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Generational Differences in Motivations of North Carolina Public Elementary School Teachers

Alison Headlee Whitaker

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Generational Differences in Motivations of North Carolina Public Elementary School
Teachers

By
Alison Whitaker

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This dissertation was submitted by Alison Whitaker under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Sydney Brown, Ph.D.
Committee Chair

Date

Morgan Blanton, Ed.D.
Committee Member

Date

Denita Dowell-Reavis, Ed.D.
Committee Member

Date

Jeffrey Rogers, Ph.D.
Dean of the Gayle Bolt Price School
of Graduate Studies

Date

Acknowledgements

I can trace my lifelong interest in the topic of motivation back to a vivid memory of my 3-year-old self, engaged in serious problem-solving in order to get something I wanted. The workings of the human mind and heart have captivated my fascination ever since. That I chose to do a study on teacher motivation as the culmination of my quest for a terminal degree in education makes perfect sense.

Teaching has always seemed to me to be one of the best ways to spend a life. The iconic southern author, Pat Conroy (n.d.), wrote, “America hates its teachers, and I could not tell you why” (para. 2). When I read those words in 2007, I was puzzled; but now, I understand. The last decade has seen an assault on teachers and public schools. My fervent hope, as I write these words in the shadow of the tragedy in Parkland, Florida, is that our country and state will once again make the education and safety of our children a priority. That end can only be accomplished when the contributions of teachers are valued and respected.

This work is dedicated with gratitude to the teachers in my life, past and present. I am grateful to the educators in Iredell-Statesville Schools for the opportunity to do important work together. I offer loving thanks to my school family at Cloverleaf Elementary School for inspiring me daily through the work you do with children. Thank you to the teachers across North Carolina for your precious time to participate in this study. I was moved by your passion for teaching the children of our state.

No worthwhile achievement happens in a vacuum. We stand on the tall shoulders of others. The support of my family enabled me to reach higher than I thought possible. I thank my wonderful family –by birth and by marriage – for a lifetime of love and bonds which cannot be broken.

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Abstract

Generational Differences in Motivations of North Carolina Public Elementary School Teachers. Whitaker, Alison, 2018: Dissertation, Gardner-Webb University, Motivation/Autonomy/Mastery/Purpose/Extrinsic/Generations/Teacher Shortage

This mixed-methods study addressed the generational differences in intrinsic and extrinsic motivation among elementary teachers in North Carolina. Intrinsic motivation to persist in the profession was examined through the lens of Pink's theory that autonomy, mastery, and purpose determine a person's degree of intrinsic motivation. Information relating to extrinsic motivation was also examined.

Data were collected through a 33-question survey distributed via email and social media. Quantitative data were analyzed using the Kruskal Wallis H Test to determine significant differences. Qualitative data were coded and analyzed for themes leading to insight into internal and external motivations of elementary school teachers.

Significant differences were found on multiple items and within the purpose construct. Triangulation of data indicate more similarities than differences among the three generations. All teachers indicate high levels of altruistic motivations; however, all generations are critical of policy direction in North Carolina, with only 10% of teachers agreeing or strongly agreeing with current state direction.

Recommendations for further research include replication of this study, focusing on classroom teachers only, and comparison of traditional public and charter school teachers.

Recommendations to encourage retention include investment in education for all of North Carolina's children; significantly raising salaries of all teachers; abandonment of bonus/merit pay linked to test scores; restoration of Master's Degree pay and providing opportunities for differentiated pay for assumption of additional duties; significantly increasing human capital and other resources in schools to meet student needs; full restoration of North Carolina Teaching Fellows program; and abandonment of high stakes testing.

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Chapter 1: Introduction

Overview

North Carolina boasts a history of commitment to public education, dating back to the earliest days of its statehood when the nation's first public university opened its doors in 1795. The seeds of this visionary leadership were nurtured throughout the 1800s with the formation of the first public schools for children and the establishment of land-grant universities; however, it was in the 20th century and the prerecession years of the 21st century that the ideal of the benefits of an educated citizenry truly took flight. Beginning with the building of one school for each day of Charles B. Aycock's governorship; the establishment of a statewide sales tax to fund schools; creation of the community college system; continued growth in higher education; and ending with radically improved educational quality and access for all, these 20th century investments created the North Carolina known to the rest of the nation as a progressive state with unprecedented economic opportunities.

Governor James B. Hunt, under whose leadership public education thrived during the last years of the 20th century (NCSU Libraries, n.d.), issued a stern warning about the fragile nature of this progress:

The history I have described of building North Carolina came about because we believed that we were a state of destiny. We had a vision. We believed we could compete with Silicon Valley and Shanghai. We thought we could be the leading state in the South, and then we wanted to lead the Nation. We still do. We made great strides toward our goal in one generation. Tom Lambeth, Joel Fleishman, and I were here with Terry Sanford. We – Tar Heels – made great education investments in our lifetimes. Our lifetimes. But you need to understand that this

progress can be turned back in one generation. It can be turned back in your lifetime. Don't let that happen. (Hunt, 2013, p. 12)

North Carolina has been in the national spotlight in the last decade, but not for its continued economic and civic progress (“Altered State,” 2015; Katz, 2016; Zengerle, 2017). Shifting ideology in state leadership ushered in large tax cuts and slashed funding for public schools ranging from prekindergarten to higher education (“The Facts on NC’s Per Pupil Spending,” 2016; Strauss, 2015; Zengerle, 2017). Legislators have taken particular aim in recent years at educator benefits and enticements to become a teacher.

The issues described above are part of a larger ideological debate occurring nationally; however, North Carolina’s current leaders appear determined for the state to be in the vanguard of the shift to divert funding from public schools to charter and for-profit schools as well as tax vouchers for private schools (Zengerle, 2017). This debate has profound consequences, not just for the teaching force but also for the children of North Carolina and, ultimately, the quality of economic and civic life.

Statement of the Problem

The confluence of the expected departure of many teachers due to retirement, decreases in enrollment in colleges of education, and the record low levels of job satisfaction reported by teachers lead experts in the field to conclude that the United States will face a severe shortage of teachers in the coming years (Sutcher, Darling-Hammond, Carver-Thomas, 2016). North Carolina’s teacher shortage percentages are likely to exceed national averages due to an exacerbation of the prevalence of factors to which shortages are attributed: shrinking enrollment in colleges of education, increase in student enrollments, those leaving the profession prior to retirement due to dissatisfaction with aspects of their jobs, and declining support and resources for public schools (Katz,

2016; Strauss, 2015; Zengerle, 2017).

Defining shortages: Attrition and mobility. Attrition figures are difficult to report with abject certainty owing to multiple criteria used for this determination (Di Carlo, 2015). Some reports include teachers who have left their current employer – certainly a factor in that employer’s rate of attrition – and who stay in the profession teaching for a different school or system. Other reports consider only those who have left employment but did not re-enter the teaching force elsewhere. Still other reports include private school teaching jobs, along with public schools (Di Carlo, 2015). These factors can lead to confusion due to conflicting data, leading some detractors of public education to downplay these reports. Disaggregation of the data by defining “attrition” as “leavers” and “mobility” as “movers” brings clarity to discussion of this information (Di Carlo, 2015; Hinchcliffe, 2016). Looking at only attrition – or the “leavers” – is an incomplete analysis. “Movers,” or teachers who leave one district to go teach in another, impact the initial district with a position to fill. That teacher is counted among that district’s attrition percentages. Regardless of how that teacher is labeled, the district has a position to fill. If districts have low rates of recoument (few teachers migrating to fill the empty positions), those districts experience shortages.

Teacher turnover in the U.S. and North Carolina. According to the Alliance for Excellence in Education, the total turnover rate, which includes both attrition and mobility, has averaged 13% each year in the United States (*On the Path to Equity*, 2014; Webinar: Improving the Effectiveness of Beginning Teachers, 2014). The Shanker Institute reported a national turnover rate of slightly below 16% for the 2012-2013 school year (Di Carlo, 2015). In North Carolina, total teacher turnover was reported at 13.4% for the 2015-2016 school year. If we take “movers” out of the data, the attrition rate for

the United States is 8% (Sutcher et al., 2016), compared to academically high-performing countries like Finland and Singapore, where attrition is 3-4% (Westervelt, 2016). At 9.04%, attrition rates in North Carolina for the 2015-2016 school year eclipsed national averages. A 100% retention rate would not be attainable, due to retirement; nor would it be optimal, as there is need for fresh ideas and perspectives in the field (Phillips, 2015).

Linda Darling-Hammond, co-author of the Learning Policy Institute's report, *A coming crisis in teaching: Teacher supply, demand, and shortages in the U.S.* (Sutcher et al., 2016), advocated working toward what she described as the "4% solution." An attrition rate of 4% would bring the U.S. in line with other high-achieving countries and quell the issues and costs associated with the current high levels of attrition (Westervelt, 2016, para.12).

These different measures contribute to the confusion regarding these numbers. In spite of the confusion, some conclusions are constant across all reports: Attrition in the teaching field is higher than for other professions; beginning teachers, especially minority teachers, leave the profession at substantially increased percentages compared to their more experienced peers; and national and state averages mask the shortage crises faced by certain locales, especially those struggling financially or serving large percentages of poor and minority students. Shortages are not neatly distributed across the population (Goldberg & Proctor, 2000; Sutcher et al., 2016).

Demographic trends. Ingersoll, Merrill, and Stuckey (2014) identified two trends occurring simultaneously in the population of teachers: the "graying" and the "greening" of the teaching force. In 1987, the most common, or the modal, age of teachers was 41. By 2008, the modal age was 55, a harbinger of the large number of teachers leaving the teaching force due to retirement. Alongside the graying of the

teaching force has been a large influx of beginning teachers, resulting from demands caused by increasing enrollments, class size legislation, and the growing enrollment in services to exceptional children (Ingersoll et al., 2014). Beginning teachers include new college graduates and those coming into teaching as a second career. Mid-career switching is “not a new or upward trend” (Ingersoll et al., 2014, p. 17). These new hires have caused “a dramatic increase in the number of teachers who are beginners, or a greening of the teaching force” (Ingersoll et al., 2014, p. 17). The teaching force now has twin peaks in age distribution, which has the positive implications of an influx of new ideas and the negative implications that, as members of the graying peak retire, fewer veteran teachers will be available for mentoring and leadership roles (Ingersoll & Merrill, 2010; Ingersoll et al., 2014). Additionally, the influx of beginning teachers is unlikely to solve the teacher shortage problem because of the large attrition rate of this group (Ingersoll et al., 2014; Ingersoll & Smith, 2003; *On the Path to Equity*, 2014).

Is teaching in North Carolina destined to become like migrant work, in the sense that teachers are encouraged to teach in the spring of their lives and then move on to other jobs after the spring season is over? This model may have a positive impact on the state budgets and pension plans; however, “a solid body of empirical research documents that support and mentoring by veteran teachers has a positive effect on beginning teachers’ quality of instruction, retention, and capacity to improve their students’ academic achievement” (Ingersoll et al., 2014, p. 13).

Strategies employed to address shortages. As states grapple with shortages, a common quick fix is to increase the supply into the teacher pipeline through programs such as lateral entry, Troops to Teachers, Visiting International Faculty (VIF), Teach for America, signing bonuses, student loan forgiveness, and alternative certification

programs (Ingersoll & Smith, 2003). While increasing teacher supply is necessary, it will not be sufficient for solving the teacher workforce demands. Teacher attrition is the main reason for the shortage, which cannot be fixed by increasing supply. “Preretirement attrition accounts for the largest share of turnover – and most teachers who leave before retirement list dissatisfactions with teaching conditions as their major reasons” (Sutcher et al., 2016, p. 4). Attrition due to retirement and job dissatisfaction is projected to account for “at least 85% of the annual demand” (Sutcher et al., 2016, p. 4).

If increasing the supply is not going to solve the teacher shortage, attention must be paid to the issues contributing to preretirement attrition. At the heart of this is the broad area of job satisfaction, of which there are many components. Researchers have for years suggested the importance of studying teacher job satisfaction because of its effect on teacher retention (Bogler, 2002). Lack of satisfaction can lead to job burnout especially in an era of unprecedented demands upon educators (Barth, Dillon, Hull, & Higgins, 2016; MetLife Survey, 2013).

In response to the findings of the 2012 MetLife Survey of the American Teacher, Randi Weingarten, President of the American Federation of Teachers, made the following statement: “When teacher dissatisfaction is at a 25-year high, school leaders have to stop ignoring the red flags and start listening to and working with teachers to figure out what they and their students need to succeed” (American Federation of Teachers, 2013, para. 1). O’Reilly (2014) described three dimensions of burnout as emotional exhaustion, cynicism, and feelings of reduced professional efficacy. Weingarten (2015) demonstrated her understanding of the causes of burnout in this excerpt from a letter to the editor of the New York Times: “We have always asked teachers to be a combination of Albert Einstein, Mother Teresa, Mom and Dad. Now, we

judge them by a faulty, narrow measure—one standardized test in English and one in math—and then blame them for not being saviors” (para. 4). Directly related to job satisfaction is self-efficacy, a feeling of competence and mastery. A veteran teacher described the current emphasis on high stakes testing and barrage of new initiatives and curriculums, absent the time to learn them before moving onto the next new thing, as a “recipe for making people feel incompetent” (Walker, 2016, para 13). As is discussed in Chapter 2, having a feeling of mastery is a critical component to intrinsic motivation, self-efficacy, and job satisfaction.

As recently as 2013, the teaching force was comprised of four generations: Veterans, Baby Boomers, Generation Xers, and Millennials (Schwartz, 2014). The percentage of teachers in the Veteran generation is small, as most of them have retired; therefore, the current teaching force mainly spans three generations: Baby Boomers, Generation Xers, and Millennials. Knowing more about the intrinsic motivation of different generational cohorts of teachers will aid school leadership in creating conditions to increase intrinsic motivation likely to lead to increased engagement and higher levels of teacher satisfaction. The teacher pipeline in North Carolina has a hole in it: Enrollment in the state’s colleges of education has decreased by over 30% since 2010 (Poston, 2016). Leaders need to focus on ways to increase satisfaction in order to retain the teachers we currently have. No discussion of job satisfaction is complete without a thorough examination of both internal and external motivations and the interplay between them. In this research study, intrinsic motivation was examined through the lens of Pink’s (2009) theory that three factors determine a person’s degree of intrinsic motivation: autonomy, mastery, and purpose. Information relating to extrinsic factors of each generational cohort for remaining in the teaching profession were examined to

inform leaders of potential areas for improvement to impact teacher retention.

Purpose of the Study

This convergent, mixed-methods study investigated generational differences in intrinsic and extrinsic motivational factors present in North Carolina Elementary School teachers. A convergent mixed-methods design collects qualitative and quantitative data in parallel. The qualitative and quantitative data were analyzed separately and later merged for further analysis. In this study, a survey was used to determine the degree to which factors of intrinsic motivation, defined by Pink (2009) as autonomy, mastery, and purpose, were present in the three generational cohorts comprising the population of elementary school teachers in North Carolina. This study also sought to determine if teachers report higher degrees of intrinsic or extrinsic motivation to continue teaching in North Carolina. Collecting quantitative and qualitative data strengthened the understanding of motivational factors that impact teacher retention in North Carolina (Butin, 2010; Creswell, 2014).

Data were collected from K-12 teachers for The MetLife Survey of the American Teacher: Challenges for School Leadership and disaggregated between elementary and secondary teachers (MetLife Survey, 2013). Elementary and secondary teachers differ significantly on many measures, including levels of stress (MetLife Survey, 2013). Teachers with the lowest rates of job satisfaction report feelings of being under great stress several days per week (MetLife Survey, 2013). Elementary teachers report feeling great stress at significantly higher rates than middle and high school teachers (MetLife Survey, 2013). Because of these reported levels and their correlation to job dissatisfaction, this study focused on elementary teachers in North Carolina.

Audiences

The immediate audience for this study includes those in leadership positions working daily to support teachers in North Carolina. Superintendents, human resource personnel, and policymakers interested in maintaining and growing a teacher workforce will be informed by this study. The extended audience includes elected officials and policymakers tasked with the duty of upholding the state constitution's directive to "guard and maintain that right" of the people to the "privilege of education" ("Education and NC Law," n.d., para 17) and all North Carolinians concerned about public schools.

Research Questions

1. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Baby Boomer generational cohort?
2. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Generation X generational cohort?
3. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Millennial generational cohort?
4. With regard to job satisfaction in each generational cohort, how can the degree of impact of intrinsic or extrinsic motivational factors be described?

Significance of the Study

Intrinsic motivation is inextricably linked to self-efficacy and job satisfaction, which in turn impacts teacher retention (Benabou & Tirole, 2003; Bishay, 1996).

Without a better understanding of the factors that motivate teachers to stay in the

profession and advocacy for changes to policies in order to support teacher retention, the struggle to ensure a qualified, engaged instructor for all children will persist.

Recent changes made by the North Carolina General Assembly indicate less support for the teaching profession, notably, cuts to funding, dismantling of the successful Teaching Fellows program, lack of pay increase for advanced degrees, and pay raises which leave North Carolina ranked 41st in the nation in average salary and last in the nation in salary growth in the last 10 years (“Altered State,” 2015; Poston, 2016; Strauss, 2015). The budget passed in June 2017 stripped the benefit of health insurance upon retirement from teachers entering employment in 2018. While the changes listed here are outside the direct control of building and district leaders, knowledge of teacher levels of motivation and job satisfaction, disaggregated by generational cohort, is of critical importance if they are to mitigate the damage done by lawmakers.

Theoretical Framework

The study utilized a postpositivist theoretical framework using a mixed-methods research design. According to Johnson, Onwuegbuzie, and Turner (2007), mixed research “has a long history in research practice because practicing researchers frequently ignore what is written by methodologists when they feel a mixed approach will best help them to answer their research questions” (p. 22). Use of both quantitative and qualitative incorporates the “strengths of both methodologies” (Johnson et al., 2007, p. 23) and can lead to a more thorough analysis by cross-referencing and triangulating data (Butin, 2010; Creswell, 2014; Research Guides, n.d.).

Conceptual Framework Components

Ravitch and Riggan (2012) acknowledged the confusion around the term conceptual framework, stating that there are multiple ways to define this important tenet

of a well-designed study. They conceived the conceptual framework as a well-reasoned case for why the study is important and relative to community being examined. Inherent in their definition is the supposition that the content of the study “ultimately raises questions about who” the researcher is and her disposition toward designing a rigorous study and revealing her willingness to be open to constructive feedback (Ravitch & Riggan, 2012, p. 7). The conceptual framework for this study consists of the following components: motivation and generational cohort differences.

Motivation. Teaching and learning, especially in elementary schools, happen within the context of human relationship (O’Reilly, 2014; Sutchter et al., 2016). Motivation and drive are integral aspects of that. For this reason, motivation was examined using the theories of Pink (2009), who asserted that as heuristic demands of work increase, understandings of motivation must evolve. The three components of intrinsic motivation according to Pink are discussed in detail in Chapter 2, along with the interplay between intrinsic and extrinsic motivation. Herzberg’s (1968) Two Factor Theory of job satisfaction is also discussed, along with the relationship between external motivation, job satisfaction, and job dissatisfaction. According to Herzberg, job satisfaction and job dissatisfaction are not opposing constructs, which is a frequent conceptual misunderstanding.

North Carolina has a long history of investing in public education (Hunt, 2013) and has reaped the benefits of that investment in growth, prosperity, and opportunities for her citizens. The ideological shift in governance occurring in the last 8 years has profound consequences for the state’s citizenry (Strauss, 2015; Zengerle, 2017). This study answers the call of Ravitch and Riggan (2012) both in terms of importance and relevance to the population being studied.

Generational cohort differences. Life expectancies in the United States are higher than ever in the country's history (Malito, 2017). That fact, coupled with data suggesting that Baby Boomers have done a poor job saving for retirement (Malito, 2017), suggests that teachers may stay in the teaching force out of necessity or be encouraged to stay by legislators as a stop-gap measure to deal with the teacher shortage. As noted earlier, the demographics of the teaching force has two peaks (Ingersoll & Merrill, 2010; Ingersoll et al., 2014) with large numbers of Millennials on one end and large numbers of Baby Boomers on the other. Collaboration of all generations is important for successful schools (Lovely & Buffam, 2007). Increasing understanding of differences in motivation between these groups may inform ways to increase job satisfaction. Generations have distinct characteristics, values, and needs in the workplace. These attributes of generational cohorts are discussed further in Chapter 2.

Overview of the Methodology

Data collection and analysis. A mixed-methods design was employed. Data were gathered using convenience sampling of North Carolina elementary school teachers via email and multiple social media outlets. SurveyMonkey housed a 33-question survey with a combination of Likert-type items for quantitative analysis and open-ended items for qualitative analysis. Data were analyzed for generational cohort differences in levels of intrinsic motivations according to Pink's (2009) constructs of autonomy, mastery, and purpose. Data were also collected regarding external motivations relevant to teaching in North Carolina. Open-ended questions were analyzed for themes and disaggregated by cohort. This enabled the researcher to discover other differences or patterns and contribute to a more thorough understanding and analysis of answers to the research questions.

