parents	6	18	33	33
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	18	21	24	30
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	45	27	12	6
29. Fund to provide awards for deserving students	33	24	12	24
30. More materials and supplies	24	36	24	9
31. Improved classroom situation (physical features such as size of room, carpeting)	18	21	30	24
32. More computers for instructional use	18	12	27	36
33. Dental insurance	15	36	21	21
34. Improved health insurance program	36	36	18	3
35. Life insurance provided by state or local system	12	9	33	39
36. Improved retirement formula	33	12	21	30
37. More planning time for individual teacher	64	9	12	9
38. Time for joint planning by grade level groups	15	67	9	3
39. Time for joint planning for departmental groups...	9	15	48	21
40. Time to participate in broader, long range planning for school and school system	6	3	24	61
41. Teacher input into decision making	42	27	15	9
42. Teacher input (or more input) into broad planning of goals and objectives	6	12	39	33
43. Greater autonomy for teachers with respect to methods and materials	21	30	15	24
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	24	21	21	24
45. Strong support and respect from the administration at school level and system level	27	12	39	15
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	12	42	21	18
47. Strong parental support reflecting concern for students' behavior and achievement	55	21	18	3
48. Recognition of the successes of students and the part that teachers have played in these successes	3	18	15	58

REPORT FOR BLACK RESPONDENTS N=33 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	9	12	0	3	9
2. Elimination or significant reduction of bus duty .	0	0	0	6	0
3. Relief from or pay for working athletic events ...	3	0	0	0	0
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	6	0	3	0	0
5. An annual leave day while school is in session ...	21	9	6	0	0
6. Teachers leave early on Friday and last day before a holiday	0	9	3	0	3
7. Day of personal leave per year without having to pay a substitute	6	12	6	3	0
8. A half day (or less) off for emergencies without having to pay a substitute	6	0	0	3	3
9. Compensatory time off after extended field trip (overnight or weekend)	0	6	0	3	0
10. Compensatory time for PTO and long staff meetings.	0	0	3	3	3
11. Compensatory time for unpaid extra duties like those listed earlier	0	3	0	0	3
12. Compensatory time for required professional development activities	0	0	0	0	0
13. Some teacher assistant help occasionally	0	0	3	0	3
14. Clerical help (from people)	0	0	0	3	0
15. Computer facilities with capability of helping with clerical tasks	0	0	3	0	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	3	0	3	3	0
18. Tuition reimbursement	3	0	0	0	0
19. Expenses paid to attend professional conferences .	0	0	3	6	0
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	3	3	0	3	3
21. Free tickets to all school events	3	3	0	0	0
22. Free lunch for teachers	0	3	3	0	0
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	3	3	0
24. Free membership (health clubs, wholesale outlets).	0	0	0	0	3

REPORT FOR BLACK RESPONDENTS N=33 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	0	3	0	0	6
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	0	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	3	0	0	6
29. Fund to provide awards for deserving students	3	3	0	3	0
30. More materials and supplies	0	0	6	0	0
31. Improved classroom situation (physical features such as size of room, carpeting)	0	0	3	3	3
32. More computers for instructional use	0	0	6	0	0
33. Dental insurance	0	0	0	6	9
34. Improved health insurance program	3	9	3	9	6
35. Life insurance provided by state or local system	3	0	3	0	0
36. Improved retirement formula	0	0	3	3	0
37. More planning time for individual teacher	3	3	9	9	3
38. Time for joint planning by grade level groups	0	3	0	0	0
39. Time for joint planning for departmental groups...	0	0	0	3	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	3
41. Teacher input into decision making	0	0	3	0	0
42. Teacher input (or more input) into broad planning of goals and objectives	0	3	0	0	3
43. Greater autonomy for teachers with respect to methods and materials	0	0	0	3	0
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	6	0	3	0	0
45. Strong support and respect from the administration at school level and system level	0	0	3	0	12
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	0	3	6	0	0
47. Strong parental support reflecting concern for students' behavior and achievement	9	0	0	12	0
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	3	0	3

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR CAUCASIAN RESPONDENTS N=309

Demographic Characteristics of This Group

Sex: Females=245 Males=64

Yrs Experience: "1-3"=39 "4-10"=63 "11-20"=157 "Over 20"=50

Teaching level: Primary=102 Intermediate=69 Jr High=50 Sr High=88

Race: Black=0 Caucasian=309 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=137 Masters=150 Ed Specialist=13

