

**A SURVEY OF TEACHER OPINION ON MERIT  
PAY IN THE CLARKSVILLE-MONTGOMERY  
COUNTY SCHOOL SYSTEM 1969**

**BY**

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A SURVEY OF TEACHER OPINION ON MERIT PAY IN THE  
CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM,  
CLARKSVILLE, TENNESSEE, 1969

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A Research Paper

Presented to  
the Graduate Council of  
Austin Peay State University

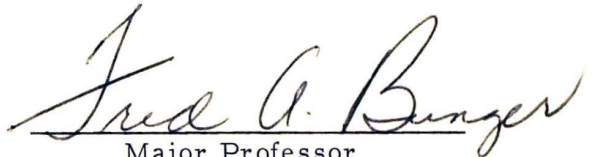
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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

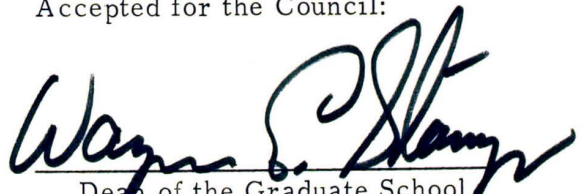
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To the Graduate Council:

I am submitting herewith a research paper written by Charles K. Duncan entitled, "A Survey of Teacher Opinion on Merit Pay in the Clarksville-Montgomery County School System, Clarksville, Tennessee, 1969." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Administration and Supervision.

  
Major Professor

Accepted for the Council:

  
Dean of the Graduate School

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## CHAPTER I

### NATURE OF THE STUDY

For the past several years, teacher pay has been a controversial subject. Particularly, merit pay has been one of the major controversial issues within the field of education. Many educators feel that outstanding teachers should be rewarded; many of the teachers feel the same way. Other educators feel that for the welfare of the majority of the profession, it is best to reward all equally or on a scale which applies to everyone. This practice would treat the average, below average, and the poor teacher in the same manner as the superior teacher.

In latter years, the National Education Association and the American Federation of Teachers have introduced a new concept which affects teacher pay. This idea is one of negotiations with school boards. Many of the new concepts within the field of education recognize the so-called "master teachers" and recommend that they be paid above the normal salary scale. However, it seems that the issue raised over merit pay in the late 1950's and early 1960's has diminished as a major issue within the profession.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to make a survey of teacher opinion about merit pay. More specifically, answers were sought to the following questions:

1. What relationship exists between teacher opinions of merit pay and their grade level, degree, and amount of teaching experience?
2. Who do the teachers prefer to evaluate their teaching?
3. Do teachers feel that the use of merit pay would bring about better teaching?

Delimitations. This study was limited to the Clarksville-Montgomery County School System; it was further limited to the school year 1968-69. This study was also limited to the following sources of data: a questionnaire sent to each teacher and administrator, and certain literature consisting of education journals, periodicals, magazines, and other brochures from various states.

Significance of this study. This survey of the teachers' opinions on merit pay in Clarksville-Montgomery County may be of some value to the school administration if, in the future, these administrators decide to initiate a salary program based on teacher merit. With the information that has been gathered in



this survey, the school administration should be able to make decisions on the following items:

1. What type of teacher would have the least objection to a system of merit pay.
2. What type of teacher is most likely to be opposed to merit pay.
3. Who the teachers prefer to evaluate their teaching ability.
4. To what the teachers feel that the adoption of a merit system may lead.

## II. DEFINITION OF TERMS

In the reporting of this study, it was apparent that some terms were used in a unique or restricted sense. The following definitions are presented.

Merit pay--refers to any additional money that is paid to any teacher for a superior performance in his position.

Tenure--refers to an employment status normally secured after five or more years of teaching experience.

Supplement pay--refers to extra pay for additional time or additional jobs that a person performs for the school system.

Elementary--refers to grades one through six.

Non-tenure--refers to teachers with less than five years teaching experience.

Secondary--refers to grades seven through twelve.

Administrator--refers to anyone within the Clarksville-Montgomery County School System who occupies the position of assistant principal or higher.

### III. METHOD OF INVESTIGATION

Source of Data. A questionnaire was constructed (see appendix) along with a letter of explanation and was distributed on May 6, 1969, to each teacher of the Clarksville-Montgomery County School System. One week later, the writer collected the completed questionnaire from the principal of each school. There were 516 questionnaires distributed with 247 being returned. Of this 247, there were twenty-nine which had to be discarded due to insufficient data.

The forty-two percent return was deemed sufficient for a valid sample of teacher opinion.

Analysis of the Data. The data from the questionnaire were reported in number and percent of teachers in agreement with the question and the number and percent of teachers in disagreement.

Data were presented in twenty tables. Each table included the answers of teachers to a particular question.

Each table included three analyses of teacher opinion: secondary teachers versus elementary teachers, Bachelor's degree teachers versus Master's degree teachers, and tenure teachers versus non-tenure teachers. Following the tabular presentation portraying teacher response to each of the questionnaire items, a summarizing paragraph aided in the interpretation of the table.

#### IV. ORGANIZATION OF THE STUDY

The first chapter has included a statement of the nature and significance of the study, the problem, delimitations, definitions of terms used, and the methods of procedure. Chapter II is devoted to review of related literature in the area of merit pay in general and teacher reaction to merit pay in particular. Chapter III is devoted to an analysis of the information from the questionnaire presented to the Clarksville-Montgomery County teachers. The final chapter includes a review of the major findings of the survey and conclusions which were based on the findings.

## CHAPTER II

### REVIEW OF THE LITERATURE

Most of the information that this writer was able to obtain on merit pay came from the years 1957-1962. It was during this period that merit pay was a major and controversial issue.

This chapter will be organized in the following manner:

- I. Merit Pay's Effect on Teacher Supply
  - A. Pro
  - B. Con
- II. Merit Pay's Effect on Salaries
  - A. Pro
  - B. Con
- III. Merit Pay's Effect on Teaching Effectiveness
  - A. Pro
  - B. Con
- IV. Merit Pay's Effect on Teacher Morale
  - A. Pro
  - B. Con
- V. The Question of Objectivity in Rating
  - A. Pro
  - B. Con



VI. A Sample of the Requirements for Merit Pay in Some Systems

I. MERIT PAY'S EFFECT ON TEACHER SUPPLY

Pro

It has often been stated by those proponents of merit pay that merit pay, by providing much higher salaries for the really competent teacher, would serve to attract high level personnel, and even more important, would keep them in the teaching profession.