Related Literature

Literature related to teacher retention, generational cohort theory, motivation, and job satisfaction has been reviewed. Generational differences in internal and external motivation factors were examined through Herzberg's (1968) Two Factor Theory of motivation, frequently described as Motivation-Hygiene factors. Internal motivation factors were examined using Pink's (2009) theory of intrinsic motivation, or drive, the components of which are defined as autonomy, mastery, and purpose. Current literature and reports related to teacher shortages, attrition, recruitment, and retention have been reviewed as well as literature detailing the benefits and detractions of mixed-methods research.

Deficiencies in the Literature

While several studies have explored job satisfaction and motivation factors as related to generational cohorts, few studies have been found which specifically address motivation to remain in teaching, and none have been found to address this topic with North Carolina teachers. According to Ingersoll, there has not been much research in the area of what makes teachers decide to stay in the profession (Phillips, 2015). Exploration of the motivations of North Carolina elementary teachers will add to this body of knowledge in this important area.

Definition of Terms

Generational cohort. A group of people defined by birth across a particular span of time having shared historical events that shape common beliefs and behaviors (Bump, 2014; Fry, 2016; Howe & Strauss, 1991; Lovely & Buffam, 2007). Cutoff dates for the beginning and end of each generation differ by a couple years, depending on the researcher (Bump, 2014; Fry, 2016; Howe & Strauss, 1991; Lovely & Buffam, 2007).

Veterans. This generation is also known as Traditionalists, or the Silent Generation. They were born between 1922-1943 (Lovely & Buffam, 2007).

Baby Boomers. Born between 1944-1960. Cohort named for large numbers of children born after the end of World War II. They are also known as the “Me Generation” (Lovely & Buffam, 2007).

Generation X. Born between 1960-1980. Also known as “Xers” (Fry, 2016; Lovely & Buffam, 2007).

Millennials. Born between 1980-2000; Children of the Baby Boomers, also referred to as Generation Y. This generation recently surpassed Baby Boomers as the largest demographic in the U.S. (Fry, 2016).

Motivation. A drive that causes a person to act (Deci, Koestner, & Ryan, 2001; Pink, 2009).

Intrinsic motivation. Motivation or inner drive to act. According to Pink (2009), the three components of intrinsic motivation are autonomy, mastery, and purpose.

Extrinsic motivation. External forces that exert a desire upon an individual to commit a particular action (Deci et al., 2001).

Hygiene factors. Term coined by Herzberg (1968) to describe extrinsic job factors. Hygiene factors are causes of job dissatisfaction and unrelated to job satisfaction.

Autonomy. Self-determination and self-direction regarding the elements of task, time, technique, and team (Deci et al., 2001; Pink, 2009).

Mastery. Efficacy and competence. “Flow,” a state of optimal challenge in tasks leading to feelings of engagement and competence (Pink, 2009).

Purpose. Feeling motivated by a greater objective or cause larger than oneself

(Pink, 2009; “Self-determination theory,” n.d.).

Summary

This study sought to determine differences in degrees of intrinsic and extrinsic motivation of the generational cohorts that comprise the North Carolina elementary school teaching force. Pink’s (2009) theory of the components of intrinsic motivation framed the questions of this study. Extrinsic motivators, or hygiene factors (Herzberg, 1968), for North Carolina’s elementary teachers were examined as well.

The study was designed using a mixed-methods study with a postpositivist theoretical framework. A 33-question survey using SurveyMonkey was distributed via email and social media to North Carolina elementary teachers. Responses from Likert-type items were analyzed using the Kruskal-Wallis H Test. Qualitative data were coded and analyzed for themes leading to insight into internal and external motivations of elementary school teachers.

Organization of the Dissertation

This dissertation is presented in five chapters. Chapter 1 introduces the purpose, significance, and broader problem addressed by this study. Research questions, conceptual frameworks, key literature informing the study, and definitions of terms are also found in Chapter 1. Chapter 2 contains a review of recent research relevant to the topics of motivation, job satisfaction, engagement, and multi-generational workforces. Chapter 3 provides a description of methodology, accompanied by information on the validity and reliability of the proposed instrumentation. Chapter 4 describes the findings of the study and presents the quantitative and qualitative data analysis. Discussion of the results, implications for the future of North Carolina’s teaching force, and recommendations for state and local leaders are presented in Chapter 5, along with

suggestions for further research.

Chapter 2: Literature Review

Overview

Connections between education and the ideals of democracy have been explored by generations dating back to ancient Greece (Dickey, 2015). John Dewey (1916) contributed to this discourse with his work, *Democracy and Education*, published in 1916, during a time of rapid expansion of public education. Education has been historically prized, but not for all people. In the last century, barriers to access and equity in education have been dismantled for many people considered outside the mainstream, including women; racial minorities; those with disabilities, including blindness, deafness, and other physical limitations; and children with severe cognitive impairments. Inherent in the value of increasing educational access for all is the idea that development of a just society depends on execution of the moral imperative to ensure the “inalienable rights” the forefathers wrote about as a possibility for all people (Fullan, 2001; Glickman, Gordon, & Ross-Gordon, 2014).

In conjunction with her efforts to expand opportunities to pursue higher education, Michelle Obama said,

I believe that education is the single-most important civil rights issue that we face today. Because in the end, if we really want to solve challenges that shocked so many of us over the past year, then we simply cannot afford to lose out on the potential of even one young person. (Myers, n.d., para. 14)

At the heart of all educational endeavors is the teacher. Today’s students depend on her drive to invest in the difficult, yet joyful, work of teaching and learning. Tomorrow’s students dangle upon his desire to challenge them and to push them to learn what they thought they could not. Knowing more about the motivation of those who

work with students daily in the classrooms of North Carolina may assist in the improvement of conditions that encourage them to stay.

Organization of this Chapter

The works of several motivational theorists are reviewed, with an emphasis on the changing paradigm of this discipline parallel to increasing complexities in work place demands. An overview of the characteristics of the four generations currently in the work force are provided, along with information relative to each generation's orientation toward work. Teacher shortages, turnover, recruitment, and retention are examined. Issues leading to job dissatisfaction and attrition are discussed as well as conditions leading to job satisfaction and retention.

Motivation Theory

“The psychology of motivation is very complex, and what has been unraveled with any degree of assurance is small indeed” (Herzberg, 1968, p. 53).

The above quote connotes that theories of this subject are ever evolving. Herzberg came to the above understanding after working with companies during the 1950s and 1960s that had been heavily influenced by the theories of scientific management developed by Frederick Winslow Taylor, heralded as one of the first business consultants (Pink, 2009). Taylor's work focused predominantly on increasing efficiencies in manufacturing during the early 1900s (“Frederick Winslow Taylor,” 2009). Taylor's core supposition was that people did not actually want to work; therefore, they must be externally compelled to do so. Employees were neatly divided into those who do the work and those who do the thinking. Those doing the work were not believed to have anything of value to contribute to the thinking required to get the work done. Thinking and problem-solving were reserved for management alone. In

subsequent years, work and manufacturing environments evolved, expanding opportunities for contributions from theorists like Herzberg and Maslow (Feder, 2000; Pink, 2009). The model of viewing workers as mindless and inert, capable of action only when externally motivated, had become outdated.

As societies and work become more complex, ways of thinking about motivation – its elements and how it works – must grow, too. Pink (2009) likened the changes in thinking required to “upgrades,” analogous to a computer’s upgrade to a new operating system. As demands placed upon computers increase in complexity, so must their operating systems for optimal functioning. Pink asserted that the same is more so true for human beings.

A History of Development in Motivation Theory

Pink (2009) maintained that mankind’s earliest operating system, Motivation 1.0, was based on needs of survival driven by biological forces to eat, remain safe, and procreate. As people began living together in larger groups, Motivation 1.0, based solely on biology, became inadequate. An upgrade, Motivation 2.0, was necessary to cope with this change.

Motivation 2.0 is concerned with extrinsic motivations, or “carrots and sticks” (Pink, 2009). Carrots are rewards, either tangible or intangible such as verbal praise, while sticks are punishments or negative consequences. The central idea is that people are inspired to action in order to receive rewards and avoid negative consequences or punishments. This theory of external rewards and punishments fueled worldwide economic progress and became incorporated into manufacturing practices as companies sought to become more efficient (Pink, 2009). This operating system makes so much common sense that its basic assumptions are rarely questioned: “The way to improve

performance, increase productivity, and encourage excellence is to reward the good and punish the bad” (Pink, 2009, p. 17).

In the 1950s, humanistic theories of psychology were developed suggesting that human behavior was more complex than responding to external stimuli – that human beings have intrinsic needs and motivations. Psychologist Fredrick Herzberg further developed these ideas and took his Two Factor Theory of Motivation into the business world as a consultant (Feder, 2000; Pink, 2009).

Herzberg’s theory. An important underlying assumption of this theory is the difference between job satisfaction and job dissatisfaction. Herzberg (1968) asserted that they are not opposite constructs; but rather, the opposite of “job satisfaction” is “no job satisfaction” and the opposite of “job dissatisfaction” is “no job dissatisfaction.”

Herzberg defined motivation as something someone wants to do, not just something a person will do in order get a reward or avoid a negative consequence. The Motivator Factors are linked to the human need for psychological growth. These factors, intrinsic to one’s job, are “achievement, recognition for achievement, the work itself, responsibility, and growth or advancement” (Herzberg, 1968, p. 53). The hygiene factors, or extrinsic factors, are external to the actual work of the job. Some examples of hygiene factors are salary, benefits, and company policies. Herzberg stressed that job satisfaction is overwhelmingly based upon intrinsic motivators – the work itself. Job dissatisfaction is caused by external, or hygiene factors. Stated another way, if employees express low levels of job satisfaction, the work itself is the reason why. If employees express high levels of dissatisfaction, hygiene factors – the external elements – are the problem. Herzberg’s work contributed to the evolution of business attempts to address issues of employee satisfaction and dissatisfaction.

Effects of extrinsic rewards on intrinsic motivation. Twenty years after Herzberg developed the Two Factor Theory of Motivation, Edward Deci conducted experiments in which he measured the length of time people played with a puzzle, an activity they found enjoyable and engaging (Deci et al., 2001). He then introduced extrinsic rewards to the experiment, expecting that the amount of time people played with the puzzle would increase. After all, they liked the puzzle, and they were being paid to do it! However, the opposite happened: After the introduction of the reward, people were less likely to continue playing with the puzzle. Deci termed this the “Sawyer Effect,” (Pink, 2009). Mark Twain’s (1917) iconic Tom tricks his friends into whitewashing Aunt Polly’s fence by telling them how much fun it was. Tom concluded, “Work consists of whatever a body is obliged to do. Play consists of whatever a body is not obliged to do” (Twain, 1917, p. 19). For those playing with the puzzle, once they were paid, it became “work.” Suddenly, they were no longer interested in what had previously been engaging and fun (Pink, 2009).

Continued study led Deci to conclude that extrinsic rewards reduce intrinsic motivation, especially if the reward is explicitly stated ahead of time (Deci et al., 2001). His work seemed a direct contradiction of what was widely accepted as truth about human behavior: People will work to get carrots and to avoid sticks.

Further inquiry into this puzzling discovery uncovered understanding about the conditions under which carrots and sticks were effective. Harvard Business School researcher, Teresa Amabile, examined work tasks, defining them as either algorithmic or heuristic (Pink, 2009). Algorithmic tasks are those that are performed by rote or routine. They do not require flexibility or adaptability of thought. In contrast, heuristic tasks are nonroutine and require creativity. Amabile’s research “found that external rewards and

punishments – both carrots and sticks – can work nicely for algorithmic tasks. But they can be devastating for heuristic ones” (Pink, 2009, p. 29). Challenges requiring creativity and problem-solving depend upon intrinsic motivation. The work of Deci and Amabile turned the fundamental precepts of Motivation 2.0 upside down. Carrots and sticks “may actually *impair* performance of heuristic, right-brain work on which modern economies depend” (Pink, 2009, p. 29). Pink (2009) asserted that the business’s responses to Herzberg’s ideas resulted in Motivation 2.1: small improvements aimed at decreasing dissatisfaction – the equivalent of a patch or bug-fix in technology; however, because of the rising complexities of 21st century work, a full upgrade is needed.

Motivation 3.0. Motivation 3.0 (Pink, 2009) represents an upgrade in understanding about the fundamental nature of how humans are “wired” to behave. Humans lean toward either Type I (“I” stands for “intrinsic”) or Type X (“X” stands for “extrinsic”). While no one operates as Type I or Type X 100% of the time, Pink (2009) asserted humans have clear orientations toward one or the other (Deci et al., 2001).

Pink (2009) stated that Type I behavior “depends on three nutrients: autonomy, mastery, and purpose. Type I behavior is self-directed. It is oriented to becoming better and better at something that matters. And it connects that quest for excellence to a larger purpose” (p. 78). Failure to recognize the requirements of this change will leave leaders frustrated as they try to get optimal performance from an outdated system. Motivation 2.0 was concerned with compliance. Motivation 3.0 is all about engagement.

Autonomy refers to our desire to have control over our lives (Deci et al., 2001; Pink, 2009). It is a primary component of intrinsic motivation. People need to have a sense of control over the elements of task, time, team, and technique in order to experience the full engagement that having this control can yield (Pink, 2009).

Autonomy is not synonymous with independence. Choice in direction can thrive alongside working interdependently with others. Autonomy has been found to be associated with overall well-being in populations around the world (Pink, 2009), along with high levels of job satisfaction (Deci et al., 2001).

New understandings of the power of giving people autonomy have led to some businesses giving their employees complete control over how they spend certain percentages of their work time. This has yielded spectacular results for some companies. Unexpected innovations created during this unstructured time have reshaped some companies like Google, Netflix, 3M, and Zappos (Pink, 2009). Educators have recently begun capitalizing on this idea with Genius Hour time for students, giving them wide latitude in the exploration and presentation of a topic of their choosing (“What is Genius Hour,” n.d.). This practice is associated with high levels of student engagement and authentic opportunities for application of knowledge and skills.

Teachers have historically had a great deal of autonomy in lesson and assessment design; however, that autonomy has been seriously eroded over the years (Strauss, 2014b; Westervelt, 2016). How can teachers maintain autonomy amidst a landscape of unending mandates?

Mastery is defined by the drive to improve at meaningful pursuits (Deci et al., 2001; Pink, 2009). Mastery is most apt to develop when the work is at appropriate levels of challenge. Vygotsky (Vygotsky, *Simple Psychology*, n.d.) called this the zone of proximal development; others have used the term “Goldilocks tasks,” meaning they are not too easy, not too hard, but just right. “Flow” is experienced when people engage in work that is exceptionally paired to their capabilities (Csikszentmihaly, 2004; Pink, 2009).

Amabile (1998) asserted that making progress leads to motivation and engagement. When people can see the progress they are making toward their worthwhile goals, this success engenders continued effort. Reeves (2010) warned of the dangers of initiative fatigue for teachers. How can teachers build mastery when standards, curriculum, and programs are constantly changing? How can teachers grow toward mastery if none of their successes are acknowledged as important because the only thing that seems to matter are the test results?

Purpose, the third element of Type I behavior, occurs when people feel like the work they do contributes to a greater good beyond themselves. Self-determination theorists view seeking purpose as a fundamental part of the human experience, stemming from our connectedness with others (“Self-Determination Theory,” n.d.). The human connection is central to the work of teaching. What harm is done to teachers’ intrinsic motivation if they no longer believe in the narrow mission of increasing test scores?

The demands of the world of work and society have become increasingly complex. Meeting these demands will require shifts not only in thinking about motivation but also in practices. Engagement cannot grow absent the nutrients of autonomy, mastery, and purpose that fuel the behavior of Type I individuals (Pink, 2009, p. 78).

Generational Cohort Theory

The value of understanding students and differentiating instruction is widely accepted. In schools, teachers are expected to be models of lifelong learning. They must continue to learn new skills and collaborate to share best practices to be effective in the work of professional learning communities (PLCs; Graham & Ferriter, 2010). In the same way teachers are expected to seek to understand their students, school leaders are

advised to seek understanding of the teaching force who are charged with the important work of instruction in their schools. Generational cohort theory recognizes that this is another potential “demographic divide” (Lovely & Buffam, 2007, p. xi). By increasing their understanding of the values, attitudes, and life experiences unique to each generation, school leaders can gain valuable insight into those tasked to work with students daily in the classroom.

Blauth, McDaniel, Perrin, and Perrin (2011) offered a word of caution in this endeavor to better understand the differences in generations. They asserted that overgeneralizations can lead to ageism, which they defined as “a system of stereotypes, policies, norms, and behaviors that discriminate against, restrict, and dehumanize people because of their age” (Blauth et al., 2011, p. 8). However, neither do they recommend an “age-blind” approach; rather, adopting age-awareness will enable employees to “improve cross generational collaboration” in order to strengthen organizations (Blauth et al., 2011, p. 10).

America currently has four generations present in the workforce. Birth years of each generation differ slightly between researchers (Howe & Strauss, 1991; Lancaster & Stillman, 2002; Lovely & Buffam, 2007). Table 1 delineates an overview of the four generations and the differences that distinguish them.

Table 1

Generational Cohorts: Overview of the Four Generations in the Workplace

	Veterans	Baby Boomers	Generation Xers	Millennials
Birth Years	Pre-1943	1944-1960	1961-1980	1981-2000
Also Known As	<ul style="list-style-type: none"> • Traditionalists • Silent Generation; • Mature Gen. 	<ul style="list-style-type: none"> • The “Me” Generation • Boomers 	<ul style="list-style-type: none"> • Xers 	<ul style="list-style-type: none"> • The Me, Me, Me Generation • Generation Y • Nexters
Total Population	28 million	74.9 million	66 million	75.4 million
Population and Percentage in the Workforce	3.7 million 2%	44.6 million 29%	52.7 million 34%	53.5 million 35%
General Characteristics	<ul style="list-style-type: none"> • Worldview formed during Depression and WWII • Believe in duty • Built nation’s infrastructure • Financially conservative • Strong work ethic • Polite • May feel unappreciated for acquired wisdom 	<ul style="list-style-type: none"> • Idealistic • Grew up in optimistic economic times • Value power and status • Service oriented • Competitive because of group size • Pursue own gratification, often at price to their families • Skilled at mentoring • At risk for burnout 	<ul style="list-style-type: none"> • Raised in era of soaring divorce rates • Self-reliant, skeptical of authority • Seek sense of family through network of friends • Comfortable with change • Info-highway pioneers 	<ul style="list-style-type: none"> • Most “wanted” generation by parents • Lead over-planned lives • Embrace core values similar to Veterans – optimism, civic duty, confidence, morality • Well mannered and polite • Media & tech savvy • Globally concerned • Acknowledge diversity and expect others to do so
Cultural Influencers & Defining Moments	<ul style="list-style-type: none"> • Great Depression • WWII • GI Bill • Golden Era of Radio • Superman • FDR, Patton, Eisenhower 	<ul style="list-style-type: none"> • Vietnam War • Assassinations • Human rights movements • Watergate • Sex, drugs, rock & roll • Suburbs, dual incomes • Woodstock, Beatles, Captain Kangaroo 	<ul style="list-style-type: none"> • Sesame Street & MTV • Personal computers • Children of divorce • AIDS • Crack cocaine • Loss of world safety • Extreme sports • The Simpsons 	<ul style="list-style-type: none"> • Rapid expansion of media & tech • Drugs & gangs • Growing gap in wealth distribution • Unprecedented growth in immigration • 9-11 • Columbine • Reality TV

(continued)

	Veterans	Baby Boomers	Generation Xers	Millennials
Negative Stereotypes	<ul style="list-style-type: none"> • Can't learn technology • Refuse to give up the reins • Don't understand younger crowd 	<ul style="list-style-type: none"> • Materialistic • Sold out their ideals • Heavily in debt • Not loyal 	<ul style="list-style-type: none"> • Cynical & negative • Haven't paid dues • Too young for leadership roles • Slackers • Annoying • Loud 	<ul style="list-style-type: none"> • Unaware of their lack of skills • Require excessive affirmation • MTV generation
Values	<ul style="list-style-type: none"> • Job stability • Long career • Reputation • Responsibility and duty 	<ul style="list-style-type: none"> • Seek organizations with integrity • Political correctness • Eager to put their own stamp on things • Want recognition, titles, status 	<ul style="list-style-type: none"> • Being own boss • Team environment • Advancement opportunity 	<ul style="list-style-type: none"> • Education • Work/lifestyle balance • Work is not the most important thing • Hi-tech, innovative workforce • Expect work to have meaning/purpose
Pet Peeves	<ul style="list-style-type: none"> • Profanity & bad grammar • Indiscretion • Disorganization • Lack of respect for traditions • Disregard for experience 	<ul style="list-style-type: none"> • Unfriendliness • Slackers • Challenges to their authority • Political incorrectness 	<ul style="list-style-type: none"> • Schmoozing • Stern lectures • Cliché's, jargon • Too many rules, policies • Inefficiency 	<ul style="list-style-type: none"> • Cynicism and negativity • Unfair treatment • Sarcasm • Condescending remarks • Low expectations

Note. Adapted from Blauth et al. (2011); Fry (2016); Lancaster & Stillman (2002); Lovely & Buffam (2007).