REPORT FOR CAUCASIAN RESPONDENTS N=309 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	53	19	16	11	
2. Elimination or significant reduction of bus duty .	10	24	37	27	
3. Relief from or pay for working athletic events ...	12	24	21	40	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	25	31	24	19	
5. An annual leave day while school is in session ...	53	22	18	7	
6. Teachers leave early on Friday and last day before a holiday	8	10	24	58	
7. Day of personal leave per year without having to pay a substitute	22	48	18	11	
8. A half day (or less) off for emergencies without having to pay a substitute	17	20	39	23	
9. Compensatory time off after extended field trip (overnight or weekend)	11	11	16	60	
10. Compensatory time for PTO and long staff meetings.	26	21	33	20	
11. Compensatory time for unpaid extra duties like those listed earlier	26	32	31	11	
12. Compensatory time for required professional development activities	37	35	19	8	
13. Some teacher assistant help occasionally	38	28	15	16	
14. Clerical help (from people)	32	38	20	7	
15. Computer facilities with capability of helping with clerical tasks	13	17	38	28	
16. Somebody to help with counting and recording money collected	15	14	23	45	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	19	23	23	35	
18. Tuition reimbursement	19	20	29	31	
19. Expenses paid to attend professional conferences .	23	31	26	19	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	39	26	21	15	
21. Free tickets to all school events	17	16	19	43	
22. Free lunch for teachers	37	18	18	22	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	20	35	31	10	
24. Free membership (health clubs, wholesale outlets).	21	27	27	20	

REPORT FOR CAUCASIAN RESPONDENTS N=309 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	45	23	17	9	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	11	20	24	38	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	11	29	29	24	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	27	21	23	21	
29. Fund to provide awards for deserving students	26	23	21	28	
30. More materials and supplies	31	34	27	6	
31. Improved classroom situation (physical features such as size of room, carpeting)	27	23	25	24	
32. More computers for instructional use	15	18	26	39	
33. Dental insurance	28	31	18	21	
34. Improved health insurance program	38	37	20	3	
35. Life insurance provided by state or local system	5	11	38	44	
36. Improved retirement formula	27	19	22	30	
37. More planning time for individual teacher	76	11	8	4	
38. Time for joint planning by grade level groups	8	53	21	16	
39. Time for joint planning for departmental groups...	8	20	51	18	
40. Time to participate in broader, long range planning for school and school system	6	14	17	60	
41. Teacher input into decision making	33	37	19	8	
42. Teacher input (or more input) into broad planning of goals and objectives	5	18	40	35	
43. Greater autonomy for teachers with respect to methods and materials	24	18	22	33	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	35	24	17	21	
45. Strong support and respect from the administration at school level and system level	32	25	24	17	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	11	27	42	19	
47. Strong parental support reflecting concern for students' behavior and achievement	46	25	21	6	
48. Recognition of the successes of students and the part that teachers have played in these successes	9	21	12	57	

REPORT FOR CAUCASIAN RESPONDENTS N=309 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
1. Duty free lunch	8	6	4	7	6	
2. Elimination or significant reduction of bus duty .	2	3	1	3	2	
3. Relief from or pay for working athletic events ...	1	0	1	1	2	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	3	2	1	2	1	
5. An annual leave day while school is in session ...	18	12	8	4	2	
6. Teachers leave early on Friday and last day before a holiday	0	1	2	2	1	
7. Day of personal leave per year without having to pay a substitute	6	6	6	5	3	
8. A half day (or less) off for emergencies without having to pay a substitute	2	2	3	2	2	
9. Compensatory time off after extended field trip (overnight or weekend)	1	0	1	1	1	
10. Compensatory time for PTO and long staff meetings.	0	1	2	3	1	
11. Compensatory time for unpaid extra duties like those listed earlier	2	4	2	1	1	
12. Compensatory time for required professional development activities	1	2	2	2	2	
13. Some teacher assistant help occasionally	2	1	3	3	2	
14. Clerical help (from people)	1	3	2	2	2	
15. Computer facilities with capability of helping with clerical tasks	0	0	0	1	0	
16. Somebody to help with counting and recording money collected	0	0	0	0	1	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	2	2	2	3	
18. Tuition reimbursement	3	1	1	1	2	
19. Expenses paid to attend professional conferences .	1	3	2	2	4	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	3	3	6	2	
21. Free tickets to all school events	0	0	0	0	0	
22. Free lunch for teachers	1	3	1	1	3	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	0	1	1	
24. Free membership (health clubs, wholesale outlets).	0	1	1	2	1	