Cooke stated that no system of teacher compensation was adequate to the extent that it would recruit the number of teachers that society requires. However, a system of merit pay was an item that would improve teacher supply. A school system that does not have merit pay would be unable to attract teachers no matter what other conditions are met.<sup>1</sup>

Lawson wrote that a person knew that in teaching he was to be buried in a mass of mediocrity with no chance of recognition. Merit pay would give this recognition that he seeks. Many teachers would move to systems that offer merit pay.<sup>2</sup>

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<sup>1</sup>Blaine Cook, "Merit or Mediocrity," Saturday Review, December 16, 1962, p. 60.

<sup>2</sup>Douglas E. Lawson, "Society's Stake in Merit Rating of Teachers," School and Society, April 27, 1958, p. 141.

Hunt believed that by rewarding the better teachers, a more ideal state of employment would be created. With that ideal state of employment, the better young people would enter into the teaching profession.<sup>3</sup>

### Con

Merit rating and the evaluation process that one must go through to receive merit pay would not increase the supply of teachers. Under merit rating, higher salaries depended upon some intangible rating which no one can be certain of attaining. Higher starting salary would be more satisfactory as a recruitment device than a merit-pay promise.

Schleicher stated that supporters of merit pay plans contended that such plans keep the superior teacher in the classroom. However, there has been no statistical or firm evidence to indicate that. Merit increases to match promotional increases would have to be very substantial, and the desire to move up within a profession is not easily diverted.<sup>4</sup>

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<sup>3</sup>Doris Hunt, "Who's More Equal Than Others," N.E.A. Journal, May, 1958, pp. 300-302.

<sup>4</sup>William R. Schleicher, Report of Merit Study Committee in Public Schools in Hamden, Connecticut (Washington, D. C.: National Education Association, Research Division, 1965), p. 2.

## II. MERIT PAY'S EFFECT ON SALARIES

### Pro

Many communities were then feeling the pinch of school costs and the public was resisting the growing spiral of increasing salaries across the board. However, if the public felt that it would get more value out of each dollar spent, there would be a possibility that the amount the public would spend would increase.

Hertzler believed that salary for teachers should be higher and those teachers who wished to participate in a merit pay plan have that right, while other teachers should not be forced to accept merit rating. Teacher salary schedules should be open-ended and should reward those teachers who, year after year, rate high.<sup>5</sup>

Gragg found that in Ithaca, New York, a teacher with a Bachelor's degree could count on top earnings of \$6,000 a year by doing a passable job. Merit pay would raise his salary to \$7,400 if his teaching was of outstanding quality.<sup>6</sup>

### Con

The proponents of merit pay were spokesmen for groups who intended to reduce school costs and lower taxes for school.

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<sup>5</sup>John R. Hertzler, "A Layman's Slant on Merit Rating," School and Society, April 12, 1958, p. 171.

<sup>6</sup>W. L. Gragg, "Merit Pay for Teaching," The Nation, June 13, 1959, p. 528.

Merit rating was often merely a disguise for reducing cost. By giving higher salaries to a few, the salary level of most teachers could be kept at a low level.

Myers found that in recent years, the school committees had tightened up on merit raises. At first, raises were given to all persons recommended by the evaluation committee. But in 1959-60, when sixty-five teachers were eligible for merit pay, twenty-nine were recommended, but only eleven were given raises.<sup>7</sup>

Guhl stated that often the high salaries scheduled on paper had not actually been paid. It was easy to quote the high salary available through merit pay, though few would achieve it.<sup>8</sup>

### III. MERIT PAY'S EFFECT ON TEACHER EFFECTIVENESS

#### Pro

Teachers needed an incentive for growth, but the present system of uniform salaries did not stimulate a desire to improve in service. Merit pay would improve teaching by forcing the teacher to reexamine his own teaching by providing evaluative criteria for self-analysis. Teacher self-evaluation, the first

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<sup>7</sup>Arthur Myers, "Merit Pay in Four Towns," Saturday Review, December 16, 1961, p. 16.

<sup>8</sup>David C. Guhl, "Merit Pay in Four Towns," Saturday Review, December 16, 1961, p. 22.

step to improvement, would be fostered. It also discouraged incompetence. Ratings not only provided an incentive, but they furnished guidance for teachers who wished to improve their professional work by helping them find their weak points.

Lawson stated that if merit pay was not brought into the teaching profession and the merit rating that goes along with it, teaching would be a safe harbor for those teachers who have no talent. Without merit pay rating, there was no way to protect the profession from this class of teacher.<sup>9</sup>

Gragg concluded:

I know of no inferior school system that employs merit rating. I further submit that there is a clear and positive relationship between educational quality and teachers' salaries based on merit.<sup>10</sup>

Jestin found that the parents and pupils in Canton, Connecticut, were happy with their merit plan. Before such a plan went into effect, forty-two percent of their college prep seniors were accepted by colleges. After such a plan was put into effect, a much higher percentage of its seniors were accepted into colleges.<sup>11</sup>

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<sup>9</sup>Lawson, op. cit., p. 142

<sup>10</sup>Gragg, loc. cit.

<sup>11</sup>H. B. Jestin, "This Town Pays Its Teachers on Merit and Nobody's Mad," Saturday Evening Post, November 18, 1962.



Con

Teachers felt that merit rating would be used as a weapon against the teachers by the administrators. Merit rating would foster conformity to the administrators' ideas and concepts, thus destroying teacher creativity and initiative. Teachers would fear to deviate from the course of study; teaching would become stereotyped. Merit pay would encourage teachers to become actors and engage in "apple polishing" in order to rate high. Merit pay would not produce better teachers. What was needed was better selection and more adequate in-service training of teachers.

Wilson stated that one of the objectives of merit pay or merit rating was to encourage better teaching. However, there was no evidence that merit pay encourages better teaching. There was a strong belief that merit pay encouraged "apple polishing" and that the best teachers are revolted by the childish attempt to measure their teaching ability. Those teachers would become dissatisfied and leave such a system.<sup>12</sup>

Lawson agreed that merit pay encouraged "apple polishing" and conformity to administrative thinking. It destroyed teacher initiative and originality. It provided the administrator with a

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<sup>12</sup>Charles H. Wilson, "The Case Against Merit Pay," Saturday Review, January 20, 1962, p. 62.



weapon with which to reward his "favorites" and to punish teachers whom he disliked.<sup>13</sup>

The National Education Association announced that the association believed that the use of subjective methods of evaluating teacher performance for salary purposes had a harmful effect on the educational process. "Plans which require such subjective judgments (commonly known as merit rating) should be avoided."<sup>14</sup>

Rogers wrote that merit systems struck at the heart of academic freedom. Instead of a teacher being able to teach, teachers were motivated to cater to the pet ideas of the raters. Merit rating and merit pay being what it is would encourage teachers to "grandstand" instead of to teach.<sup>15</sup>

Kariel concluded that rating by the inspectors did not appear to raise teaching standards and did not give teachers the feeling that they were free to try new ideas.<sup>16</sup>

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<sup>13</sup>Lawson, op. cit., p. 140.