Veterans. The Veteran generation is also known as Traditionalists, Mature, and Silent Generations (Howe & Strauss, 1991; Lancaster & Stillman, 2002; Lovely & Buffam, 2007; Zemke, Raines, & Filipczak, 2013). Also referred to as the “Greatest Generation,” this generation experienced the deprivation of the Great Depression, fostering an attitude of frugality and an aversion to waste (Zemke et al., 2013). Shaped by the events of World War II, the hallmark values of the men and women in this generation are love of country, loyalty, dedication, and honor (Lancaster & Stillman, 2002; Lovely & Buffam, 2007; Zemke et al., 2013). These values and strong work ethic are largely “responsible for creating the infrastructure of American schools” (Lovely &

Buffam, 2007, p. 4). As educators, they are likely to value respect for rules and authority, hard work, and conformity. The influences of the Great Depression and necessity of sacrifice during World War II instilled in this generation a value for the good of the group over the individual and the need for a hierarchical structure with a definitive leader in charge, consistent with practices in the military and manufacturing influences of their youth (Lovely & Buffam, 2007; Zemke et al., 2013).

Veterans currently comprise 2% of the nation's workforce (Fry, 2015); thus, in 2017, the youngest worker of this generational cohort is 74 years old. Because of the small numbers of this generation in the current teaching force, they were not included for analysis in this study.

Baby Boomers. After World War II, the largest demographic in U.S. history had its beginning (Howe & Strauss, 1991). Boomers, also known as the "Me Generation," entered the workforce on the upswing of unprecedented economic growth in the U.S. (Zemke et al., 2013). They came of age in a period of social turbulence and shifting societal values, shaped by the events of the Vietnam War, the assassinations of John F. Kennedy and Martin Luther King, Jr., and human rights movements (Howe & Strauss, 1991; Lancaster & Stillman, 2002; Lovely & Buffam, 2007). Boomers value achievement, recognition, titles, and status. This quest for achievement and status has come at a price: Boomers have pursued the gratification of success oftentimes at a cost to their families, as 50- to 60-hour workweeks became a norm (Lancaster & Stillman, 2002; Lovely & Buffam, 2007).

In the workforce, Boomers are generally optimistic, enjoying and valuing teamwork. Because of their strong work ethic, they expect others to put in their time and believe career advancement is a reward for hard work and dedication. As leaders,

Boomers value leading by consensus, prize leadership trends, and attach importance to personal development. Building rapport and teamwork in problem-solving are characteristics of Boomer work styles (Lancaster & Stillman, 2002; Lovely & Buffam, 2007).

Many school systems are governed by Baby Boomers (Lovely & Buffam, 2007), which may explain the trend in schools today of unending initiatives and reforms. Their value of status has led to spending on outward symbols of success; and thus, many Boomers have not adequately prepared for retirement (Zemke et al., 2013). Not particularly anxious to retire, the influence of Baby Boomers in education is likely to be seen for years to come.

Gen Xers. Each generation is thought to have a defining question that resonates with its members (Howe & Strauss, 1991; Lancaster & Stillman, 2002; Lovely & Buffam, 2007; Zemke et al., 2013). For Veterans, the question could be “Where were you on V-J Day?” Boomers can answer where they were when John F. Kennedy was assassinated. Many Gen Xers watched the Challenger disaster on a classroom television, and can answer a question about a life defining moment: “When did your parents get divorced?” (Thomas, 2011, para 2). Because of the rising divorce rates of their Boomer parents and growing opportunities for women in the workforce, Gen Xers became known in their youth as latchkey kids: Self-reliance is seen as a hallmark characteristic of this generation.

In contrast to their Boomer parents, Xers “came of age in times of corporate downsizing, a struggling economy, and an explosion of technology that allowed work to be done differently” (Lovely & Buffam, 2007, p. 4). While their parents’ outlook at the dawn of their careers was optimistic, Gen Xers were more skeptical. Being raised in the

information age with transfigured opportunities for work has led Gen Xers to be more comfortable with change than their predecessors. As they watched their Boomer family members downsized and seemingly discarded after years of dedication and long hours, they have eschewed the value of loyalty to employers, instead embracing the idea that job-hopping is necessary for career advancement. Work-life balance is important to Gen Xers, causing some older co-workers to question their work ethic (Zemke et al., 2013).

As educators, Xers value a work-life balance and a fun, informal environment. They have a disdain for rigid policies and prefer to work on teams in which the roles are informal, placing a high value on autonomy over their work tasks. They are drawn to leadership roles not by power or prestige, as was likely the case for their parents, but rather, altruism is a likely driver.

Millennials. As Millennials grew into adulthood, a negative narrative in pop culture has emerged of this group as coddled, overprotected, and overindulged (Bump, 2014); however, as they have become the largest percentage of today's workforce, this negative narrative has been challenged, as Millennials have demonstrated themselves to be the "most open-minded generation in modern history" (Lovely & Buffam, 2007, p. 6), embracing multi-culturalism and global awareness in part due to their comfort with accessing information as true digital citizens. This factor alone is a harbinger of change for many institutions, schools included, as Millennials age and acquire leadership roles.

As the most educated generation in American history, Millennials have surprised their older co-workers by embracing core values of their Veteran generation grandparents, such as civic duty, optimism, and politeness (Zemke et al., 2013). While respectful of authority, they are unconstrained when expressing their concerns and expectations to their supervisors. This generation is optimistic and searching for purpose

in their work life, making them a good fit to be educators; however, they have a median debt burden of \$30,000 from their own educations; therefore, salaries are an important consideration (“Managing Millennial Teachers,” 2016).

As educators, Millennials are interested in building upon their strengths and desire feedback for improvement that resembles an ongoing conversation rather than a yearly annual review (“Managing Millennial Teachers,” 2016). School districts that pay particular attention to excellence in its induction programs and foster authentic collaboration that values the contributions and talents of Millennials will reap the benefits of these optimistic and enthusiastic teachers (Barker, 2015).

School leaders are wise to recognize that teams of teachers do not necessarily automatically know how to work well together. As more schools adopt a collaborative approach using PLCs, those teams are likely to consist of teachers from different generations. Generational knowledge is an important consideration when facilitating cross-age collaboration. Table 2 contains information about generational cohorts and their orientations toward coaching, feedback, and work.

Table 2

Generational Cohorts: Coaching, Feedback, and Orientations to Work

	Veterans	Baby Boomers	Generation Xers	Millennials
View Coaching As....	<ul style="list-style-type: none"> • Unnecessary • “School of Hard Knocks” and expect to learn it the hard way 	<ul style="list-style-type: none"> • Welcome source of support • Assistance in staying competitive 	<ul style="list-style-type: none"> • Opportunity to develop skills to further career options • Valuable, but hard to find time because they are seeking work/family balance 	<ul style="list-style-type: none"> • Helpful way to adapt to steep learning curves in workplace
Engage in Collaboration When...	<ul style="list-style-type: none"> • Their age and level of experience is respected 	<ul style="list-style-type: none"> • It provides them with an advantage in the workplace 	<ul style="list-style-type: none"> • It shows them what to do in an efficient manner • It provides them with immediate feedback 	<ul style="list-style-type: none"> • It provides them with support as they enter the workforce
Are Less Responsive to....	<ul style="list-style-type: none"> • Coaching focused on what they “should” be doing without respecting their experience • Too casual an approach seeming to lack in respect for establishment 	<ul style="list-style-type: none"> • Coaching that makes them feel attacked or vulnerable by focusing on weaknesses or flaws • An approach that is too casual or challenges authority 	<ul style="list-style-type: none"> • Coaching that is too roundabout and doesn’t get to the point quickly enough – they want to get feedback and then move on • Rules and policies that seem to lead to inefficiencies or lack flexibilities 	<ul style="list-style-type: none"> • Coaching that is too theoretical and lacks the nuts and bolts related to the job tasks • Negativity or low expectations based on their age or experience level

(continued)

	Veterans	Baby Boomers	Generation Xers	Millennials
Orientation to and Improving Feedback and Communication	<ul style="list-style-type: none"> • “No news is good news” • May not be sending enough communication up and down the ladder • Provide training in feedback skills • Assume they can change attitudes and behaviors 	<ul style="list-style-type: none"> • “Once a year, formal and documented” • Initiate weekly informal talks and formally document them 	<ul style="list-style-type: none"> • “So, how am I doing?” • Give feedback all the time and to the point. Be available, allow freedom to keep them learning and focused on career paths; immediate and regular feedback; tell it like it is 	<ul style="list-style-type: none"> • “I want it with the push of a button. Let’s all talk about it.” • Initiate the connection; consider electronic connections and make it visual; allow them and active role in creating their own education and work plans
Performance Rewards	<ul style="list-style-type: none"> • Seek high-performing traditionalist and mix them with high potential Xers to transfer learning (mentoring); consider alternative scheduling or job sharing; recruit them actively to make them feel part of the culture; recognize satisfaction of a job well done. 	<ul style="list-style-type: none"> • Money, title, recognition; provide time off with pay; provide life skills and balance training; provide second career avenues 	<ul style="list-style-type: none"> • Xers have shaken up the rewards system; skeptical about jobs and organizations; prefer time with family and outside interests; provide opportunities for development of personal and professional life 	<ul style="list-style-type: none"> • Provide work that has meaning
Recruitment, engagement, and retention	<ul style="list-style-type: none"> • Recognize loyalty and experience; select activities that allow them to show what they know; 	<ul style="list-style-type: none"> • Be aware of Boomers competitive nature; acknowledge contributions; offer continued training opportunities; especially life skills and balance 	<ul style="list-style-type: none"> • Respect their skepticism; establish your credentials; show you have a sense of humor; let them know you like them; help them see links between the training offered to their careers, not just to their jobs 	<ul style="list-style-type: none"> • Don’t assume they are all at the same level in training; teach in shorter modules; testing often and making it fun; help them see how training applies to their jobs; understand they learn best by collaborating

Note. Adapted from Blauth et al. (2011); Fry (2016); Lancaster & Stillman (2002); Lovely & Buffam (2007).

Understanding the similarities that tie generations together and the differences distinguishing them is necessary in building high-functioning multi-generational teams. Being able to anticipate and head off potential flashpoints of conflict is only possible if leaders have a fundamental understanding of the differences between generations. Covey (1989) asserted that the power of synergy is only achieved when team members value diversity. School leaders are wise to model a value for all diversity, including cross-generational teams to contribute to the collective capacity of PLCs. Blauth et al. (2011) recommended leaders be explicit in creating mutual purpose, challenge stereotypes, and create high expectations for all in order to best harness the collaborative potential of all employees in the workplace.

Teacher Shortages, Turnover, Recruitment, and Retention

The high cost of teacher turnover. According to researcher Richard Ingersoll (2010), who studies teacher turnover, the corporate industry understands the costs associated with turnover; however, the education sector has yet to come to grips with turnover is not cost free, with an annual price tag nationally of \$2.2 billion per year (Phillips, 2015). Revealing a philosophy reminiscent of Morgan's (2006) factory metaphor, some superintendents rely on teacher turnover to balance the budget, as though teachers were widgets in an assembly line operation (Phillips, 2015). The strategy of dealing with a "hole in the teacher pipeline" (Barth et al., 2016) by rushing to increase the influx of teachers to the system is not just costly, but according to Ingersoll, will not solve the problem (*On the Path to Equity*, 2014). The turnover losses are costly to school culture and building instructional cohesiveness (Goldberg & Proctor, 2000; Sutcher et al., 2016).

Teacher turnover in North Carolina is at a 5-year high (Poston, 2016). This number is likely higher than reported because charter school data are not included in the *2015-16 State of the Teaching Profession in North Carolina Report to the North Carolina General Assembly*, because only 50% of their staffs are required to hold teacher licenses under current state board policy (2015-16 State of the Teaching Profession in North Carolina, 2016). High rates of turnover are reported for charter schools (Riggs, 2013); and recent research indicated that when comparing charter school turnover with traditional public schools, even when controlling for factors such as teacher demographics and student population, turnover for charter schools is 33% higher (Strauss, 2011).

North Carolina's turnover rate reflects national trends, with beginning and minority teachers leaving at higher rates than their experienced and White peers (2015-16 State of the Teaching Profession in North Carolina, 2016; Poston, 2016). Of the teachers who self-reported that they were leaving North Carolina, 54.7% were in their first 5 years of teaching and 9.6% of leavers indicated they were going to teach in another state (2015-16 State of the Teaching Profession in North Carolina, 2016).

To deal with shortages, states often try to increase the flow of teachers into the pipeline through means other than traditional teacher education programs. According to recently released data, these nontraditionally prepared teachers leave teaching at higher rates than their traditionally prepared peers (*On the Path to Equity*, 2014; Sutchter et al., 2016). In 2015-2016, attrition for Lateral Entry teachers was 15.62%; attrition for Teach for America teachers was 32.74%; and attrition for VIF teachers was 18.41% (2015-16 State of the Teaching Profession in North Carolina, 2016). Nationally, attrition rates for teachers with nontraditional teacher preparation programs are between two and three

times the rates of their peers, indicating that traditional preparation programs help new teachers meet the challenges of the profession (Sutcher et al., 2016). Traditional teacher preparation makes a difference.

The probability that a teacher will leave the profession is substantially higher when the teacher receives a less-than-proficient rating on a teacher evaluation instrument (2015-16 State of the Teaching Profession in North Carolina, 2016). Evaluation ratings have a stronger relationship to attrition data than EVAAS index ratings. Teachers who leave have a lower teaching effectiveness as measured by EVAAS than those who remain employed; however, there are also teachers who leave whose EVAAS effectiveness rating is well above 2.0, the rate at which a teacher is considered to be highly effective (2015-16 State of the Teaching Profession in North Carolina, 2016).

Job Dissatisfaction and Why Teachers Leave

Salary. When asked to comment on North Carolina campaign rhetoric about increasing teacher salaries, Keith Poston, Executive Director of the North Carolina Public School Forum, commented that “election year raises for teachers are as much a time-honored tradition as complaining about the humidity and mosquitoes” (Poston, 2016 para. 8). Poston’s comment smacks of low expectations, and the legislature did not surprise. Recent raises did not make any changes to the rankings and left many teachers with a net loss after those raises were swallowed by increases to insurance premiums (Bonner, 2017a).

Teachers have historically been paid less than other professions requiring commensurate levels of education. In 30 states, a teacher with a family of four is eligible for government assistance (Westervelt, 2016). Most teachers accept that teaching will not make them wealthy when they enter the profession; however, for teachers in North

Carolina, salary appears to be a factor in teacher attrition and is certainly a factor in teacher dissatisfaction (Brenneman, 2013; “Primary Sources,” 2013). After a period of investment in public schools in the 1990s, North Carolina was ranked above the national average in teacher pay. Currently, North Carolina is ranked last in the nation for growth in teacher salaries in the last 15 years (Poston, 2016). After inflation, teacher salaries have decreased by over 15% in the last 15 years (Hinchcliffe & Johnson, 2016).

Salaries are not the only factor, but they are important (Singh & Tiwari, 2011; Sutchter et al., 2016) According to Pink (2009), a best practice regarding salaries in order to encourage Type I behavior is to pay people enough money to take that issue off the table (Pink, 2009). North Carolina achieved this objective in the 1990s when it was a leader in teacher pay in the southeast region and above the national average (Hinchcliffe & Johnson, 2016; Hunt, 2013)

All states that border North Carolina currently have higher starting salaries and higher average salaries and offer pay increases for advanced degrees. Loss of teachers from school districts close to state borders is not surprising. Some of these districts have the highest attrition and lowest recoupment rates of any in the state (2015-16 State of the Teaching Profession in North Carolina, 2016). Before salaries cease to be a factor in attrition, teaching needs to be an economically feasible choice (*On the Path to Equity*, 2014).

Status. Salary is important from the standpoint of being able to provide for needs and wants; however, it is also an indicator of the status of teaching across the nation. Goldberg and Proctor (2000) included the following observation on the link between salary and status from a survey respondent: “Our culture doesn’t value teachers. That’s

obvious from the way they're compensated for their work. [Society] pays the people we admire. It's a vicious cycle: The less we're paid, the less we're valued, the less we're paid" (p. 9).

Headlines and images in the media, such as Michelle Rhee holding a broom on the cover of Time magazine indicating that she is going to clean up schools by getting rid of bad teachers, contribute to public disrespect for teachers (Strauss, 2014a). In addition, corporate reformers and tech billionaires have insinuated themselves into the conversation and contributed to the narrative of failing schools (Strauss, 2014b).

Issues of autonomy and accountability. Much has been written about the issue of high stakes testing and efforts to evaluate teachers based on student test scores (Phillips, 2015; Resmovits, 2013; Strauss, 2014b; Sutcher et al., 2016; Weingarten, 2015; Westervelt, 2016). Frustrations with job performance being judged by one narrow and faulty measure have led many teachers to the brink of burnout (Westervelt, 2016).

Lack of autonomy is also an issue. The narrowing of the curriculum based on high stakes testing had contributed to a teacher's lack of control. Compounding this for teachers in some districts is insistence of adherence to curriculum that is considered "teacher proof," as if the only way students will succeed is to mitigate the poor instruction they are bound to receive if their teachers are left to their own devices (Westervelt, 2016).

A new genre of letter writing has gained notoriety in recent years: the "Why I am Quitting Teaching" letter. The proliferation of these letters in recent years led to a group of researchers to study this trend (Walker, 2017). Teachers are not quitting because they dislike teaching students. Diminishing autonomy, leading to decreasing efficacy, agency, and dissatisfaction are the recurring themes of this genre: "Overwhelmingly the

resignation letters attest to the lack of voice and agency that teachers felt in policymaking and implementation, a critical factor that drives many of them out of the profession” (Walker, 2017, para. 7).

Two veteran teachers summarized these issues succinctly: “The decline of teacher autonomy in the classroom, combined with the near-impossible workloads, can lead to teacher burnout and a feeling of impotence in a career that requires purpose and drive” (Peters & Passanisi, 2012, para. 4).

Stress. Teachers have reported higher levels of stress in recent years, especially if they teach in high-poverty schools (Bishay, 1996; Klassen & Chiu, 2010; MetLife Survey, 2013). Stressors include low salaries, high stakes testing, student behavior, heavy workload, long hours, and unrealistic job expectations (Klassen & Chiu, 2010; Weingarten, 2015). Teachers also cite lack of opportunities for advancement and lack of support as sources of stress (Klassen & Chiu, 2010; MetLife Survey, 2013). More than 50% of teachers report feeling “under great stress” at least several days a week (MetLife Survey, 2013). Elementary teachers are more likely than their middle and high school peers to say they experience great stress multiple days per week and had the highest gains in reported stress since the question was last asked in 1985, with numbers rising from 35% in 1985 to 59% in 2012 (MetLife Survey, 2013).

High stress levels are associated with lower levels of self-efficacy (Klassen & Chiu, 2010; Resmovits, 2013). Teachers under high levels of stress may still report some levels of satisfaction; however, the satisfaction is likely subdued due to factors causing the stress (Klassen & Chiu, 2010). Not all stress is bad; however, there is a balance between productive stress and that which overwhelms. Data from the MetLife Survey (2013) suggested that a large percentage of elementary school teachers reported levels of

stress associated with negative outcomes.

Lack of support. Teachers experience a lack of support on many fronts, including shrinking resources from slashed budgets. North Carolina is currently spending more money on education than ever in the state's history; however, enrollment has increased by over 200,000 students (Poston, 2016). North Carolina is ranked 43rd in the nation for per pupil spending and 41st for average teacher pay ("The Facts on NC's Per Pupil Spending," 2016). Adjusted for inflation, North Carolina is spending less per student than in 2008 prior to the recession ("The Facts on NC's Per Pupil Spending," 2016; Poston, 2016). The least satisfied teachers are those who work in schools whose budgets, and thus available human and physical resources, have been slashed (Resmovits, 2013).

Many states have continued to support teacher professional development by increasing pay for attainment of advanced degrees. In 2013, the North Carolina General Assembly stripped new teachers of the opportunity to ever earn more money by obtaining a master's degree (Poston, 2016). This decimated enrollment in the graduate degree programs in North Carolina universities. Longevity pay for veteran teachers was also eliminated, making teachers the only state employees to not receive this supplement (Poston, 2016; Strauss, 2015). The opportunity to achieve career status was also stripped from teachers in 2013 (Strauss, 2015). Career status guarantees teachers due process, not a job for life. Lack of career status makes teachers more vulnerable to dismissal for capricious reasons ranging from pressure from influential parents over grades to whims of administrators who take a dislike to those who challenge them (Strauss, 2016).