REPORT FOR CAUCASIAN RESPONDENTS N=309 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff		2	1	3	1	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents		0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)		0	1	0	1	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)		0	0	1	1	1
29. Fund to provide awards for deserving students		1	0	2	2	2
30. More materials and supplies		2	2	3	3	3
31. Improved classroom situation (physical features such as size of room, carpeting)		2	1	2	2	1
32. More computers for instructional use		0	0	0	1	1
33. Dental insurance		4	5	7	3	3
34. Improved health insurance program		4	6	5	6	6
35. Life insurance provided by state or local system		1	1	2	0	1
36. Improved retirement formula		4	4	4	3	3
37. More planning time for individual teacher		6	7	6	6	7
38. Time for joint planning by grade level groups		0	1	0	0	1
39. Time for joint planning for departmental groups...		0	1	0	0	0
40. Time to participate in broader, long range planning for school and school system		0	0	0	0	1
41. Teacher input into decision making		2	2	3	4	2
42. Teacher input (or more input) into broad planning of goals and objectives		0	0	1	0	1
43. Greater autonomy for teachers with respect to methods and materials		2	2	1	1	2
44. Systematic way of keeping administrators aware of teachers' opinions and concerns		1	0	1	3	3
45. Strong support and respect from the administration at school level and system level		6	3	3	2	3
46. Supportive community attitude with respect for teachers and education, led by The Board of Education		2	1	1	2	4
47. Strong parental support reflecting concern for students' behavior and achievement		5	5	5	4	6
48. Recognition of the successes of students and the part that teachers have played in these successes		0	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR BACHELOR'S DEGREE RESPONDENTS N=156

Demographic Characteristics of This Group

Sex: Females=117 Males=39

Yrs Experience: "1-3"=35 "4-10"=28 "11-20"=59 "Over 20"=34

Teaching level: Primary=56 Intermediate=22 Jr High=28 Sr High=47

Race: Black=16 Caucasian=137 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=1

Highest Degree: Bachelors=156 Masters=0 Ed Specialist=0

REPORT FOR BACHELOR'S DEGREE RESPONDENTS N=156 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	59	17	12	13	
2. Elimination or significant reduction of bus duty .	10	27	35	27	
3. Relief from or pay for working athletic events ...	15	24	24	34	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	17	31	28	22	
5. An annual leave day while school is in session ...	49	24	19	8	
6. Teachers leave early on Friday and last day before a holiday	10	8	24	58	
7. Day of personal leave per year without having to pay a substitute	25	43	21	12	
8. A half day (or less) off for emergencies without having to pay a substitute	16	25	37	22	
9. Compensatory time off after extended field trip (overnight or weekend)	13	12	12	60	
10. Compensatory time for PTO and long staff meetings.	29	15	34	19	
11. Compensatory time for unpaid extra duties like those listed earlier	17	33	36	12	
12. Compensatory time for required professional development activities	38	38	16	6	
13. Some teacher assistant help occasionally	36	30	15	16	
14. Clerical help (from people)	33	32	24	8	
15. Computer facilities with capability of helping with clerical tasks	12	20	38	28	
16. Somebody to help with counting and recording money collected	16	15	21	46	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	22	21	17	40	
18. Tuition reimbursement	22	21	30	28	
19. Expenses paid to attend professional conferences .	21	29	29	21	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	36	29	24	11	
21. Free tickets to all school events	22	15	19	40	
22. Free lunch for teachers	37	22	18	18	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	19	33	32	12	
24. Free membership (health clubs, wholesale outlets).	19	26	26	25	

REPORT FOR BACHELOR'S DEGREE RESPONDENTS N=156 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning Each Rank			
	#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	44	21	17	11
26. Snacks, candy, other "goodies" supplied for the lounge by parents	8	25	26	32
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	10	24	29	30
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	32	22	19	18
29. Fund to provide awards for deserving students	24	24	19	32
30. More materials and supplies	37	31	26	5
31. Improved classroom situation (physical features such as size of room, carpeting)	25	25	26	21
32. More computers for instructional use	13	19	27	39
33. Dental insurance	31	27	19	20
34. Improved health insurance program	30	39	24	4
35. Life insurance provided by state or local system	8	13	34	42
36. Improved retirement formula	30	18	20	31
37. More planning time for individual teacher	78	8	8	4
38. Time for joint planning by grade level groups	6	54	22	15
39. Time for joint planning for departmental groups...	6	22	53	17
40. Time to participate in broader, long range planning for school and school system	8	13	15	62
41. Teacher input into decision making	35	38	21	4
42. Teacher input (or more input) into broad planning of goals and objectives	7	22	33	36
43. Greater autonomy for teachers with respect to methods and materials	22	15	24	36
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	34	22	19	22
45. Strong support and respect from the administration at school level and system level	33	25	26	14
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	6	29	41	22
47. Strong parental support reflecting concern for students' behavior and achievement	50	24	19	6
48. Recognition of the successes of students and the part that teachers have played in these successes	10	21	12	56