<sup>14</sup>"Policy Statement on Salaries for School Personnel Made by the N. E. A. and Some of Its Departments," N. E. A. Research Memo, 1968-12 (Washington, D. C.: National Education Association, 1968), p. 2.

<sup>15</sup>John R. Rogers, "Any Merit in Merit Rating," School and Society, April 12, 1958, p. 173.

<sup>16</sup>Herbert G. Kariel, "Merit Rating in New Zealand," N. E. A. Journal, October, 1957, p. 473.

Jones stated:

Merit rating may weaken a helpful working relationship between supervisor and teachers... A good relationship cannot exist if the teacher feels that everything he does in the presence of a supervisor or administrator will influence the salary he will receive.<sup>17</sup>

#### IV. MERIT PAY'S EFFECT ON TEACHER MORALE

##### Pro

Merit pay incorporated the best elements of sound personnel policy. By eliminating snap judgments of quality teaching, it forced careful consideration of teacher competency, and provided recognition for excellence of performance in the most meaningful of ways - financially.

Gragg wrote that much had been said about the effect on morale of merit rating of teachers. According to him, this was the cry of the mediocre teacher. This would imply that the good teacher felt resentment at seeing a colleague getting the same pay for doing half the job.<sup>18</sup>

##### Con

Merit pay was a destroyer of good human relations. Since the administrator would become an inspector, not a professional leader of instruction, hostility would increase between the

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<sup>17</sup>Howard R. Jones, "Workable Merit Rating," School and Society, April 12, 1958, p. 178.

<sup>18</sup>Gragg, op. cit., p. 529.

supervisor and teachers. Teacher confidence in the administration would be destroyed, and would be replaced by distrust and fear. The hope of a higher salary would destroy the cooperation among teachers, and they would no longer be willing to share ideas, techniques, and material with each other.

Davis felt that the abandonment of many merit schedules was because superintendents said that merit pay created misunderstandings, ill feelings, and that they had a negative effect on morale. Raters disagreed on their ratings, and the whole plan became controversial.<sup>19</sup>

According to Wilson, the few hundred dollars of merit differential was not worth the distrust, disagreement, and injustices that inevitably result from merit pay. Merit pay would destroy morale, individuality, and freedom of expression.<sup>20</sup>

Worth wrote:

We do not feel that the competitive implication of merit awards are consistent with the cooperative and mutually helpful practices which now characterize our faculty. We also feel that the role and image of the superintendent as a leader and object of good faith would be damaged if he was to become a rater.<sup>21</sup>

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<sup>19</sup>Hazel Davis, "Where We Stand on Merit Rating," N. E. A. Journal, November, 1957, p. 535.

<sup>20</sup>Wilson, op. cit., p. 63.

<sup>21</sup>James C. Worthy, Chairman, Report on the Citizens Advisory Committee on Teacher Salaries, Wennetke, Illinois (Washington, D. C.: National Education Association, Research Division, 1958), p. 73.

Rogers stated:

While merit rating is supposed to reward the deserving teachers, the jealousies and low morale which generally characterize "rated" faculties are strong indications that most teachers are far from convinced that the rewards are really deserved. Although some faculties have been pressured into pretending that they prefer a merit system, I know of none which freely has chosen the merit route.<sup>22</sup>

Kariel found that frequently teachers felt that they were mistrusted--that lesson plan books were not to help the teachers in their work but to enable the raters and headmasters to keep tabs on them. He felt that teachers were inclined to look upon each other, their principals and supervisory personnel with suspicion, and an unhealthy educational atmosphere may have been created.<sup>23</sup>

Gessinger concluded:

The merit rating program had apparently lowered teacher morale, had created friction within the staff, and had tended to emphasize individual performance at the expense of cooperative teamwork.<sup>24</sup>

## V. THE QUESTION OF OBJECTIVITY IN RATING

### Pro

The contention that the quality of a teacher's effectiveness cannot be measured was only an assumption. Teachers were

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<sup>22</sup>Rogers, loc. cit.

<sup>23</sup>Kariel, loc. cit.

<sup>24</sup>John B. Gessinger, "Merit Pay--The Big Question," N. E. A. Journal, May, 1963, p. 43.



evaluated informally every day; a merit rating only formalized this process by defining the qualities that were to be evaluated. A combination of rating devices, ranking, and records can be used effectively. Teachers have always distinguished between satisfactory teachers and unsatisfactory teachers, but were unwilling to rank the satisfactory teachers. Should teachers who have graded their pupils' performance refuse to admit that similar evaluation techniques could be applied to the teaching process?

Cooke stated that we all evaluate teachers. We each recall those teachers who we thought were good when we went to school. We also recall the teachers we thought were poor. Parents also evaluate teachers and know when their children have had a good teacher or a poor teacher.<sup>25</sup>

Hunt wrote, "But no teacher can fool his fellow teachers-- at any rate, not all of them."<sup>26</sup>

H. H. Remmer, Director of Educational Preference at Purdue, stated that teachers could be evaluated effectively on either of two bases: (1) the change he brings in students, and (2) the qualities in themselves that were presumed to produce desirable changes in students.<sup>27</sup>

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<sup>25</sup>Cooke, op. cit., p. 61.

<sup>26</sup>Hunt, loc. cit.

<sup>27</sup>H. H. Remmer, "Merit Pay for Teachers," National Parent-Teacher, June, 1957, p. 21.