Another significant stressor for some teachers is dealing with the large number of students with special needs without the necessary support or resources. Teachers are

responsible for administering medications and monitoring students with serious health concerns, ranging from asthma to diabetes. Increasing numbers of students have experienced trauma, bringing serious mental health needs with them to school (“Facts and Figures – Childhood Trauma,” 2010). The amount of time away from teaching to attend to these important student needs cannot be underestimated. Teachers want the best for their students and know the important work of learning cannot begin until some of these other needs are given attention; however, budget cuts have resulted in fewer school nurses, teacher assistants, counselors, and social workers in school. With the elimination of over 7,000 teaching assistant positions, the already overworked and overwhelmed teachers are left to meet these students’ needs, all while being responsible for instruction (Dukes, 2015; Strauss, 2016).

Challenges in managing student behavior and discipline are factors associated with attrition (Phillips, 2015). Difficulties with student behavior are not limited to high-poverty schools; however, teachers leave high-poverty schools at twice the rate of low-poverty schools (Reese, 2010). There is a correlation between poverty and childhood trauma; these difficult experiences can lead to discipline problems in schools (“Facts and Figures – Childhood Trauma,” 2010). When faced with the sheer number of students with challenging needs in this area, many teachers, especially beginning teachers, are overwhelmed (*On the Path to Equity*, 2014). Young teachers leave due to the reality shock of what they had expected the job to be like and the way it really is, while older teachers experience burnout after years of dealing with challenges with ever-shrinking support (O’Reilly, 2014; Reese, 2010).

The Gates Foundation partnered with Scholastic in 2013 to survey over 20,000 American teachers on multiple facets of the teaching profession (“Primary Sources,”

2013). Consistent with what has been reported as sources of dissatisfaction and professional challenges in this literature review, this report emphasized another difficulty for teachers: the wide diversity of learners in each classroom without the requisite resources to meet their needs. The report identified seven separate groups of children: students with emotional or behavioral challenges, those working on grade level, students with reading levels spanning four or more grade levels, special education students, those working 2 or more years below grade level, gifted students, and English language learners. Over 75% of teachers reported having classrooms in which five to seven of the populations described above belong. Twenty-three percent of teachers report the challenge of having all seven populations in their classrooms. This student diversity, added to the pressure to ensure all children are performing on grade level on what many teachers consider to be a faulty measure, is a major challenge facing teachers today (“Primary Sources,” 2013).

To summarize, the reasons found for teacher dissatisfaction in this literature review lend support to Herzberg’s Two Factor Theory of Motivation. All elements of dissatisfaction discussed in this review are extrinsic, or hygiene factors, which have little to do with the actual work of teaching students. Working with children is the part of the job that actually gives teachers satisfaction: the joy of teaching and seeing students succeed.

Job Satisfaction and Why Teachers Stay

Significant correlations exist between motivation and job satisfaction (Klassen & Chiu, 2010; “Self-Determination Theory,” n.d.; Singh & Tiwari, 2011). O’Reilly (2014) likewise reported that job satisfaction contributes to overall effort. Teacher satisfaction is positively correlated with higher levels of job performance and self-efficacy (Klassen &

Chiu, 2010; Paniale, 2013). This finding connects to Pink's theory of intrinsic motivation. State and district leaders ignore these correlations to the detriment of overall outcomes of the work in schools, not to mention fiscal concerns: When satisfaction is high, absenteeism and turnover decrease (Benabou & Tirole, 2003; Paniale, 2013),

Love of teaching. A common complaint from teachers is that the demands of the modern education environment leave little time to just teach, the work for which they signed on in the first place (Goldstein, 2015; Strauss, 2015; Westervelt, 2015). The converse of this, when teachers do experience it, is the highly satisfying state of "flow," wherein task demands are commensurate with abilities, and teachers are able to see the progress they are making with students (Bishay, 1996; Csikszentmihalyi, 2004; Pink, 2009). Bishay (1996) reported the impact of decreased class size on teacher satisfaction. Teachers reported the opportunity to increase engagement with students, leading to better learning outcomes, which in turn impact teacher efficacy and satisfaction. The acts of conducting lessons and actually working with students are a very satisfying part of the profession (Westervelt, 2015). The Primary Sources (2013) survey reported that over 85% of teachers teach to make a difference in the lives of students and believe the rewards outweigh the challenges they face.

Close social bonds and team support. Collegial work environments have a substantial impact on teacher job satisfaction (Farber, 2011; O'Reilly, 2014; Phillips, 2015; Westervelt, 2016). The work of teaching has historically been done in isolation and, in many cases, is still conducted in the seclusion of the teacher's individual classrooms (Goldstein, 2015). As working in PLCs has become the norm in American schools (Dufour, Dufour, Eaker, & Many, 2006), teachers have profited from the collateral benefits of collaboration. Initially espoused as a way to increase student

achievement (Dufour et al., 2006), PLCs can foster bonds of friendship that can help teachers band together to weather the hard times (Farber, 2011) and grow in their practice (Drago-Severson, 2009). Just as isolation is a factor in burnout, collegiality and supportive relationships between teachers are sources of inspiration and renewal (Brown, 2017; Westervelt, 2016).

Leadership. A popular narrative casts building and district leadership as “the bad guys” in the eyes of teachers. Data from the MetLife Survey (2013) indicated the opposite is true. Eighty-five percent of teachers give their principals high ratings of support for job performance; principals had likewise high ratings for the teachers on their staffs (MetLife Survey, 2013).

Teacher satisfaction is also impacted by leadership teams offering appropriate coaching feedback as part of well-designed evaluation systems (Benabou & Tirole, 2003; Crane, 2012; Ellis, 1984). Feedback that assists teachers in the improvement of their skills is strongly related to job satisfaction, yet teachers report receiving very little helpful feedback related to their actual teaching (*Motivating Teachers to Improve Instruction*, 2009). These strategies address issues of mastery by building confidence and empowerment.

As noted earlier, schools with systems in place leading to better student discipline are more likely to retain teachers (Phillips, 2015). Fewer disruptions to teaching because of student behavior lead to increased time on task and student learning. Teachers will experience less stress and a greater sense of efficacy as a result, both of which are associated with increased satisfaction and motivation.

Leadership teams who give teachers a voice in the governance of the school are also likely to have teachers report higher degrees of autonomy and motivation (Ellis,

1984). Teachers who have input into the decisions affecting their jobs are more likely to stay in teaching (Phillips, 2015).

Ultimately, leadership, whether at the state, district, or school building level, is profoundly influential on the teachers' reported levels of job satisfaction (Benabou & Tirole, 2003; Phillips, 2015; Resmovits, 2013; Strauss, 2015; Westervelt, 2016). In North Carolina, given teachers' levels of dissatisfaction with many hygiene factors (Reports for NC Teacher Working Conditions Survey, 2016), school leaders must do all that is within their circle of control (Covey, 1989) to positively impact teacher decisions to stay. When school leaders intentionally work to build trust, show compassion, provide stability, and create hope, they create a holding environment of renewal, supportive of the difficult work in which teachers engage daily (Brown, 2017; Drago-Severson & Blum-DeStefano, 2016).

Summary

From the earliest days of the teaching profession, men and women have been drawn to the work by a desire to inspire future generations and make a difference in their lives (Goldstein, 2015). In recent years, the profession has undergone profound changes in how it is viewed and in the expectations placed upon it and its teachers (Goldstein, 2015; Strauss, 2014b; Vollmer, 2010). The focus on high stakes testing has increased the stresses and burdens of an already demanding profession. These changes, coupled with shifting ideology and recession-fueled shrinking budgets, have created a vortex of challenge for the profession, predicted to lead the U.S. to experience the greatest teacher shortage in its history in coming years.

As societies and workplace demands have increased in complexity, so has the

need for deeper understanding of the nuances of human motivation. This evolving field has benefited from the insights of theorists including Herzberg, Deci, and Pink as well as the development of new psychological models such as Self-Determination Theory (“Self-Determination Theory,” n.d.). As life expectancy in the U.S. grows, a multi-generational teaching force will engage in the important work of educating the nation’s youth.

Job satisfaction, job dissatisfaction, intrinsic motivation, and extrinsic motivation are inextricably linked. All insight gained into understanding the interplay between these elements and how they are experienced by members of a multi-generational workforce will serve school leaders and assist in the advancement of the profession and increased satisfaction for all stakeholders.

Chapter 3: Methodology

Overview

Teacher shortages and retention are issues, particularly for beginning and minority teachers and teachers in urban schools (Barth et al., 2016; Westervelt, 2015, 2016). The current teaching force could potentially span four generations: Veterans, or Traditionalists; Baby Boomers; Generation Xers; and Millennials (Paniale, 2013; Schwartz, 2014). Therefore, knowing more about the intrinsic motivation of different generational cohorts of teachers can aid school leadership in creating conditions to increase intrinsic motivation likely to lead to increased engagement and higher levels of teacher satisfaction (Schwartz, 2014). The teacher pipeline in North Carolina is drying up (Barth et al., 2016; Westervelt, 2016). Leaders need to focus on ways to increase satisfaction in order to retain the teachers in the profession (Barth et al., 2016; Benabou & Tirole, 2003; Bishay, 1996; Ingersoll & Merrill, 2010; Ingersoll & Smith, 2003; O'Reilly, 2014). This study examined intrinsic motivation through the lens of Pink's (2009) theory that three factors determine a person's degree of intrinsic motivation: autonomy, mastery, and purpose. Information relating to extrinsic factors of each generational cohort for remaining in the teaching profession was also examined to inform leaders of potential areas for improvement to impact teacher motivation, satisfaction, and retention.

Design of the Study

Approach. Philosophical assumptions, research designs, and research methods converge to create an approach to research (Creswell, 2014). Creswell (2014) asserted that researchers must begin planning their study with thoughtful inquiry about their approach. Assumptions, design, and methods of research create a funnel shape for the

study, beginning with the “broad constructions of research to the narrow procedures of methods” (Creswell, 2014, p. 3), including the way data will be collected and analyzed.

Theory. The theoretical approach to this study was based upon a postpositivist worldview. A postpositivist paradigm assumes that an “an objective reality exists and can be correctly measured and adequately described” (Butin, 2010, p. 59). In contrast with the theoretical perspectives of interpretivism and critical theory, which assume that truth is constructed or linked to power (Butin, 2010), postpositivism assumes truth to be objective. In addition, central to postpositivism is the idea that principles are at work: In testing, verifying, and refining those principles, researchers can gain understanding of the world (Creswell, 2014). Postpositivist research seeks to determine the relationships between variables. Of concern in research based upon this worldview is objectivity and elimination of bias: Validity and reliability are critical (Creswell, 2014).

Method. Research purpose determines methodology (Butin, 2010). This study employed a mixed-methods design, integrating quantitative and qualitative data. According to Creswell (2014), a convergent parallel mixed-methods design allows researchers to provide a thorough analysis of the research subject. Mixed-methods research enables researchers to use the benefits of both quantitative and qualitative designs (Creswell, 2014; Johnson et al., 2007) in the information gathered and resulting analysis. Quantitative data from the Likert-type items were combined with qualitative data from the open-ended questions to provide a more in-depth analysis than would be possible through the use of only one of these methods. Triangulation of data in this manner allowed the researcher to cross reference findings to “enable more valid analysis and conclusions” (Butin, 2010, p. 120). Descriptive statistics explain the data collected from the sample in a significant way to determine possible patterns in the responses and

reach conclusions about differences in motivations of the generational cohorts being studied (“Descriptive and Inferential Statistics,” n.d.; Urdan, 2010).

Delimitations. The researcher sought responses only from elementary school teachers in North Carolina. Middle and high school teacher perceptions were not considered for this study, nor were perceptions of elementary school teachers from other states. Elementary teachers may have a different perspective based on the age of the students they teach and their specific working conditions, which differ from those of middle and high school teachers. For example, according to the North Carolina Teacher Working Conditions Survey, only 60.2% of elementary teachers report non-instructional time to be sufficient, compared to 73% of their high school teacher peers (Reports for NC Teacher Working Conditions Survey, 2016). Lack of planning time, coupled with higher levels of stress (MetLife Survey, 2013), speaks to differences in the teaching experiences that exist between elementary and high school teachers. These factors may contribute to a difference in workload perceptions, impacting motivation, the central topic of this inquiry, therefore supporting the rationale to limit this study to elementary school teachers.

Additionally, the political ideology in North Carolina concerning public schools has shifted in recent years: “In the last seven years . . . North Carolina has fallen four spots in the Social Science Research Council’s Measure of America report ranking states on health, income and education — a decline that coincides with the state’s turn toward Republican hegemony” (Zengerle, 2017, para. 11). Changes wrought in North Carolina public schools by legislation enacted in alignment with this ideology have had an impact on funding, thus effecting resources available to teachers to do their jobs; salary structure; and benefits, all of which uniquely affect teachers in the state. These changes could

create differences in motivation between teachers in North Carolina and other states. For these reasons, only responses from elementary teachers in North Carolina were sought.

The researcher collected data during the fall of the 2017-2018 school year. This decision may have impacted teacher responses. Teachers were in the beginning of a new teaching year after being refreshed from a summer break. Responses may have been different had the data been collected in April or May, months in which teachers experience high levels of stress due to workload and preparing for state testing. Another delimitation was the use of an online survey accessed on the Internet and distributed through email and a variety of social media avenues.

Limitations. Data were gathered from teacher responses to the online survey. Their level of honesty was a limitation of the study; however, participation was anonymous and voluntary, which increased the likelihood of honest responses. Another limitation may have been the mindset of teachers who chose to participate. Would teachers who consider themselves as highly motivated have been more likely to participate? Or could the converse be true? Another limitation is that the researcher was not able to ascertain if all participants were indeed elementary school teachers in North Carolina, since this determination was made on the basis of teacher self-report.

Research Questions

Research questions were aligned to the central purpose of the study: the examination of motivations of North Carolina elementary school teachers relevant to their work. Questions were aligned with Pink's (2009) theory of motivation, which provides the conceptual framework for this study.

1. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Baby Boomer

- generational cohort?
2. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Generation X generational cohort?
 3. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Millennial generational cohort?
 4. With regard to job satisfaction in each generational cohort, how can the degree of impact of intrinsic or extrinsic motivational factors be described?

Methodology

This mixed-methods study examined motivations of elementary teachers in North Carolina public schools. An online survey distributed via email and social media was used to gather both quantitative and qualitative data. The survey was embedded in a website describing general information about the study as well as access to informed consent information. The website was created using the Weebly site hosting platform and accessible at <http://ncelementaryteachermotivationstudy.weebly.com/>.

Distribution of website link and survey. The website link containing access to the survey was sent directly to the email addresses of all North Carolina public elementary school principals, gathered from the Educational Directory and Demographical Information Exchange (n.d.) page of the North Carolina Department of Public Instruction. In addition to principal emails, the website link was also distributed via the following avenues: Professors at multiple North Carolina universities sent the link to contacts eligible to participate; professional organizations (North Carolina Association of Educators, North Carolina PTA, and Public Schools First of NC) posted the link on

their social media pages or emailed members directly; the researcher shared the website link on her personal Facebook and Twitter accounts; and direct emailing of contacts, asking them to also share the website link.

Participants. Convenience sampling is a method of selecting samples based on “proximity, ease-of-access, and willingness to participate” (Urdu, 2010, p. 3).

Convenience sampling was used for this survey, which allowed the researcher to collect data from willing participants in all 115 districts in North Carolina rather than focus on one school district.

Participants were required to give demographic information, including age range, to determine their generational cohort; years of experience; current grade level or teaching position; and the school district of employment.

A sample size calculator accessed from surveysystem.com/sscalc.htm determined that for a confidence interval, or margin of error, of 5, a sample size of 381 participants was needed (“Sample Size Calculator,” n.d.). This number of participants satisfies requirements for a 95% confidence level. A total of 451 North Carolina public elementary school teachers participated in this survey: 55 in the Baby Boomer generation; 256 from the Generation X cohort; and 140 from the Millennial generational cohort.

Responses were collected over a 23-day period from mid-October to early November. The survey was then closed to additional responses.

Instrumentation. The survey, created in SurveyMonkey, was adapted from the Teacher Motivation Survey developed by Schwartz’s (2014) work based on Pink’s (2009) theory of motivation and Pink’s online Drive Survey, which measures participant tendencies toward Type I (Intrinsic) motivations versus Type X (Extrinsic) motivations

(“Drive Survey,” 2012). Permission to use and adapt Schwartz’s Teacher Motivation Survey and Pink’s Drive Survey was granted to the researcher and can be found in Appendices A and B. Adaptation was necessary in order to make certain items applicable to North Carolina teachers.

The survey was comprised of 33 items. Items 1-4 gathered participant demographic information. Items 5-23 inquired about participants’ degrees of intrinsic motivation based on autonomy, mastery, and purpose. Items 24-28 measured degrees of motivation based on extrinsic factors specific to the teaching profession in North Carolina. Item 29 asked participants to choose factors motivating them to improve as teachers. Item 30 was an open-ended question inquiring about the conditions needed for high levels of job satisfaction. Item 31 inquired whether or not participants plan to continue teaching in North Carolina public schools; and Item 32 as an open-ended, follow-up question inquiring as to reasons for their “yes, no, or unsure” responses. Item 33 gathered information about how participants accessed the survey.

A website was developed to describe and house the survey. The link to this site was shared via email and through professional organizations, Facebook, and Twitter. Teachers were encouraged to share the link with their colleagues across the state.

Reliability and validity. Schwartz (2014) established reliability and validity of the Teacher Motivation Survey he created by piloting the survey with teachers who were not participating in his study and whose ages included them in the Baby Boomer, Generation X, and Millennial cohorts, allowing for feedback from the majority of age cohorts being studied. The majority of questions from the survey for this study were based on the previously validated work of Schwartz. Additional questions were added based on the Drive Survey (2012), to address extrinsic motivation.

To assist in the creation of a valid and reliable survey, the researcher created a matrix detailing the alignment of all items, including items added to measure extrinsic motivation, with the conceptual framework and research questions. In addition, the researcher garnered feedback from two colleagues familiar with issues in validity and reliability. These colleagues were in agreement with the alignment detailed in the matrix in Figure 1. A suggestion was made to add an additional item about respondent plans to continue teaching in North Carolina public schools, with a follow-up item inquiring the reasons for their response. Items 31 and 32 were added as a result of this feedback.

Alignment of Instrument to Conceptual Framework and Research Questions

Figure 1 contains the survey items and their alignment to the conceptual framework and research questions.

Conceptual Framework	Item Number	Statement	Research Questions Addressed
<i>Demographic Items</i>			
Generational Theory (Lovely & Buffam, 2007)	1	Drop-down menu assigning participants to generational cohort based on their year of birth.	Demographic Questions needed to determine generational cohort. Knowing gender will allow for possible analysis by gender, depending upon sample size. (Responses will be gathered via drop-down menu, to determine generational cohort; non-elementary and non- NC teachers to be exited from the survey)
	2	How many years have you been teaching?	
	3	What grade or special area do you currently teach?	
	4	In which district do you teach? (Drop down menu with all LEAs listed – non NC teachers will be exited from the survey)	
<i>Items for Quantitative Analysis using 5 point Likert-type Scale</i> Strongly Disagree Disagree Neutral Agree Strongly Agree			
Motivation Theory: Autonomy (Pink, 2009)	5	The Common Core Standards/North Carolina Standard Course of Study limits the freedom I have to do what I want in the classroom.	1. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Baby Boomer generational cohort? 2. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Generation X generational cohort? 3. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Millennial generational cohort?
	6	The required End of Grade/End of Year Assessments dictate what and how I teach.	
	7	My daily teaching schedule allows for flexibility to meet job expectations.	
	8	I can determine to some degree the people I collaborate with at work.	
	9	When I run into a problem at work, I have the flexibility to work with a team or solve the problem myself.	
	10	I have very little choice over what I do each day in the classroom.	
	11	My performance at work, and the performance of my fellow teachers, is carefully monitored by others to ensure that we are doing our job correctly.	
(continued)			

Motivation Theory: Mastery (Pink, 2009)	12	In my work, I often experience “flow” – the state of optimal challenge when I am totally engrossed in what I am doing.	<p>1. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Baby Boomer generational cohort?</p> <p>2. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Generation X generational cohort?</p> <p>3. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Millennial generational cohort?</p>
	13	In my teaching job, I am always striving to improve my teaching abilities.	
	14	In my teaching job, I set goals that are important to me and I regularly assess myself to see if I am attaining them.	
	15	I can improve my teaching abilities (and student learning) when I work hard to learn new teaching strategies.	
	16	I chose teaching primarily because the work is interesting and challenging.	
	17	Through engagement with interesting content and continuing to learn, I have become a better teacher over time.	
	18	I believe my teaching ability can become better when I work hard to improve it.	
Motivation Theory: Purpose (Pink, 2009)	19	Although one of the main reasons I work is to earn money, an equally important purpose of my work is to improve the lives of others or the world in some way, and teaching allows me to do this.	<p>1. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Baby Boomer generational cohort?</p> <p>2. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Generation X generational cohort?</p> <p>3. To what degree are the factors of intrinsic motivation, defined by Pink, present in North Carolina Elementary teachers in the Millennial generational cohort?</p>
	20	My district or school clearly explains the rationale behind the direction they’re going.	
	21	I agree with the direction my district or school is headed.	
	22	I agree with direction the state of NC is headed regarding educating North Carolina’s children.	
	23	I understand the purpose of the tasks required of me in my teaching job.	