REPORT FOR BACHELOR'S DEGREE RESPONDENTS N=156 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	7	11	4	7	9
2. Elimination or significant reduction of bus duty .	1	3	0	4	0
3. Relief from or pay for working athletic events ...	2	0	1	0	4
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	2	1	2	1	1
5. An annual leave day while school is in session ...	17	8	7	4	2
6. Teachers leave early on Friday and last day before a holiday	1	2	2	3	2
7. Day of personal leave per year without having to pay a substitute	6	5	4	6	3
8. A half day (or less) off for emergencies without having to pay a substitute	1	2	3	2	3
9. Compensatory time off after extended field trip (overnight or weekend)	0	1	1	2	0
10. Compensatory time for PTO and long staff meetings.	0	1	3	3	1
11. Compensatory time for unpaid extra duties like those listed earlier	1	2	1	1	2
12. Compensatory time for required professional development activities	2	3	1	3	1
13. Some teacher assistant help occasionally	1	1	4	3	2
14. Clerical help (from people)	1	3	2	3	1
15. Computer facilities with capability of helping with clerical tasks	1	0	0	2	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	2	3	1	4
18. Tuition reimbursement	4	2	1	1	3
19. Expenses paid to attend professional conferences .	1	2	1	1	3
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	5	4	4	2
21. Free tickets to all school events	1	1	0	1	0
22. Free lunch for teachers	1	3	1	0	3
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	1	1	1	1
24. Free membership (health clubs, wholesale outlets).	1	0	0	0	1

REPORT FOR BACHELOR'S DEGREE RESPONDENTS N=156 CONTINUED
 Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	1	1	3	0	3
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	1	0	0	1	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	1	1	2	0
29. Fund to provide awards for deserving students	1	1	1	3	1
30. More materials and supplies	3	3	5	4	3
31. Improved classroom situation (physical features such as size of room, carpeting)	2	2	3	4	1
32. More computers for instructional use	0	0	0	1	1
33. Dental insurance	3	4	5	3	3
34. Improved health insurance program	3	4	7	4	6
35. Life insurance provided by state or local system	1	1	3	0	0
36. Improved retirement formula	6	4	4	3	3
37. More planning time for individual teacher	7	6	6	8	6
38. Time for joint planning by grade level groups	1	1	0	0	1
39. Time for joint planning for departmental groups...	0	0	1	1	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	3	1	1	1	1
42. Teacher input (or more input) into broad planning of goals and objectives	0	1	0	0	1
43. Greater autonomy for teachers with respect to methods and materials	1	1	1	1	1
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	1	0	1	2	4
45. Strong support and respect from the administration at school level and system level	6	3	2	1	3
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	1	1	1	1	3
47. Strong parental support reflecting concern for students' behavior and achievement	8	5	4	4	4
48. Recognition of the successes of students and the part that teachers have played in these successes	1	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR MASTER'S DEGREE RESPONDENTS N=166

Demographic Characteristics of This Group

Sex: Females=143 Males=23

Yrs Experience: "1-3"=4 "4-10"=37 "11-20"=98 "Over 20"=26

Teaching level: Primary=56 Intermediate=48 Jr High=27 Sr High=34

Race: Black=15 Caucasian=150 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=0 Masters=166 Ed Specialist=0

REPORT FOR MASTER'S DEGREE RESPONDENTS N=166 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	52	23	17	6	
2. Elimination or significant reduction of bus duty .	13	23	34	28	
3. Relief from or pay for working athletic events ...	7	21	23	48	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	28	31	23	16	
5. An annual leave day while school is in session ...	57	21	16	6	
6. Teachers leave early on Friday and last day before a holiday	8	13	21	57	
7. Day of personal leave per year without having to pay a substitute	18	51	20	11	
8. A half day (or less) off for emergencies without having to pay a substitute	17	15	43	25	
9. Compensatory time off after extended field trip (overnight or weekend)	10	11	21	57	
10. Compensatory time for PTO and long staff meetings.	28	25	25	21	
11. Compensatory time for unpaid extra duties like those listed earlier	28	33	30	8	
12. Compensatory time for required professional development activities	34	31	23	12	
13. Some teacher assistant help occasionally	39	26	14	17	
14. Clerical help (from people)	30	42	18	7	
15. Computer facilities with capability of helping with clerical tasks	16	15	36	29	
16. Somebody to help with counting and recording money collected	13	14	27	42	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	19	28	25	28	
18. Tuition reimbursement	15	20	30	36	
19. Expenses paid to attend professional conferences .	25	30	27	18	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	40	23	19	18	
21. Free tickets to all school events	15	17	20	44	
22. Free lunch for teachers	37	14	20	25	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	22	36	31	7	
24. Free membership (health clubs, wholesale outlets).	22	28	25	20	