Miller found that, as a rule in almost any school, the teachers and the pupils themselves really knew who were the superior teachers.<sup>28</sup>

Lawson also wrote that, as a rule in any school, the teachers and students really knew who the best teachers were. A combination of rating devices, ranking, records, and subjective evaluation could be used effectively.<sup>29</sup>

Patrick stated that the argument about merit rating was purely theoretical, for in actual practice, teachers were already rated by the people with whom they came in contact in their work. Secondly, teachers talk and write a great deal about measurement and evaluation and practice merit rating on students, yet do not believe they could rate their fellow teachers.<sup>30</sup>

### Con

It had been contended that the intangibles of teaching resist accurate measurement. Merit rating depended on the subjective judgment and whims of the administrator. Specialization of the modern teacher worked against objectivity. It was impossible to

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<sup>28</sup>George L. Miller, Jr., "Rating Teacher Merit," School and Society, April 27, 1957, p. 402.

<sup>29</sup>Lawson, loc. cit.

<sup>30</sup>T. L. Patrick, "Can Merit Rating be Long Delayed?" School and Society, April 12, 1958, p. 174.



compare the teaching ability of different teachers.

Schleicher stated that administrators generally do not doubt their ability to rate teachers effectively and fairly. Teachers do not believe this, and from a morale standpoint, this was a major issue. Such a device has not been discovered that would rate or measure teacher competency. Until such a device has been perfected, rating would be largely subjective.<sup>31</sup>

Engleman concluded that the finding of competent judges or raters was a difficulty that faced those school systems which attempted to adopt a merit system.<sup>32</sup>

Lawson wrote that one of the chief arguments against merit pay was that it was "undemocratic and unreliable, since it depended on the subjective judgment of an evaluator."<sup>33</sup>

Worthy reported that there is no known device which objectively measured teaching competency, even though this goal has been sought by educators for a long time.<sup>34</sup>

Wilson stated that the rating of teachers is the hub of the matter. Everyone could rate teachers except those people

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<sup>31</sup>Schleicher, loc. cit.

<sup>32</sup>Finis E. Engleman, "Problems of Merit Rating," N. E. A. Journal, April, 1957, p. 240.

<sup>33</sup>Lawson, op. cit., p. 140

<sup>34</sup>Worthy, loc. cit.

specifically trained by experience for the job. It is impossible to find two people who would agree on the evaluation of a person's teaching ability. It is hard to find a teacher who is so poor that some people do not consider him excellent and vice versa. Again, Wilson believed that rating is largely a matter of personal judgment.<sup>35</sup>

According to Davis, research has reinforced the teacher's distrust of merit schedules. Years of effort to develop a rating device for the measurement of teaching efficiency have failed to produce reliable or evaluative instruments.<sup>36</sup>

Rogers wrote that the heart of a merit pay system is to be found in some "gimmick" which tied the size of the teacher's check to merit discovered or imagined by the rater. "Without exception, such systems are subjective. Most of them are also invalid and unreliable."<sup>37</sup>

Kariel concluded that the teacher never knew where he stood with a given inspector. He did not know which inspector

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<sup>35</sup>Wilson, loc. cit.

<sup>36</sup>Davis, op. cit., p. 536.

<sup>37</sup>Rogers, loc. cit.

would be rating him; nor was he sufficiently aware of the qualities for which an inspector would be looking.<sup>38</sup>

Kleinmann found that the main reasons for dropping merit pay plans were that no satisfactory systems had been developed for selecting the outstanding teachers and that the present plans had caused faculty dissention. The subjective judgment that the administrators had used caused misunderstanding and resentment among the faculty.<sup>39</sup>

## VI. A SAMPLE OF THE REQUIREMENTS FOR MERIT PAY IN SOME SYSTEMS

In 1961, the State of Florida passed a statewide plan that allowed the teachers to receive merit pay. This program was not successful and was repealed by the 1961 state legislature at its next regular session.

Teachers had to meet the following requirements for merit pay which was worth \$400.00.

(a) He shall have made a score on the common examination of the national teacher examinations of at least six hundred or an equivalent comprehensive examination; but no examination or score shall be approved which shall be lower than the score made by the fiftieth percentile of college seniors on a national basis on such examination.

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<sup>38</sup>Kariel, loc. cit.

<sup>39</sup>Jack H. Kleinmann, "Merit Pay--The Big Question," N. E. A. Journal, May, 1963, p. 43.

Whenever national examinations and national norms are not available in any field of instruction the state board of education shall prescribe a state examination of equivalent caliber.

(b) He shall be evaluated annually by his principal or other superior as among the most effective teachers in the county in the year preceding the year for which the awards are to be made, and the evaluation shall be reviewed by the superintendent and the county school board. The evaluation of teaching effectiveness shall be based on but not limited to mastery of the subjects taught, skill in imparting knowledge and understanding thereof, and ability to arouse the interest of pupils and stimulate their enthusiasm for learning. The evaluation of effectiveness as a principal shall be based primarily on his ability as a leader, organizer, administrator and contributor to the progress of instruction and of his school. In making these evaluations the school authorities shall consider the results of pupil testing programs, the progress of the pupils, the opinions of other teachers and of lay citizens, and other pertinent data.<sup>40</sup>

Corning, New York, had an enrollment of 9,228 and a merit pay program. Evaluation for such a program was made by the principals in each school. In their evaluations of teachers, they were to follow the following criteria:

<u>Weight</u>	<u>Professional Activity</u>
70%	A. Service to pupils
10%	B. Professional conduct and practices
10%	C. Service to school and school systems
10%	D. Other factors <sup>41</sup>

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<sup>40</sup>Cecil Golden, based on personal correspondence between this writer and the Assistant State Superintendent, State Department of Education, Tallahassee, Florida.

<sup>41</sup>"Merit Provisions in Teachers' Salary Schedules, 1967-68," N. E. A. Research Memo, 1968-5 (Washington, D. C.: National Education Association, 1968), p. 8.



In the North Hill school district in Pennsylvania, there was a student enrollment of 7,524. This system had four increments of \$200.00 each; and in order to qualify for one or more of the incentive increments, a teacher must be evaluated by at least three staff members. A rating of "good" or "out-standing" must be maintained or attained to receive merit pay.<sup>42</sup>

Lower Merion Township in Pennsylvania used the following criteria to award its teachers extra pay:

1. High quality teaching
2. Professional growth
3. Professional responsibility including all aspects of the broad program of the school
4. Impact of the teacher on the school and community
5. Personal qualifications<sup>43</sup>

A merit plan for the Brazoport, Texas, district included both special recognition and financial rewards for "distinguished teachers." Listed below are the criteria for identification of those distinguished teachers, provided those being considered were primarily assigned as teachers.

- A. Efficiency in achieving the prescribed aims and objectives as prescribed by the district.
- B. Providing extra and individual help to students.
- C. Skill and thoroughness in teaching as measured by the actual observation by supervisors and administrators.