(continued)

Motivation Theory: Type I vs. Type X (Pink, 2009)	24	The primary reason I continue to teach is for the salary and retirement benefits.	4. With regard to job satisfaction in each generational cohort, how can the degree of impact of intrinsic or extrinsic motivational factors be described?
	25	The primary reason I continue to teach is for the job security.	
	26	The schedule of breaks in the school calendar and time off in the summer is a major reason I stay in teaching.	
	27	If I were paid more money for my job, I would perform at a higher level.	
	28	Bonuses tied to student achievement inspire me to work harder to help students learn.	
Motivation Theory: Autonomy, Mastery, Purpose, Type I vs. Type X (Pink, 2009)	29	Check the 5 most motivating factors that push you to become a better teacher: Clear expectations from your district or principal; Opportunity to be coached; Team cohesiveness; Ability to multitask; Structure; Relationship building; Communication; Collaboration; Frequent feedback from your evaluator; Use of technology; Fun workplace; Use of written goals; Involvement in teams; Truthful, honest, and direct conversations; Separate career and life (work-life balance); Treated as an equal; Opportunities to contribute; Personal interactions with colleagues; Respect for age and experience; Retention of school culture and traditions; Flexibility over how I spend my time at work; Autonomy I have over my daily work; Mastery of craft knowledge	Responses will inform all four research questions.
<i>Open Ended Items for Qualitative Analysis</i>			
Motivation Theory: Autonomy, Mastery, Purpose, Type I vs. Type X (Pink, 2009)	30	In an ideal world, what would make you most satisfied in your job?	Responses will inform all four research questions.
	31	Do you plan to continue teaching in NC Public Schools? (Yes – No – Unsure	
	32	If you answered “Yes”, please say Why. If you answered “No,” please say Why Not. If you answered “Unsure” please say what changes could be made to encourage you to stay.	
21st Century Research	33	21st Century Research: How did you access this website and survey link?	

Figure 1. Alignment of Conceptual Framework, Survey Items, and Research Questions.

Data Analysis

The design of this study considered differences in degrees and types of motivation among generational cohorts, with the dependent variable, motivation, separated into the intrinsic constructs of autonomy (items 5-11), mastery (items 12-18), and purpose (items 19-23). Items 24-28 measured generational cohorts' leanings toward what Pink (2009) described as Type I vs. Type X motivations. Participants identifying with Type I behavior are more intrinsically motivated, while those identifying with Type X are motivated more by extrinsic factors. These items were analyzed separately according to the above cohorts and compared to the results of items measuring intrinsic motivation. Responses to the 5-point Likert-type items were collected and transformed into a numerical score with values 1-5 assigned. Responses indicating higher degrees of intrinsic motivation corresponded with the higher values of 4 and 5, while low degrees of intrinsic motivation corresponded with the lower values of 1 and 2. The value of 3 was assigned to the neutral response of "neither agree or disagree" for all Likert-type items.

Quantitative data were analyzed using the Kruskal-Wallis H Test ("Kruskal-Wallis H Test using SPSS," n.d.). This test, also referred to as a "one-way ANOVA" ("Kruskal-Wallis H Test using SPSS," n.d., para. 1), is used to determine if significant differences are present between multiple groups of an independent variable on an ordinal dependent variable ("Kruskal-Wallis H Test using SPSS," n.d.). The independent variable is the generational cohort, and the dependent variable is the degree of intrinsic and extrinsic motivation. The Kruskal-Wallis H Test was used to determine the presence of significant differences between the three cohorts (Baby Boomers, Generation Xers, and Millennials). A follow-up Mann-Whitney U test was applied to determine which pair of the groups showed a significant mean rank difference.

Data must meet four assumptions for the Kruskal-Wallis H Test to yield valid results (“Kruskal-Wallis H Test using SPSS,” n.d.). The first assumption is that the dependent variable will be measured on an ordinal level. Quantitative data from the survey measuring the dependent variables of intrinsic motivation were collected on a 5-point Likert-type scale and therefore meet this assumption. The independent variables were comprised of three categorical, independent groups (Baby Boomers, Gen Xers, and Millennials) and therefore satisfied the second assumption (“Kruskal-Wallis H Test using SPSS,” n.d.). Assumption three requires that group members only be part of one group. Because group membership was based on birth year, participants can only be part of one generational cohort. Assumption four is that the dataset within each group has the same shape distributions and variability (“Kruskal-Wallis H Test using SPSS,” n.d.). If they do not, the test can still be used; however, rather than comparing the median, the researcher must compare the mean ranks instead to get reliable results. Assumption four was tested by checking density plots by group. This assumption was not satisfied. The distribution of scores for the three cohort groups were not identical for any of the items; thus, the Kruskal-Wallis H Test was used to compare the mean rank. Plot distributions can be found in Appendix C.

The sub-scores for the constructs of autonomy, mastery, purpose, and intrinsic vs. extrinsic motivation were obtained by averaging the scores across items within each domain. An ANOVA and its follow-up Least Significant Difference comparison *t* test were applied to examine if significant differences by construct were present between the three groups studied. To use an ANOVA test, the following three assumptions should be satisfied: independence of cases, normality, and homoscedasticity. The assumption of independence was met by the fact that respondents cannot belong to more than one

cohort. The assumption of normality was tested using the Shapiro-Wilk test, yielding a p value for each group larger than 0.05, indicating the assumption is satisfied. The assumption of homoscedasticity was tested using Levene's test, with the p value for each group being larger than 0.05, indicating this assumption was likewise satisfied. The significance level was set at 0.05. All statistical analyses were completed by using R and SPSS 23.

Qualitative data from open-ended survey questions were sorted by generational cohort and coded for common themes related to autonomy, mastery, and purpose. Responses were coded for extrinsic factors and sorted by themes within these hygiene factors (Herzberg, 1968). Data were analyzed to determine similarities and differences among the Baby Boomer, Generation X, and Millennial cohorts.

Summary

This convergent mixed-methods study sought to ascertain North Carolina public elementary school teachers' degrees of intrinsic and extrinsic motivations toward teaching. Using a postpositivist research framework, the mixed-methods design allowed for triangulation of quantitative and qualitative data to enable a thorough examination of the research questions.

The researcher adapted the Teacher Motivation Survey developed by Schwartz (2014) and included questions to explore teachers' degrees of external motivations as well. A link to a website housing the survey, created using SurveyMonkey, was distributed to teachers via email and social media outlets.

Quantitative data were analyzed using the Kruskal-Wallis H Test, with the follow-up tests of the Mann-Whitney U to determine which pair of groups showed a significant mean rank difference; and an ANOVA and follow-up LSD test applied to examine if a

significant difference was present between the three groups by the constructs of autonomy, mastery, and purpose. Qualitative data were coded according to the constructs of intrinsic and extrinsic motivation, and themes evident in each cohort were analyzed and discussed.

Findings from this study can inform school leaders eager to increase teacher satisfaction by creating conditions having a positive impact on the intrinsic motivation of teachers, thus impacting their ability to increase engagement, retain teachers, and ultimately have a positive impact on student learning. Knowledge gained from conclusions drawn regarding extrinsic factors can be used to inform leaders and policymakers of changes necessary to increase external motivation of North Carolina elementary school teachers.

Chapter 4: Results

Overview

The purpose of this study was to investigate generational differences in aspects of motivation and to determine the degree to which factors of intrinsic motivation, defined by Pink (2009) as autonomy, mastery, and purpose, are present in the three generational cohorts comprising the population of elementary school teachers in North Carolina. This study also sought to determine cohort differences in degrees of intrinsic or extrinsic motivation toward teaching in North Carolina.

Organization of this Chapter

The findings from the data collection processes described in Chapter 3 are presented. Participant data are described and represented with visuals. Responses to all quantitative items are displayed by cohort and the total number of participants. Quantitative data and the statistical analysis described in Chapter 3 are presented with a narrative accompanied by tables. Qualitative data are described separately and findings explained, accompanied by visuals. Research questions are addressed at the end of this chapter. As a reminder to the reader, degrees of intrinsic and extrinsic motivation of the generations present in North Carolina's elementary school teaching force were investigated using the following four questions:

1. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Baby Boomer generational cohort?
2. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Generation X generational cohort?

3. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Millennial generational cohort?
4. With regard to job satisfaction in each generational cohort, how can the degree of impact of intrinsic or extrinsic motivational factors be described?

Description of Participant Data: Items 1-4

The survey was completed by 451 North Carolina public elementary school teachers. Data were screened for univariate outliers. No missing data were identified and recorded.

Generational cohort of participants. Table 3 describes responses to item 1: the number and percentage of participants in each generational cohort. Baby Boomers, born between 1944 and 1960, numbered 55, or 12.2% of total participants. Members of Generation X, born between 1961 and 1980, numbered 256, or 57% of total respondents. Millennials, born between 1981 and 2000, numbered 140, or 31% of total participants.

Table 3

Generational Cohort Group of Survey Participants

Generational Cohort	Frequency	Percent	Cumulative Percentage
1944 and 1960 (Baby Boomer)	55	12.2	12.2
1961 and 1980 (Generation X)	256	56.8	70.0
1981 and 2000 (Millennial)	140	31.0	100
Total	451		

Years of teaching experience. Table 4 depicts the frequency and percentage of participants' self-reported years of teaching experience, information from item 2.

Teachers with experience between 0-5 years of experience represented 17.1% of the total respondents. Teachers with 6-10 years of experience constituted 16.4% of the sample.

The largest group of participants, or 91 respondents, had been teaching between 11-15 years, representing 20.2% of the sample. The second largest group of 81 respondents, or 18.4%, had taught 16-20 years. Sixty-six teachers, or 14.6% of the sample, have 20-25 years of experience. The smallest group represented is teachers with over 25 years of experience, with 60 respondents, or 13.3% of the total sample represented.

Table 4

Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage	Cumulative Percentage
0-5 years	77	17.1	17.1
6-10 years	74	16.4	33.5
11-15 years	91	20.2	53.7
16-20 years	83	18.4	72.1
20-25 years	66	14.6	86.7
More than 25 years	60	13.3	100
Total	451		

Figure 2 depicts a bar graph of the demographic information by years of teaching experience for the total group of respondents.

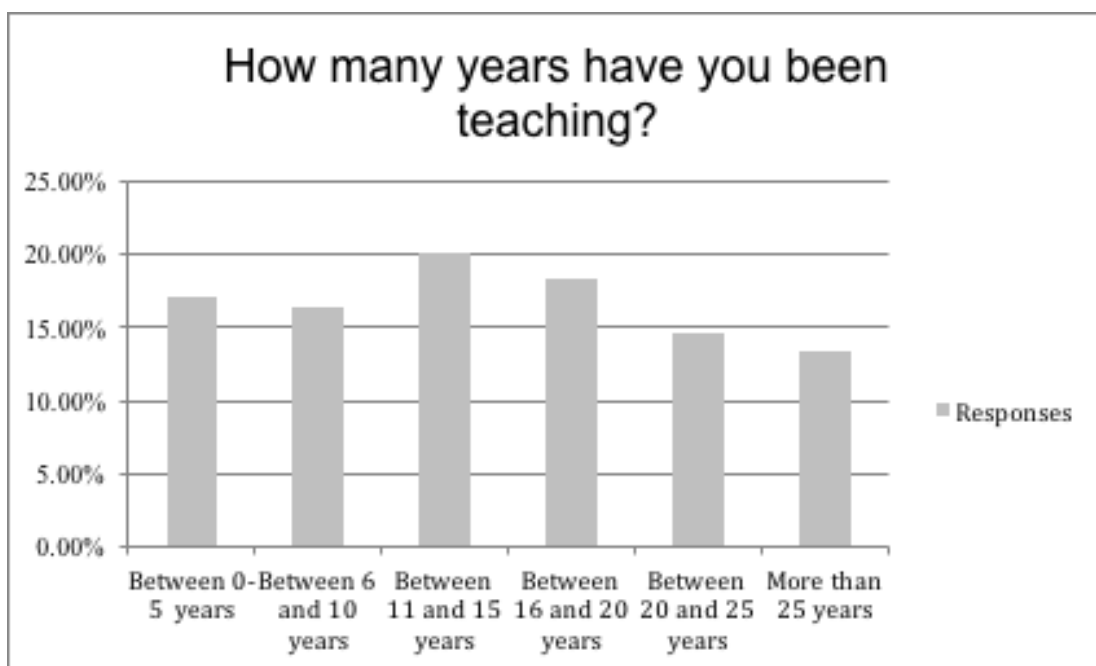


Figure 2. Years of Teaching Experience of Survey Respondents.

Figure 3 displays the years of teaching experience broken down by cohort. While over 50% of Baby Boomers have more than 25 years of teaching experience, the chart illustrates that 45% of Boomers entered the profession later, perhaps as a second career. This is significant because it refutes the idea that negative attitudes from Baby Boomers are due to burnout caused from long years in the profession.

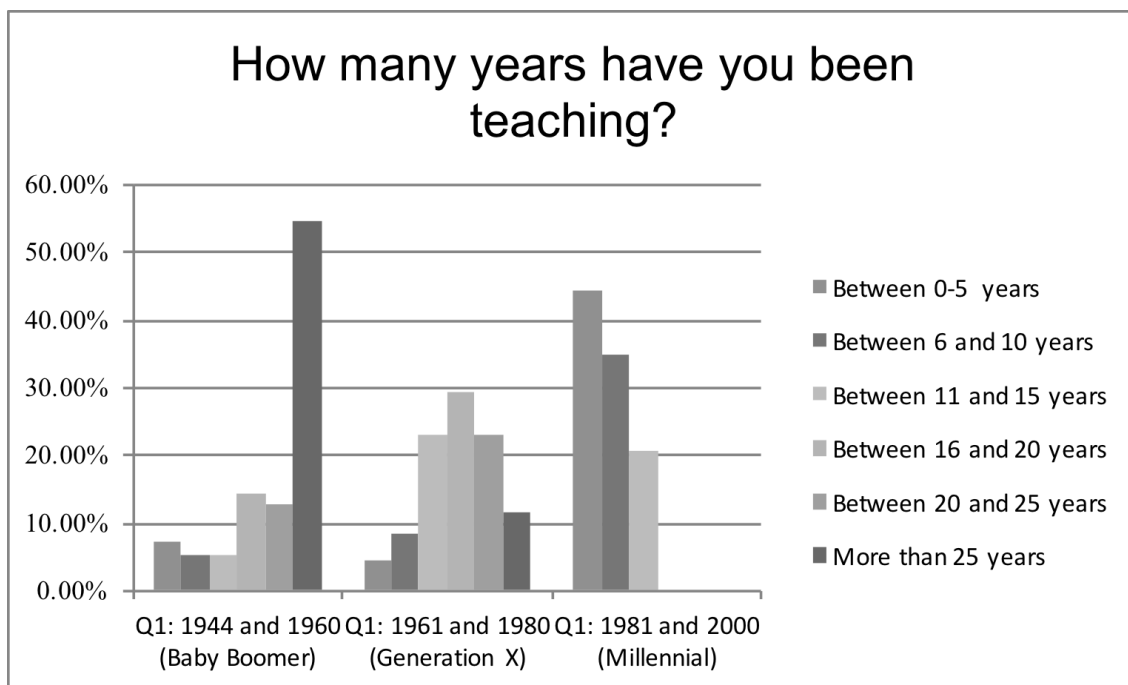


Figure 3. Years of Teaching Experience by Cohort.

School-level role of respondents. Table 5 describes the frequency and percentage of participants according to their school role. Classroom teachers in Grades K-5 represent over 60% of total respondents. These respondents were spread fairly evenly across all six grade levels. Exceptional Children’s teachers comprised 8.9% of the total participants. Non-classroom positions, described as teachers in specialist roles; teacher coaches; music, art, and physical education teachers; librarians; or counselors comprised 29.2% of participants. The smallest percentage of respondents, 1.6%, teach prekindergarten in a North Carolina public school setting.

Table 5

Demographic Information by Grade or Special Area Taught

Grade/Special Area	Frequency	Percentage	Cumulative Percentage
Kindergarten	42	9.3	9.3
1st Grade	46	10.2	19.5
2nd Grade	40	8.9	28.4
3rd Grade	53	11.7	40.1
4th Grade	45	10.0	50.1
5th Grade	46	10.2	60.3
Exceptional Children	40	8.9	69.2
Non-classroom Teaching (example: Specialist, Teacher Coach, Music, Art, Physical Education, Library, Counseling, etc.)	132	29.2	98.4
Pre-K in an NC Public School setting	7	1.6	100
Total	451		

Figure 4 shows a bar graph of the percentage of total respondents by grade level or special area taught.

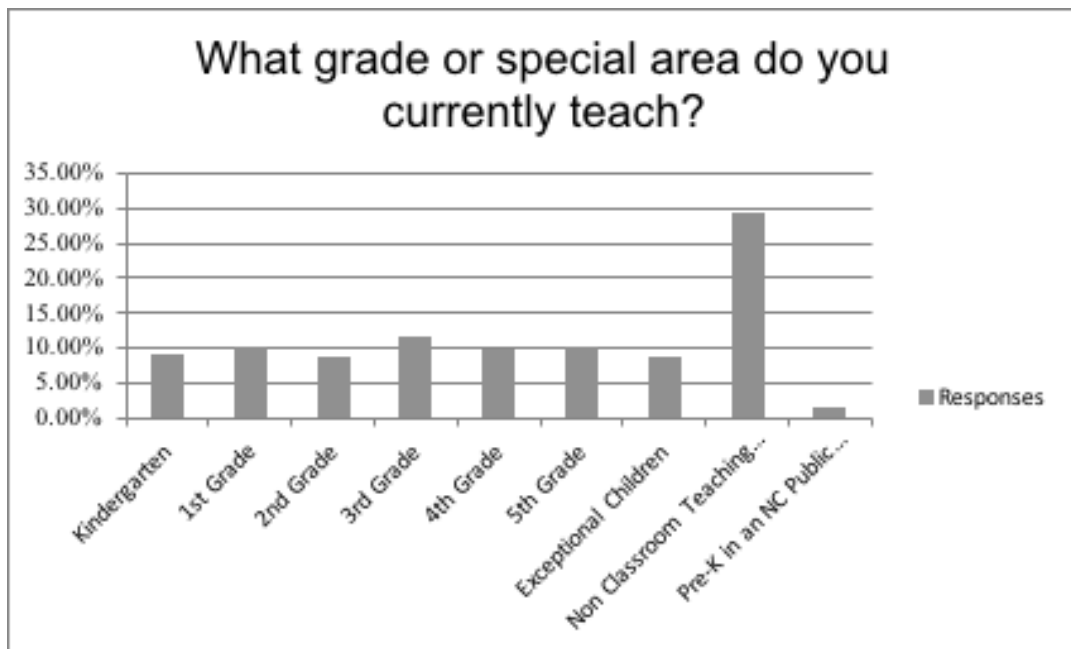


Figure 4. Respondents by Grade Level or Special Area Taught.

Figure 5 shows the breakdown of teaching role by cohort. Over 50% of Baby Boomers report being in non-classroom roles, compared to 30% of teachers from Generation X, and approximately 18% of Millennials. Traditional K-5 classroom teachers represent close to 60% of survey respondents.