REPORT FOR MASTER'S DEGREE RESPONDENTS N=166 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	44	25	17	8	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	11	17	22	43	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	13	33	27	20	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	27	19	27	21	
29. Fund to provide awards for deserving students	30	22	20	25	
30. More materials and supplies	25	37	28	8	
31. Improved classroom situation (physical features such as size of room, carpeting)	27	20	24	27	
32. More computers for instructional use	16	19	25	37	
33. Dental insurance	24	36	17	22	
34. Improved health insurance program	44	36	16	3	
35. Life insurance provided by state or local system	5	8	41	45	
36. Improved retirement formula	27	20	24	29	
37. More planning time for individual teacher	75	12	7	4	
38. Time for joint planning by grade level groups	10	57	17	14	
39. Time for joint planning for departmental groups...	9	17	52	18	
40. Time to participate in broader, long range planning for school and school system	4	11	21	61	
41. Teacher input into decision making	35	36	15	13	
42. Teacher input (or more input) into broad planning of goals and objectives	4	14	46	34	
43. Greater autonomy for teachers with respect to methods and materials	22	23	20	31	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	37	25	15	20	
45. Strong support and respect from the administration at school level and system level	29	25	27	18	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	14	27	39	18	
47. Strong parental support reflecting concern for students' behavior and achievement	48	25	22	3	
48. Recognition of the successes of students and the part that teachers have played in these successes	7	22	11	59	

REPORT FOR MASTER'S DEGREE RESPONDENTS N=166 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
1. Duty free lunch	10	3	4	7	4
2. Elimination or significant reduction of bus duty .	2	2	2	2	3
3. Relief from or pay for working athletic events ...	1	0	0	1	1
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	4	2	1	2	2
5. An annual leave day while school is in session ...	21	16	8	3	2
6. Teachers leave early on Friday and last day before a holiday	0	2	3	1	1
7. Day of personal leave per year without having to pay a substitute	4	7	7	2	2
8. A half day (or less) off for emergencies without having to pay a substitute	4	1	3	2	2
9. Compensatory time off after extended field trip (overnight or weekend)	1	0	1	1	1
10. Compensatory time for PTO and long staff meetings.	1	1	1	3	1
11. Compensatory time for unpaid extra duties like those listed earlier	1	4	1	1	1
12. Compensatory time for required professional development activities	0	1	2	1	2
13. Some teacher assistant help occasionally	3	1	2	2	1
14. Clerical help (from people)	2	2	1	1	2
15. Computer facilities with capability of helping with clerical tasks	0	0	0	0	0
16. Somebody to help with counting and recording money collected	0	0	0	0	1
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	1	2	1	2	2
18. Tuition reimbursement	1	1	1	1	1
19. Expenses paid to attend professional conferences .	1	4	2	4	5
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	1	2	2	7	2
21. Free tickets to all school events	1	0	0	0	1
22. Free lunch for teachers	1	2	2	2	2
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	1	1
24. Free membership (health clubs, wholesale outlets).	0	1	2	2	1

REPORT FOR MASTER'S DEGREE RESPONDENTS N=166 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	2	2	2	2	2
26. Snacks, candy, other "goodies" supplied for the lounge by parents	1	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	1	1	1	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	1	0	3
29. Fund to provide awards for deserving students	1	0	2	2	2
30. More materials and supplies	1	1	2	2	4
31. Improved classroom situation (physical features such as size of room, carpeting)	1	0	2	1	1
32. More computers for instructional use	0	0	1	1	1
33. Dental insurance	4	4	7	4	3
34. Improved health insurance program	4	8	4	6	4
35. Life insurance provided by state or local system	1	1	1	0	1
36. Improved retirement formula	3	2	4	2	2
37. More planning time for individual teacher	5	9	7	5	7
38. Time for joint planning by grade level groups	0	1	1	0	1
39. Time for joint planning for departmental groups...	1	1	0	0	1
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	1
41. Teacher input into decision making	1	3	4	5	3
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	1	0	1
43. Greater autonomy for teachers with respect to methods and materials	2	1	1	2	2
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	2	1	2	4	1
45. Strong support and respect from the administration at school level and system level	5	3	3	2	4
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	1	1	2	2	4
47. Strong parental support reflecting concern for students' behavior and achievement	4	5	4	5	7
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	1	1	1