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<sup>42</sup>Ibid., p. 9

<sup>43</sup>Ibid.



- D. Determination of student progress and grades in accordance with the approval plan of the system.
- E. Skill and thoroughness in preparing daily lesson plans, examinations, and homework assignments.
- F. Efficiency in developing good study habits in pupils.
- G. Cooperation with administrators and supervisors, fellow teachers, and student organizations.<sup>44</sup>

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<sup>44</sup>Ibid., pp. 10-11.

### CHAPTER III

#### ANALYSIS OF THE QUESTIONNAIRE

A questionnaire was constructed and distributed to the teachers. This questionnaire consisting of twenty-two questions attempted to measure teacher attitudes toward merit pay. Two questions, numbers ten and seventeen, were rejected by the writer because of confusion on the part of the teachers in answering these two questions. However, 218 questionnaires representing a forty-two percent return was deemed sufficient for a valid survey.

In this chapter the writer presented an analysis of the twenty questions of the questionnaire. Totals were made for elementary and secondary teachers, those teachers with Bachelor's degrees and Master's degrees, and those teachers with tenure and without tenure. Totals for each of these categories were as follows:

	<u>Number</u>	<u>Percent</u>
A. Elementary teachers	141	65
B. Secondary teachers	77	35
C. Bachelor's degree	164	76
D. Master's degree	54	24
E. Tenure	135	62
F. Non-tenure	83	38

Table I shows an analysis of the distribution of teacher response regarding the teacher familiarity with merit pay.

TABLE I

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"ARE YOU THOROUGHLY FAMILIAR WITH MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	40	18	58	45	13	58	33	25	58	45	13	58	33	25	58	102	58	160	33	25	58	58	160	58	160	58	
Percent yes	28	23	27	27	24	27	24	30	27	27	24	27	24	30	27	76	70	73	76	70	73	73	73	73	73	73	
Number no	101	59	160	119	41	160	102	58	160	102	58	160	102	58	160	102	58	160	102	58	160	102	58	160	102	58	
Percent no	72	77	73	73	76	73	76	70	73	76	70	73	76	70	73	76	70	73	76	70	73	76	73	73	73	73	
N = 218																											

Table I shows 218 replies. Of this total, forty elementary teachers or twenty-eight percent answered yes; while 101 elementary teachers or seventy-two percent answered no. Eighteen secondary teachers or twenty-three percent answered yes; while 119 secondary teachers or seventy-three percent answered no. Thirteen B. S. degree teachers or twenty-four percent answered yes; while 41 B. S. degree teachers or seventy-six percent answered no. Thirteen M. A. degree teachers or twenty-four percent answered yes; while 41 M. A. degree teachers or seventy-six percent answered no. Thirty-three tenure teachers or seventy-six percent answered yes; while 58 tenure teachers or seventy-six percent answered no. Twenty-five non-tenure teachers or seventy percent answered yes; while 58 non-tenure teachers or seventy percent answered no.

Of the 164 teachers with Bachelor's degrees, forty-five were familiar with merit pay. There were thirteen of the fifty-four teachers with Master's degrees who were familiar with merit pay.

The teachers that were on tenure outnumbered the teachers that were not on tenure, thirty-three to twenty-five, in being familiar with merit pay.

Of the total of 218 teachers, fifty-eight teachers or twenty-seven percent were familiar with merit pay while 160 teachers or seventy-three percent were not.

Table II shows an analysis of the distribution of teacher response regarding whether the teacher had ever taught in a school system that used merit pay.

TABLE II

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"HAVE YOU EVER TAUGHT IN A SCHOOL SYSTEM THAT USED MERIT  
PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	15	5	20	14	6	20	15	5	20	14	6	20	15	5	20	15	5	20	15	5	20	14	6	20	15	5	20
Percent yes	11	6	9	8	11	9	11	6	9	8	11	9	11	6	9	11	6	9	11	6	9	8	11	9	11	6	9





Ninety-eight percent of the teachers who answered the questionnaire felt that good teaching could be recognized. The writer felt there was no significant difference between any of the categories.

Table IV shows an analysis of the distribution of teacher response regarding merit pay for superior teachers.

TABLE IV  
FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"DO YOU BELIEVE THAT THE SUPERIOR CLASSROOM TEACHER SHOULD  
RECEIVE MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	63	43	106	85	21	106	58	48	106																		
Percent yes	45	56	48	52	39	48	43	58	48																		
Number no	78	34	112	79	33	112	77	35	112																		
Percent no	55	44	52	48	61	52	57	42	52																		
N = 218																											

There were 106 teachers or forty-eight percent who believed that superior teachers should receive merit pay. There was fifty-six percent of the secondary teachers who believed this. Fifty-seven percent of the teachers with tenure opposed the rewarding of superior teachers with merit pay.

Table V shows an analysis of the distribution of teacher response regarding whether the top twenty percent of the teachers should receive merit pay.

TABLE V

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:

"DO YOU ACCEPT THE PRINCIPLE THAT THE TOP TWENTY PERCENT OF THE TEACHERS SHOULD BE GIVEN MERIT PAY?"

	ELEMENTARY SECONDARY TOTAL			B. S. DEGREE M. A. DEGREE TOTAL			TENURE NON-TENURE TOTAL		
Number yes	38	25	63	45	18	63	39	24	63
Percent yes	27	32	29	27	33	29	29	29	29
Number no	103	52	155	119	36	155	96	59	155
Percent no	73	68	71	73	67	71	71	71	71
N = 218									

Of the 218 replies, sixty-three teachers agreed that the top twenty percent should be given merit pay. This represented only twenty-nine percent who favored this idea.

Table VI shows an analysis of the distribution of teacher response regarding whether teachers rated themselves as superior teachers.

TABLE VI

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:

"DO YOU BELIEVE THAT IF TWENTY PERCENT OF THE TEACHERS RECEIVED MERIT PAY, YOU WOULD BE ONE?"

	ELEMENTARY			SECONDARY			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	65	46	111	78	33	111	65	46	111	78	33	111	65	46	111	78	33	111	65	46	111	78	33	111
Percent yes	46	60	51	48	61	51	48	55	51	48	61	51	48	55	51	48	55	51	48	55	51	48	55	51
Number no	76	31	107	86	21	107	70	37	107	86	21	107	70	37	107	86	21	107	70	37	107	86	21	107
Percent no	54	40	49	52	39	49	52	45	49	52	39	49	52	45	49	52	45	49	52	45	49	52	39	49

N = 218

While Table V showed that only twenty-nine percent of the teachers liked the idea of the top twenty percent receiving merit pay, fifty-one percent of the teachers felt they would be in the top twenty percent. Teachers with Master's degrees were strongest in believing they would receive merit pay and sixty-one percent indicated so.