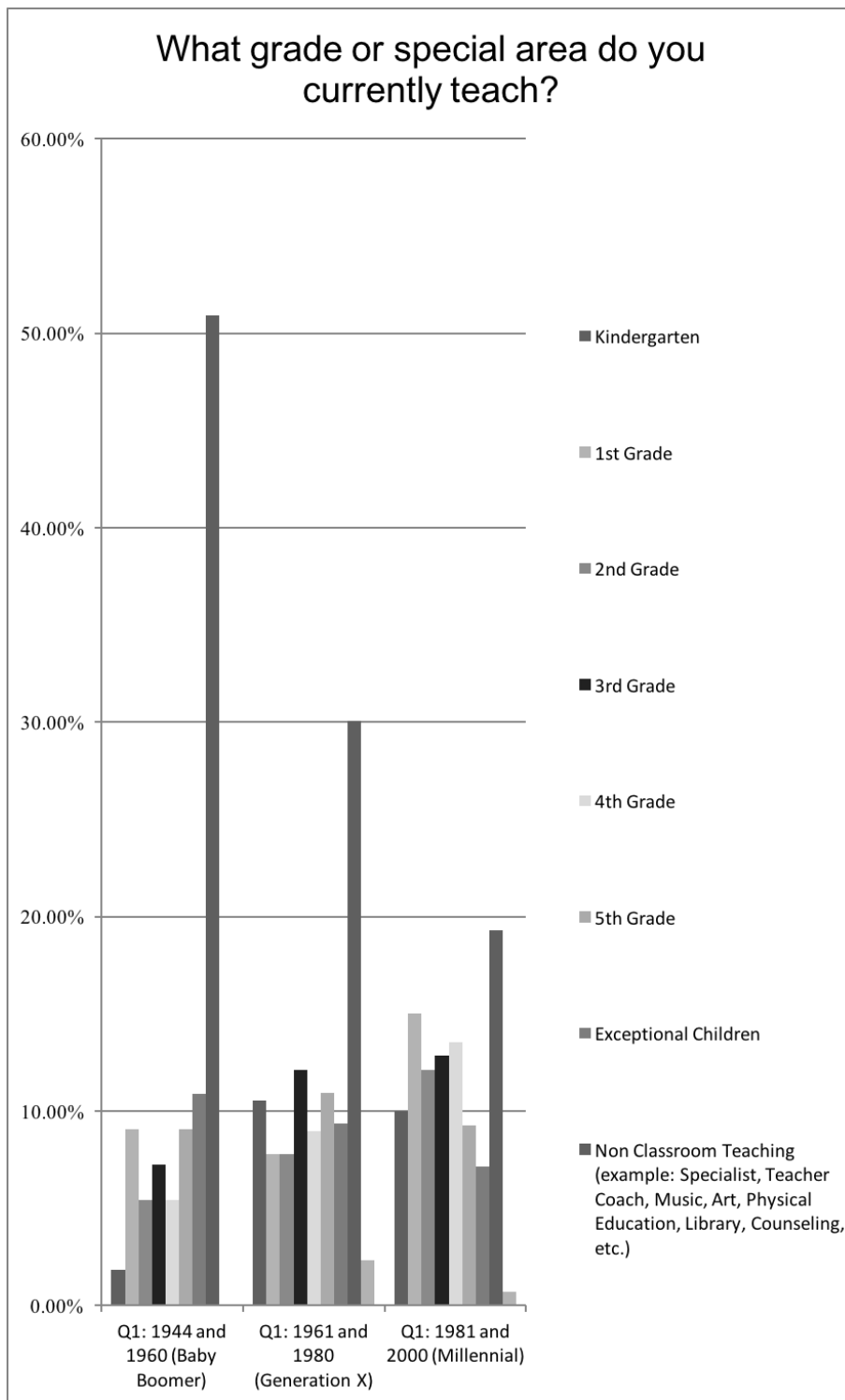


Figure 5. Respondents by Grade Level or Special Area Taught by Cohort.

Respondents by school district. Teachers from 73 of 115 school districts responded to the survey as well as teachers from charter schools. The largest percentage of respondents teach in Iredell-Statesville Schools. The researcher is employed by this district and was able to send the survey link directly to personal contacts within the district, accounting for the larger percentage of respondents. Teachers across the state participated, from those in the mountain counties of western North Carolina, stretching across the Piedmont region, to the school systems on the coast. Table 6 shows the number and percentage of participants by North Carolina school district.

Table 6

Percentage and Number of Respondents from North Carolina School Districts

North Carolina School District	Percentage of Respondents	Number of Respondents
Alamance-Burlington School System	0.22%	1
Alexander County Schools	0.89%	4
Alleghany County Schools	0.00%	0
Anson County Schools	1.55%	7
Ashe County Schools	0.00%	0
Asheboro City Schools	0.00%	0
Asheville City Schools	1.33%	6
Avery County Schools	0.00%	0
Beaufort County Schools	0.00%	0
Bertie County Schools	0.44%	2
Bladen County Schools	0.44%	2
Brunswick County Schools	0.67%	3
Buncombe County Schools System	0.89%	4
Burke County Public Schools	0.00%	0
Cabarrus County Schools	0.44%	2
Caldwell County Schools	0.89%	4
Camden County Schools	0.00%	0
Carteret County Public Schools	0.22%	1
Caswell County Schools	0.00%	0
Catawba County Schools	2.00%	9
Chapel Hill-Carrboro Schools	0.00%	0
Charlotte-Mecklenburg Schools	3.99%	18
Chatham County Schools	0.00%	0
Cherokee County School District	0.00%	0
Clay County Schools	0.00%	0
Cleveland County Schools	0.44%	2
Clinton City Schools	0.00%	0
Columbus County Schools	0.00%	0
Craven County Schools	0.89%	4
Cumberland County Schools	1.11%	5
Currituck County Schools	0.44%	2
Dare County Schools	0.44%	2
Davidson County Schools	0.89%	4
Davie County Schools	1.55%	7
Duplin County Schools	1.33%	6
Durham Public Schools	0.22%	1

(continued)

North Carolina School District	Percentage of Respondents	Number of Respondents
Edenton-Chowan Schools	0.89%	4
Edgecombe County Public Schools	0.44%	2
Elizabeth City-Pasquotank Public Schools	2.00%	9
Elkin City Schools	0.00%	0
Franklin County Schools	0.22%	1
Gaston County Schools	0.67%	3
Gates County Schools	0.44%	2
Graham County Schools	0.00%	0
Granville County Schools	2.00%	9
Greene County Schools	0.00%	0
Guilford County Schools	1.33%	6
Halifax County Schools	0.00%	0
Harnett County Schools	2.44%	11
Haywood County Schools	0.22%	1
Henderson County Public Schools	1.33%	6
Hertford County Public Schools	0.44%	2
Hickory City Schools	0.00%	0
Hoke County Schools	0.44%	2
Hyde County Schools	0.22%	1
Iredell-Statesville Schools	23.73%	107
Jackson County Schools	0.00%	0
Johnston County Schools	0.44%	2
Jones County Schools	0.67%	3
Kannapolis City Schools	0.22%	1
Lee County Schools	0.44%	2
Lenoir County Schools	1.77%	8
Lexington City Schools	0.00%	0
Lincoln County Schools	0.67%	3
Macon County Schools	0.89%	4
Madison County Schools	0.00%	0
Martin County Schools	0.00%	0
McDowell County Schools	0.67%	3
Mitchell County Schools	0.00%	0
Montgomery County Schools	0.22%	1
Moore County Schools	0.22%	1
Mooresville Graded School District	0.44%	2
Mount Airy City Schools	0.00%	0
Nash-Rocky Mount Schools	1.33%	6
New Hanover County Schools	2.22%	10

(continued)

North Carolina School District	Percentage of Respondents	Number of Respondents
Newton-Conover City Schools	0.00%	0
Northampton County Schools	0.22%	1
Onslow County Schools	0.00%	0
Orange County Schools	0.44%	2
Pamlico County Schools	0.00%	0
Pender County Schools	0.22%	1
Perquimans County Schools	0.00%	0
Person County Schools	0.00%	0
Pitt County Schools	1.11%	5
Polk County Schools	0.89%	4
Randolph County Schools	0.22%	1
Richmond County Schools	0.22%	1
Roanoke Rapids Graded School District	0.00%	0
Robeson County Schools	0.89%	4
Rockingham County Schools	1.11%	5
Rowan-Salisbury School System	8.20%	37
Rutherford County Schools	1.11%	5
Sampson County Schools	0.00%	0
Scotland County Schools	0.00%	0
Stanly County Schools	1.11%	5
Stokes County Schools	0.00%	0
Surry County Schools	1.55%	7
Swain County Schools	0.00%	0
Thomasville City Schools	0.00%	0
Transylvania County Schools	2.44%	11
Tyrrell County Schools	0.00%	0
Union County Public Schools	0.22%	1
Vance County Schools	0.00%	0
Wake County Public School System	3.10%	14
Warren County Schools	0.00%	0
Washington County Schools	0.22%	1
Watauga County Schools	0.67%	3
Wayne County Public Schools	1.11%	5
Weldon City Schools	0.00%	0
Whiteville City Schools	0.00%	0
Wilkes County Schools	0.67%	3
Wilson County Schools	0.44%	2
Winston-Salem/Forsyth County Schools	1.77%	8
Yadkin County Schools	0.00%	0
Yancey County Schools	0.22%	1
I teach in a NC Public Elementary Charter School.	3.55%	16

Description of Quantitative Data Analysis and Results

Raw data from SurveyMonkey. Items 5-23 of the North Carolina Public Elementary School Teacher Motivation Survey were 5-point Likert-type scale items, asking participants to rate their levels of agreement, using strongly disagree, disagree, neutral, agree, or strongly agree, to respond to statements aligned with the constructs of autonomy, mastery, and purpose. Participant responses on the 5-point Likert scale were collected and transformed into a numerical score. Items were coded so that higher values were aligned with higher levels of intrinsic motivation.

Values assigned to Likert-type ratings were dependent upon the phrasing of the questions. Items 5, 6, 10, and 11 employ negative phrasing and thus were coded as 1=strongly agree; 2=agree; 3=neutral; 4=disagree; and 5=strongly disagree. Items 7-9 and 12-23 use positive phrasing and were coded as 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; and 5=strongly agree. Higher weighted averages are associated with higher degrees of intrinsic motivation. This is the same association for higher mean ranks in the statistical analysis completed to determine significant difference: Higher mean ranks are indicative of higher levels of intrinsic motivation.

Data from SurveyMonkey is presented in Figures 6-9. The percentage of respondents for each answer choice for the total number of teachers completing the survey and each generational cohort are included, allowing the reader to make per item comparisons of the cohorts to the total. Weighted averages are also included, with higher values indicative of higher degrees of intrinsic motivation.

Items 5-11 measure the degree to which teachers agree with statements aligned to the construct of autonomy, a central component for intrinsic motivation (Pink, 2009). Figure 6 includes SurveyMonkey data for these items. Responses indicated low levels of

autonomy across all cohorts, particularly regarding standardized test-driven instruction, scheduling, and being monitored for compliance. Teachers reported higher levels of autonomy concerning the opportunities to work with team members to solve problems.

5	The Common Core Standards/North Carolina Standard Course of Study limits the freedom I have to do what I want in the classroom.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>11%</td> <td>31%</td> <td>35%</td> <td>20%</td> <td>4%</td> <td>3.25</td> </tr> <tr> <td>Gen Xers</td> <td>10%</td> <td>29%</td> <td>29%</td> <td>27%</td> <td>5%</td> <td>3.12</td> </tr> <tr> <td>Millennials</td> <td>4%</td> <td>37%</td> <td>29%</td> <td>21%</td> <td>8%</td> <td>3.09</td> </tr> <tr> <td>Total</td> <td>8%</td> <td>32%</td> <td>30%</td> <td>24%</td> <td>6%</td> <td>3.13</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	11%	31%	35%	20%	4%	3.25	Gen Xers	10%	29%	29%	27%	5%	3.12	Millennials	4%	37%	29%	21%	8%	3.09	Total	8%	32%	30%	24%	6%	3.13
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Millennials	15%	38%	21%	24%	2%	2.6																															
Total	17%	38%	16%	27%	2%	2.6																															
8	I can determine to some degree the people I collaborate with at work.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>5%</td> <td>18%</td> <td>13%</td> <td>60%</td> <td>4%</td> <td>3.38</td> </tr> <tr> <td>Gen Xers</td> <td>5%</td> <td>21%</td> <td>14%</td> <td>52%</td> <td>7%</td> <td>3.36</td> </tr> <tr> <td>Millennials</td> <td>2%</td> <td>19%</td> <td>19%</td> <td>54%</td> <td>6%</td> <td>3.43</td> </tr> <tr> <td>Total</td> <td>4%</td> <td>20%</td> <td>15%</td> <td>54%</td> <td>7%</td> <td>3.39</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	5%	18%	13%	60%	4%	3.38	Gen Xers	5%	21%	14%	52%	7%	3.36	Millennials	2%	19%	19%	54%	6%	3.43	Total	4%	20%	15%	54%	7%	3.39
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	5%	18%	13%	60%	4%	3.38																															
Gen Xers	5%	21%	14%	52%	7%	3.36																															
Millennials	2%	19%	19%	54%	6%	3.43																															
Total	4%	20%	15%	54%	7%	3.39																															
9	When I run into a problem at work, I have the flexibility to work with a team or solve the problem myself.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>4%</td> <td>7%</td> <td>13%</td> <td>69%</td> <td>7%</td> <td>3.69</td> </tr> <tr> <td>Gen Xers</td> <td>2%</td> <td>5%</td> <td>13%</td> <td>66%</td> <td>14%</td> <td>3.85</td> </tr> <tr> <td>Millennials</td> <td>1%</td> <td>7%</td> <td>15%</td> <td>60%</td> <td>16%</td> <td>3.83</td> </tr> <tr> <td>Total</td> <td>2%</td> <td>6%</td> <td>14%</td> <td>65%</td> <td>14%</td> <td>3.82</td> </tr> </tbody> </table> <p style="text-align: right;">(continued)</p>		SD	D	N	A	SA	Weighted Avg.	Boomers	4%	7%	13%	69%	7%	3.69	Gen Xers	2%	5%	13%	66%	14%	3.85	Millennials	1%	7%	15%	60%	16%	3.83	Total	2%	6%	14%	65%	14%	3.82
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	4%	7%	13%	69%	7%	3.69																															
Gen Xers	2%	5%	13%	66%	14%	3.85																															
Millennials	1%	7%	15%	60%	16%	3.83																															
Total	2%	6%	14%	65%	14%	3.82																															

10	I have very little choice over what I do each day in the classroom.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	11%	53%	16%	16%	4%	3.51
		Gen Xers	13%	50%	16%	18%	3%	3.51
		Millennials	13%	49%	23%	13%	3%	3.56
	Total	13%	50%	18%	16%	3%	3.53	
11	My performance at work, and the performance of my fellow teachers, is carefully monitored by others to ensure that we are doing our job correctly.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	4%	7%	22%	53%	15%	2.33
		Gen Xers	2%	7%	14%	57%	20%	2.13
		Millennials	3%	11%	18%	54%	14%	2.36
	Total	2%	8%	16%	56%	18%	2.22	

Figure 6. Autonomy Responses and Weighted Averages.

Figure 7 contains items 12-18, aligned with the construct of mastery, the second ingredient of intrinsic motivation (Pink, 2009). The majority of these items reflect high levels of mastery across all generations, particularly related to striving to learn, set goals, and improve practices.

12	In my work, I often experience “flow” – the state of optimal challenge when I am totally engrossed in what I am doing.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>4%</td> <td>15%</td> <td>18%</td> <td>58%</td> <td>5%</td> <td>3.47</td> </tr> <tr> <td>Gen Xers</td> <td>2%</td> <td>14%</td> <td>27%</td> <td>48%</td> <td>7%</td> <td>3.44</td> </tr> <tr> <td>Millennials</td> <td>3%</td> <td>13%</td> <td>26%</td> <td>54%</td> <td>5%</td> <td>3.45</td> </tr> <tr> <td>Total</td> <td>3%</td> <td>14%</td> <td>26%</td> <td>51%</td> <td>6%</td> <td>3.45</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	4%	15%	18%	58%	5%	3.47	Gen Xers	2%	14%	27%	48%	7%	3.44	Millennials	3%	13%	26%	54%	5%	3.45	Total	3%	14%	26%	51%	6%	3.45
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	4%	15%	18%	58%	5%	3.47																															
Gen Xers	2%	14%	27%	48%	7%	3.44																															
Millennials	3%	13%	26%	54%	5%	3.45																															
Total	3%	14%	26%	51%	6%	3.45																															
13	In my teaching job, I am always striving to improve my teaching abilities.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>0%</td> <td>0%</td> <td>2%</td> <td>42%</td> <td>56%</td> <td>4.55</td> </tr> <tr> <td>Gen Xers</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>46%</td> <td>54%</td> <td>4.54</td> </tr> <tr> <td>Millennials</td> <td>0%</td> <td>1%</td> <td>2%</td> <td>45%</td> <td>52%</td> <td>4.49</td> </tr> <tr> <td>Total</td> <td>0%</td> <td>0%</td> <td>1%</td> <td>45%</td> <td>54%</td> <td>4.52</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	0%	0%	2%	42%	56%	4.55	Gen Xers	0%	0%	0%	46%	54%	4.54	Millennials	0%	1%	2%	45%	52%	4.49	Total	0%	0%	1%	45%	54%	4.52
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	0%	0%	2%	42%	56%	4.55																															
Gen Xers	0%	0%	0%	46%	54%	4.54																															
Millennials	0%	1%	2%	45%	52%	4.49																															
Total	0%	0%	1%	45%	54%	4.52																															
14	In my teaching job, I set goals that are important to me and I regularly assess myself to see if I am attaining them.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>0%</td> <td>0%</td> <td>9%</td> <td>65%</td> <td>25%</td> <td>4.16</td> </tr> <tr> <td>Gen Xers</td> <td>0%</td> <td>2%</td> <td>10%</td> <td>61%</td> <td>27%</td> <td>4.13</td> </tr> <tr> <td>Millennials</td> <td>1%</td> <td>6%</td> <td>14%</td> <td>62%</td> <td>17%</td> <td>3.89</td> </tr> <tr> <td>Total</td> <td>0%</td> <td>3%</td> <td>11%</td> <td>62%</td> <td>24%</td> <td>4.06</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	0%	0%	9%	65%	25%	4.16	Gen Xers	0%	2%	10%	61%	27%	4.13	Millennials	1%	6%	14%	62%	17%	3.89	Total	0%	3%	11%	62%	24%	4.06
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	0%	0%	9%	65%	25%	4.16																															
Gen Xers	0%	2%	10%	61%	27%	4.13																															
Millennials	1%	6%	14%	62%	17%	3.89																															
Total	0%	3%	11%	62%	24%	4.06																															
15	I can improve my teaching abilities (and student learning) when I work hard to learn new teaching strategies.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>0%</td> <td>2%</td> <td>4%</td> <td>65%</td> <td>29%</td> <td>4.22</td> </tr> <tr> <td>Gen Xers</td> <td>0%</td> <td>2%</td> <td>9%</td> <td>57%</td> <td>32%</td> <td>4.18</td> </tr> <tr> <td>Millennials</td> <td>0%</td> <td>1%</td> <td>6%</td> <td>64%</td> <td>29%</td> <td>4.22</td> </tr> <tr> <td>Total</td> <td>0%</td> <td>2%</td> <td>7%</td> <td>61%</td> <td>31%</td> <td>4.2</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	0%	2%	4%	65%	29%	4.22	Gen Xers	0%	2%	9%	57%	32%	4.18	Millennials	0%	1%	6%	64%	29%	4.22	Total	0%	2%	7%	61%	31%	4.2
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	0%	2%	4%	65%	29%	4.22																															
Gen Xers	0%	2%	9%	57%	32%	4.18																															
Millennials	0%	1%	6%	64%	29%	4.22																															
Total	0%	2%	7%	61%	31%	4.2																															
16	I chose teaching primarily because the work is interesting and challenging.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>0%</td> <td>16%</td> <td>16%</td> <td>44%</td> <td>24%</td> <td>3.75</td> </tr> <tr> <td>Gen Xers</td> <td>2%</td> <td>13%</td> <td>13%</td> <td>52%</td> <td>21%</td> <td>3.76</td> </tr> <tr> <td>Millennials</td> <td>3%</td> <td>18%</td> <td>16%</td> <td>51%</td> <td>11%</td> <td>3.51</td> </tr> <tr> <td>Total</td> <td>2%</td> <td>15%</td> <td>14%</td> <td>51%</td> <td>18%</td> <td>3.68</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	0%	16%	16%	44%	24%	3.75	Gen Xers	2%	13%	13%	52%	21%	3.76	Millennials	3%	18%	16%	51%	11%	3.51	Total	2%	15%	14%	51%	18%	3.68
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	0%	16%	16%	44%	24%	3.75																															
Gen Xers	2%	13%	13%	52%	21%	3.76																															
Millennials	3%	18%	16%	51%	11%	3.51																															
Total	2%	15%	14%	51%	18%	3.68																															

(continued)

17	Through engagement with interesting content and continuing to learn, I have become a better teacher over time.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	0%	0%	2%	49%	49%	4.47
		Gen Xers	0%	1%	4%	59%	37%	4.31
		Millennials	1%	1%	5%	70%	23%	4.13
Total	0%	1%	4%	61%	34%	4.27		
18	I believe my teaching ability can become better when I work hard to improve it.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	0%	2%	2%	56%	40%	4.35
		Gen Xers	0%	2%	2%	56%	40%	4.35
		Millennials	1%	1%	2%	58%	39%	4.33
Total	0%	1%	2%	57%	40%	4.34		

Figure 7. Mastery Responses and Weighted Averages.