TEACHER PREFERENCES FOR NON-SALARY INCENTIVES

REPORT FOR ED SPECIALIST DEGREE RESPONDENTS N=14

Demographic Characteristics of This Group

Sex: Females=10 Males=4

Yrs Experience: "1-3"=0 "4-10"=1 "11-20"=8 "Over 20"=5

Teaching level: Primary=4 Intermediate=3 Jr High=0 Sr High=7

Race: Black=1 Caucasian=13 Indian/Eskimo=0 Hispanic=0
Oriental=0 Other=0

Highest Degree: Bachelors=0 Masters=0 Ed Specialist=14

REPORT FOR ED SPECIALIST DEGREE RESPONDENTS N=14 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent	Assigning Each Rank			
		#1	#2	#3	#4
1. Duty free lunch	14	21	43	21	
2. Elimination or significant reduction of bus duty .	7	14	36	43	
3. Relief from or pay for working athletic events ...	21	50	7	14	
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	57	14	14	14	
5. An annual leave day while school is in session ...	50	29	14	7	
6. Teachers leave early on Friday and last day before a holiday	7	21	21	50	
7. Day of personal leave per year without having to pay a substitute	29	29	36	7	
8. A half day (or less) off for emergencies without having to pay a substitute	14	21	29	36	
9. Compensatory time off after extended field trip (overnight or weekend)	14	0	29	57	
10. Compensatory time for PTO and long staff meetings.	0	21	50	29	
11. Compensatory time for unpaid extra duties like those listed earlier	50	21	14	14	
12. Compensatory time for required professional development activities	36	57	7	0	
13. Some teacher assistant help occasionally	64	14	14	7	
14. Clerical help (from people)	7	57	21	14	
15. Computer facilities with capability of helping with clerical tasks	29	7	43	21	
16. Somebody to help with counting and recording money collected	0	21	21	57	
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	7	14	21	57	
18. Tuition reimbursement	21	14	43	21	
19. Expenses paid to attend professional conferences .	36	36	21	7	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	36	36	14	14	
21. Free tickets to all school events	7	14	14	57	
22. Free lunch for teachers	36	7	21	29	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	36	36	21	0	
24. Free membership (health clubs, wholesale outlets).	14	36	36	7	

REPORT FOR ED SPECIALIST DEGREE RESPONDENTS N=14 CONTINUED

Item Rankings WITHIN Categories

Item#	Percent Assigning	Each Rank			
		#1	#2	#3	#4
25. "Pat on the back" for a job well done by individual or whole staff	21	21	29	21	
26. Snacks, candy, other "goodies" supplied for the lounge by parents	29	0	29	36	
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	21	21	36	14	
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	21	50	0	21	
29. Fund to provide awards for deserving students	21	29	36	7	
30. More materials and supplies	36	29	14	14	
31. Improved classroom situation (physical features such as size of room, carpeting)	29	29	14	21	
32. More computers for instructional use	7	7	29	50	
33. Dental insurance	21	36	14	21	
34. Improved health insurance program	43	29	21	0	
35. Life insurance provided by state or local system	0	14	29	50	
36. Improved retirement formula	29	14	29	21	
37. More planning time for individual teacher	50	7	29	7	
38. Time for joint planning by grade level groups	21	43	14	14	
39. Time for joint planning for departmental groups...	21	14	29	29	
40. Time to participate in broader, long range planning for school and school system	0	29	21	43	
41. Teacher input into decision making	29	43	14	7	
42. Teacher input (or more input) into broad planning of goals and objectives	0	7	50	36	
43. Greater autonomy for teachers with respect to methods and materials	50	21	14	7	
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	14	21	14	43	
45. Strong support and respect from the administration at school level and system level	36	21	14	21	
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	14	36	29	14	
47. Strong parental support reflecting concern for students' behavior and achievement	21	21	29	21	
48. Recognition of the successes of students and the part that teachers have played in these successes	21	14	21	36	