Table VII shows an analysis of the distribution of teacher response regarding whether administrators should be able to receive merit pay.

TABLE VII

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"DO YOU BELIEVE ADMINISTRATORS SHOULD BE ABLE TO RECEIVE  
MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	50	37	87	64	23	87	47	40	87	64	23	87	47	40	87	64	23	87	47	40	87	64	23	87	47	40	87
Percent yes	35	48	40	39	42	40	35	48	40	39	42	40	35	48	40	39	42	40	35	48	40	39	42	40	35	48	40
Number no	91	40	131	100	31	131	88	43	131	100	31	131	88	43	131	100	31	131	88	43	131	100	31	131	88	43	131
Percent no	65	52	60	61	58	60	65	52	60	61	58	60	65	52	60	61	58	60	65	52	60	61	58	60	65	52	60
N = 218																											

Table VII showed teachers as a group felt that administrators should not receive merit pay. Elementary teachers were against the administration receiving merit pay by sixty-five percent; and it was also the same ratio for teachers with tenure. As a whole there were eighty-seven teachers for the administrator receiving merit pay or forty percent while sixty percent or 131 teachers were against. Teachers in secondary



were more for administrators receiving merit pay as they divided forty-eight percent "yes" and fifty-two percent "no."

Table VIII shows an analysis of the distribution of teacher response regarding whether merit pay would improve teaching.

TABLE VIII

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:

"DO YOU FEEL THAT THE OPPORTUNITY TO RECEIVE MERIT PAY  
WOULD MOTIVATE YOU TO DO A BETTER JOB?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	53	32	85	64	21	85	44	41	85																		
Percent yes	38	42	39	39	39	39	32	49	39																		
Number no	88	45	133	100	33	133	91	42	133																		
Percent no	62	58	61	61	61	61	68	51	61																		
N = 218																											

There was little significance between the teacher categories in relation to their feeling about this question. Of the teachers who answered the survey, thirty-nine percent felt that merit pay would motivate them to do a better job. However, forty-nine percent of non-tenure teachers felt



that merit pay would motivate them to improve their teaching.

Table IX shows an analysis of the distribution of teacher response regarding whether segmentation would be a result of merit pay.

TABLE IX

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"DO YOU BELIEVE THAT MERIT PAY WOULD CAUSE SEGMENTATION  
WITHIN THE PROFESSION?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	105	50	155	120	35	155	89	66	155																		
Percent yes	74	65	71	73	65	71	66	80	71																		
Number no	36	27	63	44	19	63	46	17	63																		
Percent no	26	35	29	27	35	29	34	20	29																		
N = 218																											

Eighty-nine teachers with tenure believed that merit pay would cause segmentation. Eighty percent of the non-tenure teachers also believed this as did seventy-three percent of the teachers with Bachelor's degrees. As a whole, seventy-one percent or 155 teachers felt that merit pay would cause segmentation, while twenty-nine percent or sixty-three teachers believed it would not.

Table X shows an analysis of the distribution of teacher response regarding whether department chairman should receive merit pay.

TABLE X

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"DO YOU THINK DEPARTMENT CHAIRMAN SHOULD RECEIVE MERIT  
PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	54	40	94	64	30	94	56	38	94	64	30	94	56	38	94	64	30	94	56	38	94	64	30	94	56	38	94
Percent yes	38	52	43	39	56	43	41	46	43	39	56	43	41	46	43	39	56	43	41	46	43	39	56	43	41	46	43
Number no	87	37	124	39	55	124	65	46	124	39	55	124	65	46	124	39	55	124	65	46	124	39	55	124	65	46	124
Percent no	62	48	57	61	44	57	59	54	57	61	44	57	59	54	57	61	44	57	59	54	57	61	44	57	59	54	57
N = 218																											

Teachers responded to this question in about the same manner they did to question seven. They were generally opposed to the idea of department chairmen receiving merit pay. Of the total number, ninety-four believed they should receive merit pay while 124 did not. This represented some forty-three percent in favor and fifty-seven percent against merit pay for department chairmen.

Table XI shows an analysis of the distribution of teacher response regarding whether teachers should have a choice of who should be their evaluators for merit pay.

TABLE XI

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"SHOULD A TEACHER HAVE THE CHOICE OF WHO WILL EVALUATE  
HIS TEACHING FOR MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	68	33	101	71	30	101	61	40	101	71	30	101	61	40	101	71	30	101	61	40	101	71	30	101	61	40	101
Percent yes	48	43	46	43	56	46	45	48	46	43	56	46	45	48	46	43	56	46	45	48	46	43	56	46	45	48	46
Number no	73	44	117	93	24	117	74	43	117	93	24	117	74	43	117	93	24	117	74	43	117	93	24	117	74	43	117
Percent no	52	57	54	57	44	54	55	52	54	57	44	54	55	52	54	57	44	54	55	52	54	57	44	54	55	52	54
N = 218																											

There were 101 teachers who felt that teachers should have a choice of who evaluates their teaching. There were 117 teachers or fifty-four percent who felt that teachers should have no choice. Fifty-six percent of the teachers with Master's degrees favored teachers having a choice as to

their evaluator. Ninety-three teachers with Bachelor's degrees or fifty-seven percent indicated that teachers should not have a choice of evaluators.

Table XII shows an analysis of the distribution of teacher response whether community services should be considered for merit pay.

TABLE XII

FREQUENCY DISTRIBUTION OF TEACHER OPINION OF THE QUESTION:

"SHOULD SUCH ACTIVITIES AS CHURCH WORK, SCHOOL WORK, AND OTHER COMMUNITY SERVICES BE CONSIDERED FOR MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	28	14	42	32	12	42	23	19	42	32	12	42	23	19	42	112	64	176	80	82	81	80	78	81	83	77	81
Percent yes	20	18	19	20	22	19	17	23	19	20	22	19	17	23	19	83	77	81	80	82	81	80	78	81	83	77	81
Number no	113	63	176	132	42	176	112	64	176	132	42	176	112	64	176	112	64	176	112	64	176	132	42	176	112	64	176
Percent no	80	82	81	80	78	81	83	77	81	80	78	81	83	77	81	83	77	81	80	82	81	80	78	81	83	77	81
N = 218																											

There was a large number of teachers that felt that community activities should not be considered for merit pay. The total number of teachers opposed was 176 teachers or eighty-one percent. Teachers with tenure were most opposed to this idea while teachers with non-



tenure were the least opposed. Only nineteen percent of the teachers surveyed were in agreement with this principle.