Figure 8 includes items 19-23, aligned with the construct of purpose, the third ingredient of intrinsic motivation (Pink, 2009). Teachers reported the highest levels of purpose-driven motivation on item 19, which considers altruistic tendencies. Responses to other items reveal lower levels of purpose-driven motivation and a disconnect between what teachers consider to be the purpose of their work versus the perceived purposes of the state, as evidenced by the low percentage of teachers in agreement with the policy direction of the state.

19	Although one of the main reasons I work is to earn money, an equally important purpose of my work is to improve the lives of others or the world in some way, and teaching allows me to do this.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>29%</td> <td>65%</td> <td>4.6</td> </tr> <tr> <td>Gen Xers</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>39%</td> <td>56%</td> <td>4.51</td> </tr> <tr> <td>Millennials</td> <td>1%</td> <td>0%</td> <td>4%</td> <td>38%</td> <td>57%</td> <td>4.51</td> </tr> <tr> <td>Total</td> <td>0%</td> <td>0%</td> <td>5%</td> <td>37%</td> <td>58%</td> <td>4.52</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	0%	0%	5%	29%	65%	4.6	Gen Xers	0%	0%	5%	39%	56%	4.51	Millennials	1%	0%	4%	38%	57%	4.51	Total	0%	0%	5%	37%	58%	4.52
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	0%	0%	5%	29%	65%	4.6																															
Gen Xers	0%	0%	5%	39%	56%	4.51																															
Millennials	1%	0%	4%	38%	57%	4.51																															
Total	0%	0%	5%	37%	58%	4.52																															
20	My district or school clearly explains the rationale behind the direction they're going.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>13%</td> <td>18%</td> <td>20%</td> <td>45%</td> <td>4%</td> <td>3.09</td> </tr> <tr> <td>Gen Xers</td> <td>5%</td> <td>16%</td> <td>22%</td> <td>41%</td> <td>15%</td> <td>3.44</td> </tr> <tr> <td>Millennials</td> <td>9%</td> <td>14%</td> <td>34%</td> <td>39%</td> <td>5%</td> <td>3.17</td> </tr> <tr> <td>Total</td> <td>7%</td> <td>16%</td> <td>26%</td> <td>41%</td> <td>11%</td> <td>3.31</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	13%	18%	20%	45%	4%	3.09	Gen Xers	5%	16%	22%	41%	15%	3.44	Millennials	9%	14%	34%	39%	5%	3.17	Total	7%	16%	26%	41%	11%	3.31
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	13%	18%	20%	45%	4%	3.09																															
Gen Xers	5%	16%	22%	41%	15%	3.44																															
Millennials	9%	14%	34%	39%	5%	3.17																															
Total	7%	16%	26%	41%	11%	3.31																															
21	I agree with the direction my district or school is headed.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>9%</td> <td>18%</td> <td>31%</td> <td>35%</td> <td>7%</td> <td>3.13</td> </tr> <tr> <td>Gen Xers</td> <td>4%</td> <td>17%</td> <td>30%</td> <td>38%</td> <td>11%</td> <td>3.34</td> </tr> <tr> <td>Millennials</td> <td>6%</td> <td>19%</td> <td>35%</td> <td>35%</td> <td>6%</td> <td>3.16</td> </tr> <tr> <td>Total</td> <td>5%</td> <td>18%</td> <td>32%</td> <td>36%</td> <td>9%</td> <td>3.26</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	9%	18%	31%	35%	7%	3.13	Gen Xers	4%	17%	30%	38%	11%	3.34	Millennials	6%	19%	35%	35%	6%	3.16	Total	5%	18%	32%	36%	9%	3.26
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	9%	18%	31%	35%	7%	3.13																															
Gen Xers	4%	17%	30%	38%	11%	3.34																															
Millennials	6%	19%	35%	35%	6%	3.16																															
Total	5%	18%	32%	36%	9%	3.26																															
22	I agree with direction the state of NC is headed regarding educating North Carolina's children.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>35%</td> <td>33%</td> <td>25%</td> <td>4%</td> <td>4%</td> <td>2.09</td> </tr> <tr> <td>Gen Xers</td> <td>21%</td> <td>35%</td> <td>32%</td> <td>11%</td> <td>2%</td> <td>2.38</td> </tr> <tr> <td>Millennials</td> <td>29%</td> <td>32%</td> <td>31%</td> <td>7%</td> <td>1%</td> <td>2.18</td> </tr> <tr> <td>Total</td> <td>25%</td> <td>34%</td> <td>31%</td> <td>8%</td> <td>2%</td> <td>2.28</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	35%	33%	25%	4%	4%	2.09	Gen Xers	21%	35%	32%	11%	2%	2.38	Millennials	29%	32%	31%	7%	1%	2.18	Total	25%	34%	31%	8%	2%	2.28
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	35%	33%	25%	4%	4%	2.09																															
Gen Xers	21%	35%	32%	11%	2%	2.38																															
Millennials	29%	32%	31%	7%	1%	2.18																															
Total	25%	34%	31%	8%	2%	2.28																															
23	I understand the purpose of the tasks required of me in my teaching job.	<table border="1"> <thead> <tr> <th></th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> <th>Weighted Avg.</th> </tr> </thead> <tbody> <tr> <td>Boomers</td> <td>5%</td> <td>7%</td> <td>22%</td> <td>53%</td> <td>13%</td> <td>3.6</td> </tr> <tr> <td>Gen Xers</td> <td>1%</td> <td>13%</td> <td>9%</td> <td>62%</td> <td>16%</td> <td>3.79</td> </tr> <tr> <td>Millennials</td> <td>1%</td> <td>8%</td> <td>16%</td> <td>63%</td> <td>11%</td> <td>3.75</td> </tr> <tr> <td>Total</td> <td>2%</td> <td>10%</td> <td>13%</td> <td>61%</td> <td>14%</td> <td>3.75</td> </tr> </tbody> </table>		SD	D	N	A	SA	Weighted Avg.	Boomers	5%	7%	22%	53%	13%	3.6	Gen Xers	1%	13%	9%	62%	16%	3.79	Millennials	1%	8%	16%	63%	11%	3.75	Total	2%	10%	13%	61%	14%	3.75
	SD	D	N	A	SA	Weighted Avg.																															
Boomers	5%	7%	22%	53%	13%	3.6																															
Gen Xers	1%	13%	9%	62%	16%	3.79																															
Millennials	1%	8%	16%	63%	11%	3.75																															
Total	2%	10%	13%	61%	14%	3.75																															

Figure 8. Purpose Responses and Weighted Averages.

Items 24-28 were likewise Likert-type items measuring degrees of agreement with statements designed to indicate leanings toward either intrinsic or extrinsic motivation on factors associated with the teaching profession. These items were coded as 1=strongly agree; 2=agree; 3=neutral; 4=disagree; and 5=strongly disagree. Items with higher weighted averages also indicate higher degrees of intrinsic motivation. Conversely, lower weighted averages are associated with higher degrees of motivation by extrinsic factors of the teaching profession. Of particular interest is the response to item 28, regarding bonus pay tied to student test scores. Teachers across all cohorts, particularly Baby Boomers, reported low levels of agreement that bonuses inspire them to work harder to help students learn. There is some evidence of teachers being extrinsically motivated by financial measures, particularly among Millennials; however, this may be due to the large percentage of teachers who report working multiple jobs as well as the high level of student loan debt carried by Millennials (Bado, 2017; DiGangi, 2017). In spite of the additional financial pressure faced by Millennials by being on the lower end of the salary scale and having greater student debt, only 21% reported agreement that bonuses inspire them to work harder to help students learn. These data are presented in Figure 9.

24	The primary reason I continue to teach is for the salary and retirement benefits.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	13%	36%	11%	31%	9%	3.13
		Gen Xers	22%	36%	21%	15%	7%	3.52
		Millennials	29%	44%	16%	9%	4%	3.85
Total	23%	38%	18%	15%	6%	3.57		
25	The primary reason I continue to teach is for the job security.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	18%	33%	15%	33%	2%	3.33
		Gen Xers	13%	43%	23%	17%	4%	3.45
		Millennials	24%	37%	21%	16%	2%	3.64
Total	17%	40%	22%	19%	3%	3.49		
26	The schedule of breaks in the school calendar and time off in the summer is a major reason I stay in teaching.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	9%	42%	24%	20%	5%	3.29
		Gen Xers	15%	32%	22%	25%	6%	3.25
		Millennials	16%	31%	21%	24%	8%	3.24
Total	15%	33%	22%	24%	6%	3.25		
27	If I were paid more money for my job, I would perform at a higher level.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	16%	44%	18%	16%	5%	3.49
		Gen Xers	14%	34%	19%	22%	11%	3.18
		Millennials	9%	32%	21%	22%	15%	2.99
Total	13%	35%	20%	22%	12%	3.16		
28	Bonuses tied to student achievement inspire me to work harder to help students learn.						Weighted Avg.	
			SD	D	N	A	SA	
		Boomers	47%	29%	9%	11%	4%	4.05
		Gen Xers	33%	35%	13%	14%	5%	3.77
		Millennials	23%	34%	19%	15%	9%	3.46
Total	32%	34%	14%	14%	6%	3.71		

Figure 9. Type I vs. Type X Responses and Weighted Averages.

Data from Statistical Tests

Quantitative data were analyzed for cohort differences both by individual item and by groups of items representing the constructs of autonomy, mastery, purpose, and Type I vs. Type X attitudes. Individual items were analyzed for significant difference between all groups using the Kruskal-Wallis H Test and followed up with the Mann-Whitney U Test to compare differences between pairs of groups. The ANOVA and follow-up tests were used to analyze groups of items according to overall construct represented.

Kruskal-Wallis H Test results. The Kruskal-Wallis H Test was used to determine if significant differences were present between the three generational cohorts. A follow-up Mann-Whitney U test was applied to determine which of the cohorts showed significant difference.

In order to perform the Kruskal-Wallis H Test, the assumption that the dataset within each group has the same shape distributions and variability was first examined. As can be seen by the distribution plots in Appendix C, the distribution of scores for Baby Boomers, Generation Xers, and Millennials are not identical for any of the items. They have different shapes and variabilities. Therefore, the Kruskal-Wallis H test was used to compare mean ranks, rather than comparing the median, among the three groups (“Kruskal-Wallis H Test using SPSS Statistics,” n.d.). Table 7 displays the results of the Kruskal-Wallis H Test.

Table 7

Mean Rank and Test Statistics of Kruskal-Wallis Test by Generation Groups

Item	Mean Rank			Test Statistics		
	Baby Boomer	Generation X	Millennial	Chi-Square	df	p
Item 5	239.98	224.26	223.69	0.78	2	0.68
Item 6	229.54	220.01	235.56	1.49	2	0.47
Item 7	204.55	229.79	227.5	1.88	2	0.39
Item 8	226.87	224.38	228.61	0.12	2	0.94
Item 9	208.87	229.35	226.61	1.55	2	0.46
Item 10	224.83	225.24	227.86	0.05	2	0.98
Item 11	240.95	213.33	243.29	6.86	2	0.03
Item 12	233.36	224.15	226.49	0.27	2	0.87
Item 13	231.52	227.54	221.03	0.45	2	0.80
Item 14	238.8	236.76	201.29	9.79	2	0.01
Item 15	228.1	224.87	227.24	0.06	2	0.97
Item 16	233.55	236.29	204.21	6.63	2	0.04
Item 17	263.40	232.61	199.23	15.11	2	0.001
Item 18	226.84	227.01	223.83	0.08	2	0.96
Item 19	242.42	223.03	224.98	1.34	2	0.51
Item 20	204.76	240.5	207.83	8.07	2	0.02
Item 21	212.47	235.32	214.28	3.32	2	0.19
Item 22	198.96	238.21	214.29	6.27	2	0.04
Item 23	206.6	232.32	222.06	2.54	2	0.28
Item 24	180.79	219.84	255.03	15.31	2	0.00
Item 25	208.37	220.44	243.1	4.24	2	0.12
Item 26	230.33	225.65	224.94	0.08	2	0.96
Item 27	260.26	228.13	208.65	6.78	2	0.03
Item 28	265.55	232.24	199.05	12.60	2	0.00

A statistically significant difference in the mean rank scores of the three generational cohort groups were found for items 11, 14, 16, 17, 20, 22, 24, 27, and 28. A p value of less than .05 indicates strong evidence of a statistically significant difference among the groups. Higher mean ranks are associated with higher levels of intrinsic motivation.

For item 11, part of the autonomy construct, “My performance at work, and the performance of my fellow teachers, is carefully monitored by others to ensure that we are

doing our job correctly,” yielded significant difference, ($\chi^2(2) = 6.86, p = 0.03$) with a mean rank motivation score of 240.95 for Baby Boomers, 213.33 for Generation Xers, and 243.29 for Millennials.

From the mastery construct, item 14, “In my teaching job, I set goals that are important to me, and I regularly assess myself to see if I am attaining them,” yielded significant difference, ($\chi^2(2) = 9.80, p = 0.01$), with a mean rank motivation score of 238.8 for Baby Boomers, 236.76 for Generation Xers, and 201.29 for Millennials. Also from the mastery construct, item 16, “I chose teaching primarily because the work is interesting and challenging,” yielded values of $\chi^2(2) = 6.63, p = 0.04$, with a mean rank motivation score of 233.55 for Baby Boomers, 236.29 for Generation Xers, and 204.21 for Millennials. For item 17, “Through engagement with interesting content and continuing to learn, I have become a better teacher over time,” significant group differences were found $\chi^2(2) = 15.11, p = 0.001$, with a mean rank motivation score of 263.40 for Baby Boomers, 232.61 for Generation Xers, and 199.23 for Millennials.

From the purpose construct, item 20, “My district or school clearly explains the rationale behind the direction they’re going,” denotes significant difference, with values of $\chi^2(2) = 8.07, p = 0.018$, with a mean rank motivation score of 204.76 for Baby Boomers, 240.5 for Generation Xers, and 207.83 for Millennials. Also from the purpose construct, Item 22, “I agree with direction the state of NC is headed regarding educating North Carolina’s children,” denotes values of $\chi^2(2) = 6.27, p = 0.043$, with a mean rank motivation score of 198.96 for Baby Boomers, 238.21 for Generation Xers, and 214.29 for Millennials.

Items 24-28 measured participant leaning toward what Pink (2009) referred to as

Type I vs. Type X motivations. Item 24, “The primary reason I continue to teach is for the salary and retirement benefits,” yielded scores of $\chi^2(2) = 15.31, p = 0.00$, with a mean rank motivation score of 180.79 for Baby Boomers, 219.84 for Generation Xers, and 255.03 for Millennials. Item 27, “If I were paid more money for my job, I would perform at a higher level,” yielded scores of $\chi^2(2) = 6.78, p = 0.03$, with a mean rank motivation score of 260.26 for Baby Boomers, 228.13 for Generation Xers, and 208.65 for Millennials. For item 28, “Bonuses tied to student achievement inspire me to work harder to help students learn,” significant difference between cohorts was demonstrated ($\chi^2(2) = 12.60, p = 0.002$), with a mean rank motivation score of 265.55 for the Baby Boomers group, 232.24 for Generation Xers, and 199.05 for Millennials.

Mann-Whitney U Test for differences between cohorts. A Mann-Whitney U Test was then performed on items from the Kruskal-Wallis H Test with p values < 0.05 to ascertain which pair of groups showed a significant mean rank difference. As noted in Chapter 3, the dataset was tested for the appropriateness of performing the Mann-Whitney U Test.

The Shapiro-Wilk normality test was used to check normality of residuals. Table 8 shows that the p values of the Shapiro-Wilk test by each group across all four subscales are larger than 0.05, indicating the normality assumption of residuals is satisfied. Then the Levene’s test for each group was conducted to test the homogeneity assumption of variance. Table 9 shows that the p values of Levene’s tests by each group across all four subscales are larger than 0.05, indicating that the assumption of homogeneity is not violated.

Table 8

Shapiro-Wilk Normality Test by Construct

Construct	Shapiro-Wilks Sig. (<i>p</i>)		
	Baby Boomer	Generation X	Millennial
Autonomy	0.43	0.1	0.313
Mastery	0.22	0.32	0.18
Purpose	0.10	0.1	0.13
Type I vs. Type X	0.49	0.23	0.15

Table 9 contains results of Leven's Test of Homoscedasticity, with *p* values indicating satisfaction of this assumption.

Table 9

Levene's Test of Homogeneity of Variances

Construct	Levene Statistic	df1	df2	Sig. (<i>p</i>)
Autonomy	0.38	2	448	0.69
Mastery	0.002	2	448	0.10
Purpose	1.17	2	448	0.31
Type I vs. Type X	0.58	2	448	0.56

All assumptions for the appropriateness of the Mann-Whitney U Test were satisfied. Results of these mean rank comparison tests can be found in Tables 10-12.

Baby Boomer and Generation X comparisons. Significant differences were found for items 22 and 24 when comparing Baby Boomer and Generation X. For item 22, "I agree with the direction the state of NC is headed regarding educating North Carolina's children," teachers from the Baby Boomer group showed a significant difference from Generation X ($U = 5818.50, p = 0.04$, with a mean rank motivation score of 133.79 for Baby Boomers and 160.77 for Generation Xers). Baby Boomers find a smaller degree of purpose-driven motivation from the direction in which the state of North Carolina is headed than do Generation Xers. It is important to note that this

difference occurs on an item for which only 11% of all teachers either agree or strongly agree, as can be seen in Figure 8. Of the small percentage of teachers who agree or strongly agree, Generation X teachers are more likely than Baby Boomer teachers to be motivated by and find purpose in the direction of education policy in North Carolina.

For item 24, “The primary reason I continue to teach is for the salary and retirement benefits,” Baby Boomers demonstrate higher degrees of extrinsic motivation than teachers from Generation X ($U = 5806.00, p = 0.04$), with a mean rank motivation score of 133.56 for Baby Boomers and 152.11 for Generation Xers. Table 10 displays the data from the Mann Whitney U test comparing Baby Boomers and Gen Xers on all items found by the Kruskal-Wallis H Test to have significant difference. Items with p values of less than 0.05 demonstrate a statistically significant difference.

Table 10

Comparison of Boomers and Gen Xers using Mann-Whitney U Test

Item	Construct	Mean Rank		Test Statistics	
		Baby Boomer	Generation X	Mann-Whitney U	p
Item 11	Autonomy	171.73	152.62	6175.00	0.11
Item 14	Mastery	156.99	155.79	6985.50	0.92
Item 16	Mastery	154.63	156.29	6964.50	0.89
Item 17	Mastery	173.45	152.25	6080.50	0.07
Item 20	Purpose	135.75	160.35	5926.50	0.05
Item 22	Purpose	133.79	160.77	5818.50	0.04
Item 24	Type I vs. Type X	133.56	160.82	5806.00	0.04
Item 27	Type I vs. Type X	174.09	152.11	6045.00	0.09
Item 28	Type I vs. Type X	175.23	151.87	5982.50	0.07

Baby Boomer and Millennial comparisons. Significant differences were found between Baby Boomer and Millennial cohorts on items 14 and 17, both aligned to the mastery construct; and items 24, 27, and 28, measuring degree of motivation from

intrinsic vs. extrinsic factors.

Baby Boomers had higher degrees of mastery-driven motivation than Millennials on both items 14 (“In my teaching job, I set goals that are important to me and I regularly assess myself to see if I am attaining them.”) and item 17 (“Through engagement with interesting content and continuing to learn, I have become a better teacher over time”). Values for item 14 are $U = 3200.50, p = 0.03$, with a mean rank motivation score of 109.81 for the Baby Boomer group and 93.36 for the Millennial group. Values for item 17 are $U = 2752.500, p = 0.00$, with a mean rank motivation score of 117.95 for Baby Boomers and 90.16 for the Millennial group.

Teachers from the Baby Boomer group showed significantly higher levels of intrinsic motivation than for the Millennial group for item 27, “If I were paid more for my job, I would perform at a higher level” ($U = 2960.500, p = 0.01$), with a mean rank motivation score of 114.17 for Baby Boomers and 91.65 for Millennials. For item 28, “Bonuses tied to student achievement inspire me to work harder to help students learn,” with values of $U = 2732.500, p = 0.001$, with mean rank scores of 118.32 for the Baby Boomer group and 90.02 for the Millennial group, again, Baby Boomers demonstrate greater degrees of intrinsic motivation than Millennials. Put another way, Millennials are more likely to have higher degrees of external motivation on these two items related to financial compensation than are Baby Boomers. Factors related to Millennial student debt and needing income from second jobs, as described above, may have impacted these responses (Bado, 2017; DiGangi, 2017).

For item 24, “The primary reason I continue to teach is for the salary and benefits,” like Generation Xers, teachers from the Millennial group showed significantly

lower levels of extrinsic motivation (or higher levels of intrinsic motivation) than the Baby Boomer group ($U = 2597.500, p = 0.00$), with mean rank motivation scores of 106.95 for Millennials and 75.23 for Baby Boomers.