REPORT FOR ED SPECIALIST DEGREE RESPONDENTS N=14 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent	Assigning Each Rank				
		#1	#2	#3	#4	#5
1. Duty free lunch		0	0	0	0	14
2. Elimination or significant reduction of bus duty .		0	0	0	0	0
3. Relief from or pay for working athletic events ...		0	0	7	0	0
4. Relief from or pay for extra academic duties such as test coordinator, grade chairperson, department head	14	0	0	0	0	0
5. An annual leave day while school is in session ...	7	14	0	0	0	0
6. Teachers leave early on Friday and last day before a holiday	0	0	0	0	0	0
7. Day of personal leave per year without having to pay a substitute	14	14	0	0	0	0
8. A half day (or less) off for emergencies without having to pay a substitute	0	0	0	0	0	0
9. Compensatory time off after extended field trip (overnight or weekend)	0	0	0	0	0	0
10. Compensatory time for PTO and long staff meetings.	0	0	0	0	0	0
11. Compensatory time for unpaid extra duties like those listed earlier	0	14	0	0	0	0
12. Compensatory time for required professional development activities	0	0	0	0	0	0
13. Some teacher assistant help occasionally	0	0	7	14	7	
14. Clerical help (from people)	0	0	0	0	0	0
15. Computer facilities with capability of helping with clerical tasks	0	0	0	0	0	0
16. Somebody to help with counting and recording money collected	0	0	0	0	0	0
17. Release time, and expenses whenever appropriate, to observe other classes in my own school or other schools	0	0	0	0	0	0
18. Tuition reimbursement	0	0	0	7	7	
19. Expenses paid to attend professional conferences .	0	0	14	0	7	
20. Renewal workshops, and other workshops to strengthen teaching skills and content know- ledge made easily available	7	0	7	7	0	
21. Free tickets to all school events	0	0	0	0	0	0
22. Free lunch for teachers	0	7	7	0	0	
23. Discounts at local or nearby businesses (stores, restaurants, movies).....	0	0	0	0	0	0
24. Free membership (health clubs, wholesale outlets).	0	0	0	0	0	0

REPORT FOR ED SPECIALIST DEGREE RESPONDENTS N=14 CONTINUED

Rankings ACROSS Categories-OVERALL Rankings

Item#	Percent Assigning Each Rank				
	#1	#2	#3	#4	#5
25. "Pat on the back" for a job well done by individual or whole staff	0	0	0	0	0
26. Snacks, candy, other "goodies" supplied for the lounge by parents	0	0	0	0	0
27. Public recognition for extra accomplishment (school paper, bulletin board, PA system, radio and TV, local newspapers)	0	0	0	0	0
28. Extra privileges for "Teacher of the Week, or Month" (better parking space for a week or two, half day off, relief from extra duty)	0	0	0	0	0
29. Fund to provide awards for deserving students	0	0	7	0	7
30. More materials and supplies	7	0	0	7	0
31. Improved classroom situation (physical features such as size of room, carpeting)	0	7	0	0	0
32. More computers for instructional use	0	0	0	0	0
33. Dental insurance	0	0	14	14	14
34. Improved health insurance program	0	0	0	29	21
35. Life insurance provided by state or local system	0	0	0	0	0
36. Improved retirement formula	0	7	0	0	0
37. More planning time for individual teacher	0	0	7	7	0
38. Time for joint planning by grade level groups	0	0	0	0	0
39. Time for joint planning for departmental groups...	0	7	0	0	0
40. Time to participate in broader, long range planning for school and school system	0	0	0	0	0
41. Teacher input into decision making	7	0	7	7	0
42. Teacher input (or more input) into broad planning of goals and objectives	0	0	0	0	0
43. Greater autonomy for teachers with respect to methods and materials	0	14	7	0	0
44. Systematic way of keeping administrators aware of teachers' opinions and concerns	0	0	0	0	0
45. Strong support and respect from the administration at school level and system level	14	7	0	0	7
46. Supportive community attitude with respect for teachers and education, led by The Board of Education	21	0	0	0	0
47. Strong parental support reflecting concern for students' behavior and achievement	0	0	7	0	7
48. Recognition of the successes of students and the part that teachers have played in these successes	0	0	0	0	0

APPENDIX C
SIGNIFICANCE TESTS

SIGNIFICANCE OF GROUP CHOICES WITHIN CATEGORIES

GROUP	N	PREFERS#	Z	PROB
TOTAL SAMPLE	346	1	5.79	p<0.01.
TOTAL SAMPLE	351	5	6.35	p<0.01.
TOTAL SAMPLE	347	12	2.16	p<0.05.
TOTAL SAMPLE	352	20	3.46	p<0.01.
TOTAL SAMPLE	335	22	4.06	p<0.01.
TOTAL SAMPLE	324	25	2.67	p<0.01.
TOTAL SAMPLE	345	34	2.45	p<0.05.
TOTAL SAMPLE	341	37	13.59	p<0.01.
TOTAL SAMPLE	345	47	3.24	p<0.01.