Table XIII shows an analysis of the distribution of teacher response regarding whether a school should be limited to the number of teachers on merit pay.

TABLE XIII

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:

"DO YOU THINK ANY SCHOOL SHOULD BE LIMITED TO THE NUMBER OF TEACHERS IT CAN HAVE ON MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	10	9	19	13	6	19	9	10	19	13	6	19	9	10	19	126	73	199	93	88	91	131	68	199	151	48	199
Percent yes	7	12	9	8	11	9	7	12	9	8	11	9	7	12	9	93	88	91	93	88	91	93	88	91	92	89	91
Number no	131	68	199	151	48	199	126	73	199	151	48	199	126	73	199	93	88	91	93	88	91	131	68	199	151	48	199
Percent no	93	88	91	92	89	91	93	88	91	92	89	91	93	88	91	93	88	91	93	88	91	93	88	91	92	89	91
N = 218																											

Teachers as a total group felt that there should not be any limit on the number of teachers on merit pay in any one school. There is no significant difference between the categories of teachers.



Table XIV shows an analysis of the distribution of teacher response regarding whether merit pay would cause politicking between the evaluator and teacher.

TABLE XIV

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
 "DO YOU BELIEVE THAT MERIT PAY WOULD CAUSE POLITICKING  
 BETWEEN THE EVALUATOR AND TEACHER?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	55	30	85	62	23	85	46	39	85																		
Percent yes	39	39	39	38	43	39	34	47	39																		
Number no	86	47	133	102	31	133	89	54	133																		
Percent no	61	61	61	62	57	61	66	53	61																		
N = 218																											

Thirty-nine percent of both the secondary teachers and elementary teachers felt that merit pay would cause politicking. A total of eighty-five teachers or thirty-nine percent of the teachers felt that merit pay would cause politicking. Non-tenure teachers had the highest percent of people believing that merit pay would cause politicking; forty-seven percent felt this way.

Table XV shows an analysis of the distribution of teacher response regarding whether principals can adequately evaluate teaching ability.

TABLE XV

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
"DO YOU FEEL THAT YOUR PRINCIPAL CAN ADEQUATELY EVALUATE  
YOUR TEACHING ABILITY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	76	30	106	91	15	106	64	42	106																		
Percent yes	54	39	49	55	28	49	47	51	49																		
Number no	65	47	112	73	39	112	71	41	112																		
Percent no	46	61	51	45	72	51	53	49	51																		

N = 218

There was a significant difference between the teachers with Master's degrees and the teachers with Bachelor's degrees. Ninety-one teachers with Bachelor's degrees or fifty-five percent felt their principal could evaluate them while thirty-nine teachers with Master's degrees or seventy-two percent felt their principal could not evaluate their teaching ability.

A slight majority of the elementary teachers felt that their principal could adequately evaluate their teaching ability. Some thirty secondary teachers or thirty-nine percent felt that their principal could evaluate them.

Fifty-one percent of the teachers believed their principals were not qualified to evaluate them.

Table XVI shows an analysis of the distribution of teacher response regarding who teachers would choose as evaluators.

TABLE XVI

FREQUENCY DISTRIBUTION OF TEACHER PREFERENCE AS TO EVALUATORS:

	ELEMENTARY	SECONDARY	B. S. DEGREE	M. A. DEGREE	TENURE	NON-TENURE
Superintendent	40	30	54	16	11	59
Supervisor	96	56	119	33	109	43
Student	49	34	62	21	56	27
Fellow Teachers	64	39	74	29	49	54
Department Chairmen	47	41	57	31	41	47
Parents	24	17	22	19	27	14





There was significance in the replies of the teachers with Master's degrees. Of these teachers, twenty-four teachers or forty-four percent answered "yes," while only fourteen teachers with a Bachelor's degree or nine percent answered "yes." In general, seventeen percent of the teachers answered "yes" to that question.

Table XVIII shows an analysis of the distribution of teacher response regarding whether professional membership should be a criterion for merit pay.

TABLE XVIII

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:  
 "DO YOU FEEL THAT MEMBERSHIP IN N.E.A., T.E.A., AND C.T.A.,  
 SHOULD BE REQUIRED FOR MERIT PAY?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	27	24	51	19	32	51	43	8	51																		
Percent yes	19	31	23	12	59	23	32	10	23																		
Number no	114	53	167	145	22	167	92	75	167																		
Percent no	81	69	77	88	41	77	68	90	77																		

N = 218



Teachers were opposed to professional membership as a requirement for merit pay. However, teachers with Master's degrees supported such requirements by fifty-nine percent. Ninety percent of non-tenure teachers were opposed to this requirement.

Table XIX shows an analysis of the distribution of teacher response regarding whether they would oppose evaluation by fellow teacher.

TABLE XIX

FREQUENCY DISTRIBUTION OF TEACHER OPINION TO THE QUESTION:

"WOULD YOU OPPOSE BEING EVALUATED BY YOUR  
FELLOW TEACHER?"

	ELEMENTARY			SECONDARY			TOTAL			B. S. DEGREE			M. A. DEGREE			TOTAL			TENURE			NON-TENURE			TOTAL		
Number yes	29	13	42	27	15	42	26	16	42	26	16	42	26	16	42	26	16	42	26	16	42	26	16	42	26	16	42
Percent yes	21	17	19	16	28	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
Number no	112	64	176	137	39	176	109	67	176	109	67	176	109	67	176	109	67	176	109	67	176	109	67	176	109	67	176
Percent no	79	83	81	84	72	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	
N = 218																											

Fifteen teachers or twenty-eight percent of those with Master's degrees were opposed to evaluation by fellow teachers. Only twenty-seven



Teachers believed that a teacher's personal life should not be a factor to consider for merit pay. Eighty-two percent of the elementary teachers were opposed to the evaluation of personal life while seventy-nine percent of the secondary teachers were opposed. Twenty-eight percent of the teachers with Master's degrees felt that the personal life of a teacher should be considered for merit pay as compared with only sixteen percent of teachers with Bachelor's degrees.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### SUMMARY

This study was made in an attempt to discover the attitudes of the teachers of the Clarksville-Montgomery County School Systems concerning merit pay. In order to determine the teacher's feelings on this issue a questionnaire was used in an attempt to answer the following questions:

1. What relationship exists between teacher opinions of merit pay and teaching experience, educational background, and the grade level which they teach?
2. Who do teachers think should evaluate a teacher's performance for merit pay?
3. What would be the effect of merit pay in the school system?
4. Which teachers were familiar with merit pay or had taught in a merit pay system?
5. What activities other than teaching should be considered for merit pay?
6. Who should be eligible to receive merit pay?