OVERALL COMPARISONS BETWEEN TWO ITEMS FOR A SINGLE GROUP

GROUP	N	PREFERS#	OVER#	Z	PROB
TOTAL SAMPLE	352	5	1	.3.75	P<0.01

COMPARISONS BETWEEN TWO GROUPS ON CATEGORICAL CHOICES

ITEM	PROPORTION FOR	>	PROPORTION FOR	Z	PROB
19	MALES		FEMALES	2.57	P<0.05
20	FEMALES		MALES	3.19	P<0.01
25	FEMALES		MALES	3.07	P<0.01
30	FEMALES		MALES	2.15	P<0.05

COMPARISONS BETWEEN TWO GROUPS ON CATEGORICAL CHOICES

ITEM	PROPORTION FOR	>	PROPORTION FOR	Z	PROB
19	EXPERIENCE 4-10		EXPERIENCE 1-3	2.18	P<0.05
5	EXPER 11-20		EXPERIENCE 1-3	3.25	P<0.01
10	EXPER 11-20		EXPERIENCE 1-3	2.54	P<0.05
12	EXPERIENCE 1-3		EXPER 11-20	3.07	P<0.01
5	EXPERIENCE 20+		EXPERIENCE 1-3	2.97	P<0.01
18	EXPERIENCE 1-3		EXPERIENCE 20+	3.08	P<0.01
20	EXPERIENCE 20+		EXPERIENCE 1-3	3.34	P<0.01
22	EXPERIENCE 1-3		EXPERIENCE 20+	2.48	P<0.05
23	EXPERIENCE 20+		EXPERIENCE 1-3	1.97	P<0.05
19	EXPERIENCE 4-10		EXPER 11-20	2.13	P<0.05
20	EXPER 11-20		EXPERIENCE 4-10	2.00	P<0.05
28	EXPERIENCE 4-10		EXPER 11-20	2.17	P<0.05
33	EXPERIENCE 4-10		EXPER 11-20	2.05	P<0.05
20	EXPERIENCE 20+		EXPERIENCE 4-10	3.85	P<0.01
22	EXPERIENCE 4-10		EXPERIENCE 20+	2.69	P<0.01
23	EXPERIENCE 20+		EXPERIENCE 4-10	2.72	P<0.01
33	EXPERIENCE 4-10		EXPERIENCE 20+	2.59	P<0.01
36	EXPERIENCE 20+		EXPERIENCE 4-10	3.08	P<0.01
22	EXPER 11-20		EXPERIENCE 20+	3.09	P<0.01
34	EXPER 11-20		EXPERIENCE 20+	2.39	P<0.05
36	EXPERIENCE 20+		EXPER 11-20	2.61	P<0.01

COMPARISONS BETWEEN TWO GROUPS ON CATEGORICAL CHOICES

ITEM	PROPORTION FOR	>	PROPORTION FOR	Z	PROB
33	JUNIOR HIGH		PRIMARY	2.70	P<0.01
1	PRIMARY		SENIOR HIGH	4.25	P<0.01
11	SENIOR HIGH		PRIMARY	2.86	P<0.01
19	SENIOR HIGH		PRIMARY	3.26	P<0.01
20	PRIMARY		SENIOR HIGH	3.15	P<0.01
33	SENIOR HIGH		PRIMARY	2.67	P<0.01
43	SENIOR HIGH		PRIMARY	2.27	P<0.05
19	JUNIOR HIGH		INTERMEDIATE	2.15	P<0.05
33	JUNIOR HIGH		INTERMEDIATE	3.09	P<0.01
1	INTERMEDIATE		SENIOR HIGH	3.32	P<0.01
4	SENIOR HIGH		INTERMEDIATE	2.71	P<0.01
10	INTERMEDIATE		SENIOR HIGH	3.13	P<0.01
13	INTERMEDIATE		SENIOR HIGH	3.11	P<0.01
20	INTERMEDIATE		SENIOR HIGH	2.13	P<0.05
33	SENIOR HIGH		INTERMEDIATE	3.06	P<0.01
34	INTERMEDIATE		SENIOR HIGH	2.43	P<0.05
41	INTERMEDIATE		SENIOR HIGH	2.39	P<0.05
1	JUNIOR HIGH		SENIOR HIGH	4.57	P<0.01
4	SENIOR HIGH		JUNIOR HIGH	2.62	P<0.01
10	JUNIOR HIGH		SENIOR HIGH	4.59	P<0.01
11	SENIOR HIGH		JUNIOR HIGH	2.55	P<0.05

COMPARISONS BETWEEN TWO GROUPS ON CATEGORICAL CHOICES

ITEM	PROPORTION FOR	>	PROPORTION FOR	Z	PROB
28	BLACKS		CAUCASIANS	2.41	P<0.05

COMPARISONS BETWEEN TWO GROUPS ON CATEGORICAL CHOICES

ITEM	PROPORTION FOR	>	PROPORTION FOR	Z	PROB
30	BACHELOR'S		MASTER'S	2.31	P<0.05
1	BACHELOR'S		ED SPECIALIST'S	2.94	P<0.01
1	MASTER'S		ED SPECIALIST'S	2.46	P<0.05