This writer felt that it was best to report the major questions that were asked and report the findings pertaining to that question.

1. What relationship exists between teacher opinions of merit pay and teaching experience, educational background, and the grade level which they teach.

Conclusions: Teachers with Master's degrees and those who taught in secondary schools had a more positive feeling toward their own ability as teachers and believed that they would be among those receiving merit pay. Young teachers and teachers with Bachelor's degrees tended to group together in their opinions. Teachers with Master's degrees and secondary teachers had similar opinions about merit pay, evaluations, and principals.

2. Who do teachers think should evaluate a teacher's performance for merit pay?

Conclusions: Teachers felt that they should not have a choice as to the person who would evaluate their teaching ability. The teacher preferred to be evaluated by their fellow teachers, supervisors and department chairmen. Students and parents rated low as a choice as evaluators and were lowest among teachers with Master's degrees, among non-tenure teachers and secondary teachers. The majority of teachers preferred supervisors as evaluators over other choices.



3. What would be the effect of merit pay in the school system?

Conclusions: Teachers felt that merit pay would cause patronage between the evaluators and the teachers. Merit pay would also cause greater segmentation among the teaching profession. A large portion of teachers with Master's degrees felt that recognition of superior teachers would pose a threat to administrators. Forty percent of the teachers felt they could improve their teaching if they had the opportunity to earn merit pay.

4. Which teachers were familiar with merit pay or had taught in a merit pay system?

Conclusions: The majority of teachers who were familiar with merit pay were with Bachelor's degrees and had tenure. Most of these teachers also taught in elementary school. The teachers who were least familiar with merit pay were non-tenure teachers.

There were twenty teachers who had taught in a school system that had merit pay.

5. What activities other than teaching should be considered for merit pay.

Conclusions: There was a large number of teachers who felt that community activities should not be considered for merit pay. Teachers were also opposed to professional membership as a requirement for merit pay. Teachers were opposed to the evaluation of their personal life for merit pay purposes.

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6. Who should be eligible to receive merit pay?

Conclusions: Most all teachers felt that good teaching could be recognized and almost half of the teachers felt that superior teachers should receive merit pay. However, seventy percent of the teachers felt that the top twenty percent of the teachers should not be given merit pay; and if the top twenty percent were to be given merit pay, then fifty-one percent felt they would qualify for merit pay.

The opposition to principals and department chairmen receiving merit pay was considerable among the teachers with Master's degrees, among secondary teachers, and among teachers with tenure. Sixty percent felt that administrators should not receive merit pay.

The question of merit rating of teachers has been and will continue to perplex school administrators and their staffs. The efforts of the teaching profession to improve their image will necessitate careful consideration of merit rating of teachers as a possible ingredient in their life.

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## APPENDIX

## APPENDIX

### PERSONAL DATA

Name of School \_\_\_\_\_

Subject taught \_\_\_\_\_ Grade level \_\_\_\_\_

Age \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_ Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_

Number of years teaching experience \_\_\_\_\_

Highest degree earned: B.S. \_\_\_\_\_ M.A. \_\_\_\_\_ Other \_\_\_\_\_

- |   | <u>YES</u> | <u>NO</u> |                       |
|---|------------|-----------|-----------------------|
| 1. Are you thoroughly familiar with merit pay?  | _____      | _____     |                       |
| 2. Have you ever taught in a school system that used merit pay?                                 | _____      | _____     |                       |
| 3. Do you believe good teaching can be recognized?  | _____      | _____     |                       |
| 4. Do you believe that the superior classroom teachers should receive merit pay?                | _____      | _____     |                       |
| 5. Do you accept the principle that the top 20% of teachers should be given merit pay?          | _____      | _____     |                       |
| 6. Do you believe that if 20% of the teachers received merit pay, you would be one?             | _____      | _____     |                       |
| 7. Do you believe administrators should be able to receive merit pay?                           | _____      | _____     |                       |
| 8. Do you feel that the opportunity to receive merit pay would motivate you to do a better job? | _____      | _____     |                       |
| 9. Do you believe that the merit pay would cause segmentation within the profession?            | _____      | _____     |                       |
| 10. Do you feel that merit pay will affect teacher turnover?                                    | _____      | _____     | (increase) (decrease) |

- |  | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 11. Do you think department chairmen should receive merit pay?   | _____      | _____     |
| 12. Should a teacher have the choice of who will evaluate his teaching for a merit rating?                       | _____      | _____     |
| 13. Should such activities as church work, scout work, and other community services be considered for merit pay? | _____      | _____     |
| 14. Do you think any school should be limited on the number of teachers it can have on merit pay?                | _____      | _____     |
| 15. Do you believe that merit pay would cause politicking between the evaluator and teacher?                     | _____      | _____     |
| 16. Do you feel that your principal can adequately evaluate your teaching ability?                               | _____      | _____     |
| 17. Which of the following would you like to evaluate your teaching? <u>Check all that would apply.</u>          |            |           |
| Superintendent _____ Supervisor _____ Dept. Chairman _____   |            |           |
| Fellow teacher _____ Student _____ Parent _____  |            |           |
| 18. Do you feel that the recognition of superior teachers may be viewed as a threat by the administration?       | _____      | _____     |
| 19. What number of classroom visits by the evaluator would be sufficient?  |            | _____     |
| What average length of time should they stay?  |            |           |
| 20 min. _____ 30 min. _____ 1 period _____   |            |           |
| 20. Do you feel that membership in N. E. A., T. E. A., and C. T. A. should be required for merit pay?            | _____      | _____     |
| For what length of time?   |            |           |
| 1 yr. _____ 3 yrs. _____ 5 yrs. _____  |            |           |

YESNO

21. Would you oppose being evaluated by your fellow teachers?

\_\_\_\_\_

\_\_\_\_\_

22. Do you believe that a teachers' personal life outside school should be considered for merit pay?

\_\_\_\_\_

\_\_\_\_\_