Table 11 displays the data from the Mann Whitney U test comparing Baby Boomers and Millennials on all items found by the Kruskal-Wallis H Test to have significant difference. Items with p values of less than 0.05 demonstrate a statistically significant difference.

Table 11

Comparison of Boomers and Millennials using Mann-Whitney U Test

Item	Construct	Mean Rank		Test Statistics	
		Baby Boomer	Millennial	Mann-Whitney U	<i>p</i>
Item 11	Autonomy	97.22	98.31	3807	0.89
Item 14	Mastery	109.81	93.36	3200.5	0.03
Item 16	Mastery	106.93	94.49	3359	0.14
Item 17	Mastery	117.95	90.16	2752.5	0.00
Item 20	Purpose	97.01	98.39	3795.5	0.87
Item 22	Purpose	93.17	99.9	3584.5	0.43
Item 24	Type I vs. Type X	75.23	106.95	2597.5	0.00

Generation X and Millennial comparisons. For item 11, “My performance at work, and the performance of my fellow teachers is carefully monitored by others to ensure that we are doing our jobs correctly,” teachers from the Generation X group showed significantly lower degrees of intrinsic motivation on this autonomy construct than those from the Millennial group ($U = 15542, p = 0.02$), with a mean rank motivation score of 189.21 for Generation Xers and, 215.49 for Millennials.

Significant differences were found in three mastery construct items: 14, 16, and 17, with Generation X teachers demonstrating higher degrees of intrinsic motivation than

Millennials, fueled by a feeling of mastery. Teachers from the Generation X group showed significantly higher intrinsic motivation for item 14, “In my teaching job, I set goals that are important to me, and I regularly assess myself to see if I am attaining them,” ($U = 15110.50, p = 0.00$), with a mean rank motivation score of 209.47 for the Generation X group, and 178.43 for Millennials. Item 16, “I chose teaching primarily because the work is interesting and challenging,” ($U = 15361, p = 0.01$), with a mean rank motivation score of 208.5 for Generation X, and 180.22 for Millennials), suggests that Millennials were drawn to the profession for reasons other than finding the work to be “interesting and challenging.” This finding is reinforced by the raw data from Figure 7, showing that 21% of Millennials either strongly disagree or disagree that this is a primary reason for choosing the profession. The final mastery construct with significant difference is Item 17, “Through engagement with interesting content and continuing to learn, I have become a better teacher over time.” Values for this item ($U = 15269.50, p = 0.000$), with a mean rank motivation score of 208.85 for Generation Xers and 179.57 for Millennials, again suggests that like Boomers, Generation Xers had higher degrees of mastery-driven motivation than Millennials.

From those in the purpose construct, only item 20 (“My district or school clearly explains the rationale behind the directions they’re going”) yielded significant difference between Generation Xers and Millennials, with Millennials showing lower degrees of purpose driven motivation than Generation Xers ($U = 15321, p = 0.01$), with a mean rank score of 208.65 for Generation X and 179.94 for Millennials.

Regarding the Type I vs. Type X measures, only two items indicate significant difference between these two groups. Millennials demonstrate higher degrees of intrinsic

motivation – or lower levels of extrinsic motivation – on item 24, “The primary reason I continue to teach is for the salary and retirement benefits” ($U = 15109, p = 0.01$), with a mean rank score of 187.52 for Generation Xers and 218.58 for Millennials. For item 28, “Bonuses tied to student achievement inspire me to work harder to help students learn,” Millennials are significantly more motivated by this extrinsic factor than Generation X teachers ($U = 15264.50, p = 0.01$), with a mean rank motivation score of 208.87 for Generation X group and 179.53 for Millennial group

Table 12 contains the data for the Generation X and Millennial comparison.

Table 12

Comparison of Generation X and Millennials using Mann-Whitney U Test

Item	Construct	Mean Rank		Test Statistics	
		Generation X	Millennial	Mann-Whitney U	p
Item 11	Autonomy	189.21	215.49	15542	0.02
Item 14	Mastery	209.47	178.43	15110.5	0.00
Item 16	Mastery	208.5	180.22	15361	0.01
Item 17	Mastery	208.85	179.57	15269.5	0.00
Item 20	Purpose	208.65	179.94	15321	0.01
Item 22	Purpose	205.94	184.9	16015.5	0.07
Item 24	Type I vs. Type X	187.52	218.58	15109	0.01
Item 27	Type I vs. Type X	204.51	187.51	16381	0.15
Item 28	Type I vs. Type X	208.87	179.53	15264.5	0.01

ANOVA and follow-up comparisons tests. An ANOVA and its follow-up LSD comparison t test were applied to examine if significant differences are present between three groups (i.e., Baby Boomer, Generation X, and Millennial cohorts) by each construct (i.e., autonomy, mastery, purpose, and extrinsic motivation). The results of the ANOVA, found in Table 13, indicate significant mean score differences among the three cohorts within the Purpose domain ($F(2,448) = 3.07, p = .048$). LSD comparison t test results,

found in Table 14, indicate that teachers from the Baby Boomer cohort showed significantly lower degrees of intrinsic motivation regarding the purpose construct than Generation X teachers (*Mean difference* = -0.19 , $p = 0.04$). Likewise, the Millennial cohort showed significantly lower degrees of intrinsic motivation regarding this construct than teachers from Generation X group, (*Mean difference* = -0.13 , $p = 0.048$). No significant differences between cohorts were found in the constructs of autonomy, mastery, or Type I vs. Type X tendencies.

Table 13

ANOVA by Constructs

		Sum of Squares	df	Mean Square	F	Sig. (p)
Autonomy	Between Groups	0.27	2.00	0.14	0.49	0.615
	Within Groups	125.524	448.00	0.28		
	Total	125.796	450.00			
Mastery	Between Groups	1.153	2.00	0.58	2.90	0.056
	Within Groups	89.097	448.00	0.20		
	Total	90.250	450.00			
Purpose	Between Groups	2.611	2.00	1.306	3.067	0.048
	Within Groups	190.711	448.00	0.426		
	Total	193.322	450.00			
Type I vs. Type X	Between Groups	0.031	2.00	0.016	0.027	0.973
	Within Groups	257.827	448.00	0.576		
	Total	257.858	450.00			

Table 14

Multiple Comparisons Post Hoc Test by Constructs

Constructs	Group 1 vs.	Group 2	Mean Difference	Std. Error	Sig.
Autonomy	Baby Boomer	Generation X	0.01	0.08	0.93
		Millennial	-0.05	0.08	0.58
	Generation X	Baby Boomer	-0.01	0.08	0.93
		Millennial	-0.05	0.06	0.33
	Millennial	Baby Boomer	0.05	0.08	0.58
		Generation X	0.05	0.06	0.33
Mastery	Baby Boomer	Generation X	0.04	0.07	0.58
		Millennial	0.14	0.07	0.06
	Generation X	Baby Boomer	-0.04	0.07	0.58
		Millennial	0.01	0.05	0.03
	Millennial	Baby Boomer	-0.14	0.07	0.06
		Generation X	-0.01	0.05	0.03
Purpose	Baby Boomer	Generation X	-0.19	0.10	0.04
		Millennial	-0.05	0.10	0.61
	Generation X	Baby Boomer	0.19	0.10	0.04
		Millennial	0.13	0.07	0.048
	Millennial	Baby Boomer	0.05	0.10	0.61
		Generation X	-0.13	0.07	0.048
Type I vs. X	Baby Boomer	Generation X	0.03	0.11	0.82
		Millennial	0.03	0.12	0.83
	Generation X	Baby Boomer	-0.03	0.11	0.82
		Millennial	0.00	0.08	1.00
	Millennial	Baby Boomer	-0.03	0.12	0.83
		Generation X	0.00	0.08	1.00

Motivating factors toward improving teaching. Item 29 asked participants to check the five most motivating factors that push them to become better teachers. Figure 10 shows the factors receiving the highest percentage of responses for each cohort and the motivation construct with which they are aligned.

Baby Boomers reported being most motivated to become better by “Mastery of craft knowledge,” aligned with the mastery construct; “Collaboration,” aligned with the

autonomy construct; and “Opportunities to contribute; Relationship building; and Team cohesiveness,” aligned with the purpose construct. For Generation Xers, the autonomy construct of “Collaboration” was the top response, followed by “Relationship building; and Team Cohesiveness,” both aligned with the purpose construct. “Mastery of craft knowledge” was the fourth highest factor; while “Fun Workplace,” an extrinsic factor, received the fifth highest number of responses. Millennials report being motivated by two items from the purpose construct: “Relationship building; and Team Cohesiveness.” “Collaboration,” aligned with the autonomy construct, received over 41% of responses. “Team Cohesiveness” from the purpose construct and “Clear expectations from principal” from the mastery construct received the fourth and fifth highest number of responses. Like Generation Xers, Millennials also chose the extrinsic factor of “Fun workplace.”

Three factors were represented in the top five responses for all three generations: collaboration, relationship building, and team cohesiveness.

Boomers	%	Gen Xers	%	Millennials	%
Mastery of craft knowledge (Mastery)	52.73	Collaboration (Autonomy)	48.83	Relationship building (Purpose)	50.0
Collaboration (Autonomy)	52.73	Relationship building (Purpose)	39.84	Collaboration (Autonomy)	41.43
Opportunities to contribute (Purpose)	36.36	Team Cohesiveness (Purpose)	37.11	Fun Workplace (Extrinsic)	37.14
Relationship building (Purpose)	32.73	Mastery of craft knowledge (Mastery)	33.59	Team Cohesiveness (Purpose)	34.29
Team cohesiveness (Purpose)	32.73	Fun Workplace (Extrinsic)	32.42	Clear expectations from principal (Mastery)	31.43

Figure 10. Top 5 Responses for Item 29.

Factors receiving the lowest percentage of responses by cohort were also examined. These factors, and the motivation construct with which they are aligned, are reported in Figure 11. Baby Boomers infrequently chose the following items aligned with the autonomy and mastery constructs: use of written goals, frequent feedback from your evaluator, and opportunity to be coached. “Use of written goals” also received the lowest number of responses from Generation Xers and Millennials. “Use of written goals” and “Retention of school culture and traditions” were represented in the bottom five responses for all generations.

Boomers	%	Gen Xers	%	Millennials	%
Use of written goals (Mastery)	1.82%	Use of written goals (Mastery)	1.95	Use of written goals (Mastery)	2.86
Frequent Feedback from your evaluator (Mastery)	3.64	Retention of school culture and traditions (Purpose)	7.03	Respect for age and experience (Mastery)	7.14
Opportunity to be coached (Mastery)	3.64	Frequent feedback from your evaluator (Mastery)	8.59	Retention of school culture and traditions (Purpose)	7.14
Retention of school culture and traditions (Purpose)	5.45	Opportunity to be coached (Mastery)	10.16	Involvement in teams (Autonomy)	10.71
Ability to multitask (Mastery)	10.91	Involvement in teams (Autonomy)	11.33	Ability to multitask (Mastery)	12.14

Figure 11. Lowest 5 Responses for Item 29.

A statistically significant difference between cohorts was found on the following factors: clear expectations from your district or principal, opportunity to be coached, relationship building, frequent feedback from your evaluator, fun workplace, opportunities to contribute, respect for age and experience, and mastery of craft knowledge. Figure 12 denotes the percentage of teachers selecting each factor, separated by cohort. Shaded areas indicate the groups showing significant difference on the listed factor.

Factor	Boomers	Generation X	Millennials	Total
Clear expectations from your district or principal (Mastery)	15%	32%	31%	29%
Opportunity to be coached (Mastery)	4%	10%	15%	11%
Relationship building (Purpose)	33%	40%	50%	42%
Frequent feedback from your evaluator (Mastery)	4%	9%	21%	12%
Fun workplace (Extrinsic)	22%	32%	37%	33%
Opportunities to contribute (Purpose)	36%	28%	17%	26%
Respect for age and experience (Mastery)	20%	15%	7%	13%
Mastery of craft knowledge (Mastery)	53%	34%	30%	35%

Figure 12. Motivating Factors with Statistical Significance between Cohorts.

Teacher plans to teach until retirement age in North Carolina public schools.

Figures 13-15 display respondent answers to the question, “Do you plan to continue teaching until retirement age in North Carolina Public Schools?” Figure 13 shows responses for all teachers, while Figures 14 and 15 contain the responses by cohort and years of teaching experience.

Sixty-one percent of all respondents said they plan to teach in North Carolina public schools until they retire; 30% reported being unsure; and 8% do not plan to teach until retirement in North Carolina public schools.

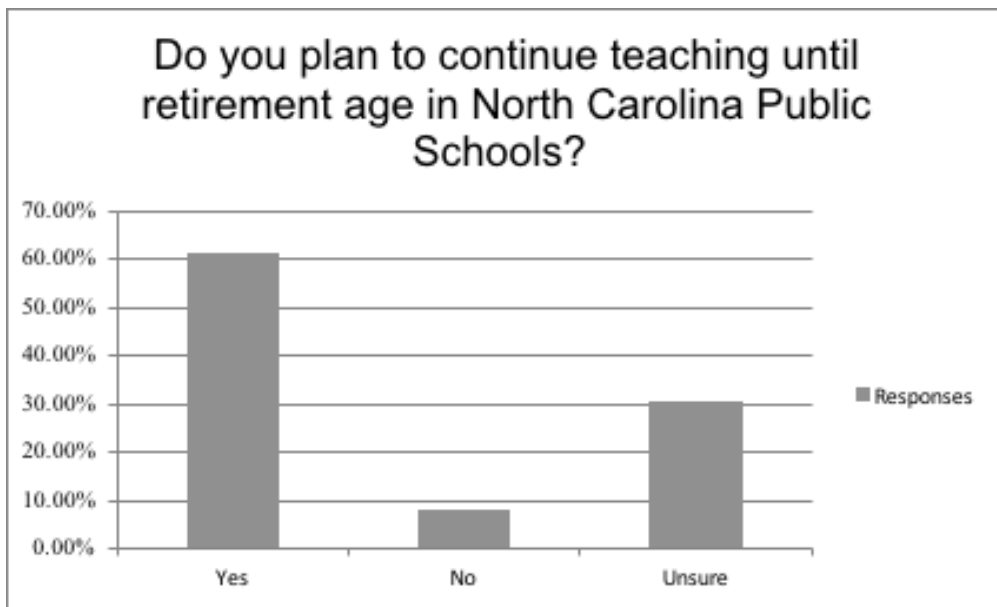


Figure 13. Total Responses to Item 31.

Baby Boomers have the largest percentage of respondents planning to teach in North Carolina public schools until retirement (85%), followed by Generation Xers (65%), and Millennials (46%).

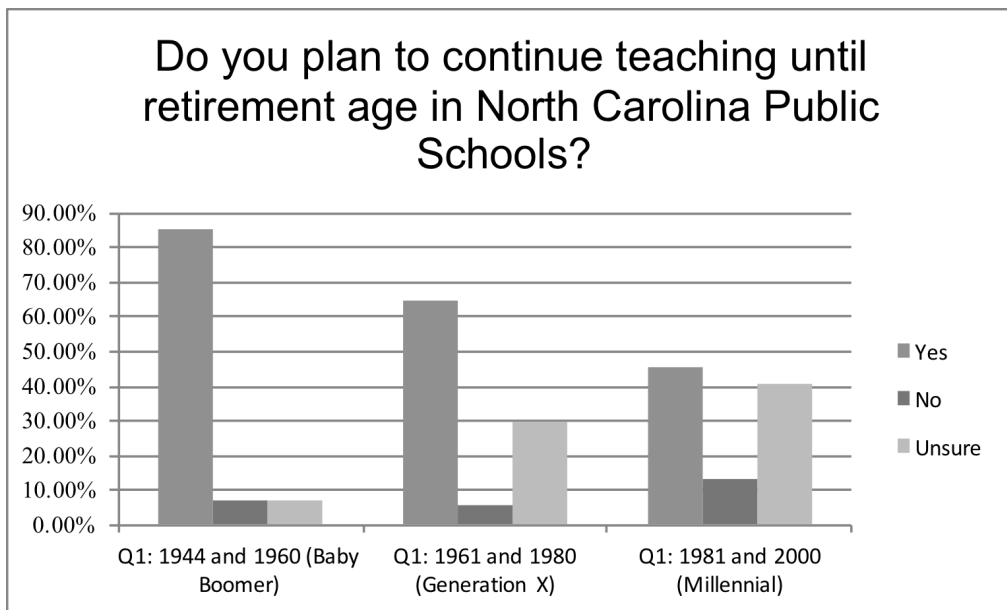


Figure 14. Responses to Item 31 by Cohort.

Teachers with more than 20 and 25 years of experience have the clearest plans to continue teaching in North Carolina public schools until retirement. Under 40% of teachers with 5 or fewer years of experience plan to make a career of teaching in North Carolina Public Schools.

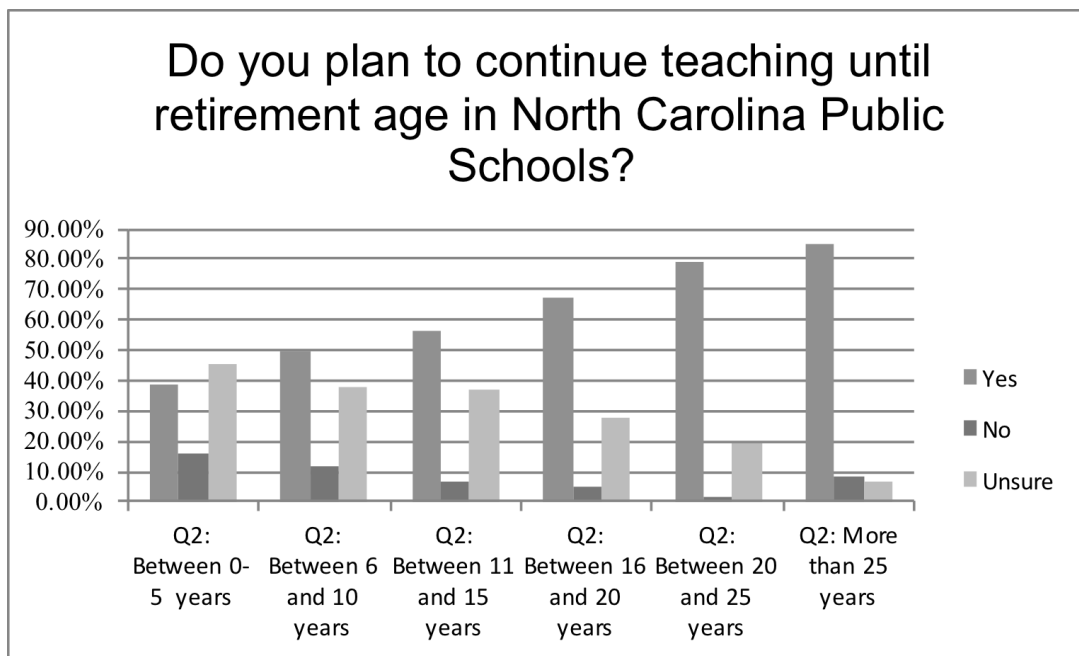


Figure 15. Responses to Item 31 by Years of Teaching Experience.

Teacher access to the survey. More than 92% of teachers accessed the survey via email forwarded from school colleagues, professors, or professional organizations. The remaining respondents accessed the survey via social media sharing or email from family members in the profession.

Qualitative Item Data Analysis

The survey had two open-ended items. Item 30 inquired, “In an ideal world, what would make you most satisfied in your job?” Item 32 was a follow-up question to item 31: participant responses regarding their plans to teach for North Carolina public schools

until retirement. Item 32 stated, “If you answered ‘Yes,’ please say why. If you answered ‘No,’ please say Why Not. If you answered ‘Unsure,’ please say what changes could be made to encourage you to stay.”

Themes emerged from responses to each question. Responses were coded according to these themes and also analyzed for the intrinsic constructs of autonomy, mastery, and purpose and extrinsic factors impacting teacher desires to persist in the profession in North Carolina public schools.

Changes needed to increase job satisfaction: responses to item 30. Analysis of teacher responses is discussed in this section and organized according to generational cohort. Appendices D-F include participant data from this question.

Raising job satisfaction for Baby Boomers. Several themes emerged from Baby Boomer responses to this question. The extrinsic factor of salary was mentioned in a predominant number of responses; however, it was eclipsed by comments mentioning planning and more time for collaboration.

Related to the mastery construct of planning is the desire for less paperwork and fewer initiatives – all in service of having more time to teach and prepare lessons for students. Comments reveal teacher feelings that more responsibilities are added without anything being removed, impacting the amount of time teachers have to fulfill demands without repeated night and weekend work. The time required for testing, which pulls teachers away from teaching, is also a theme within these responses. Other themes within the comments regarding testing is resentment that the assessments are developmentally inappropriate for students and resentment that their yearlong work with students is judged on the basis of test scores.

Figure 16 displays a word cloud with Baby Boomer responses to this item.

Q30 In an ideal world, what would make you most satisfied in your job?

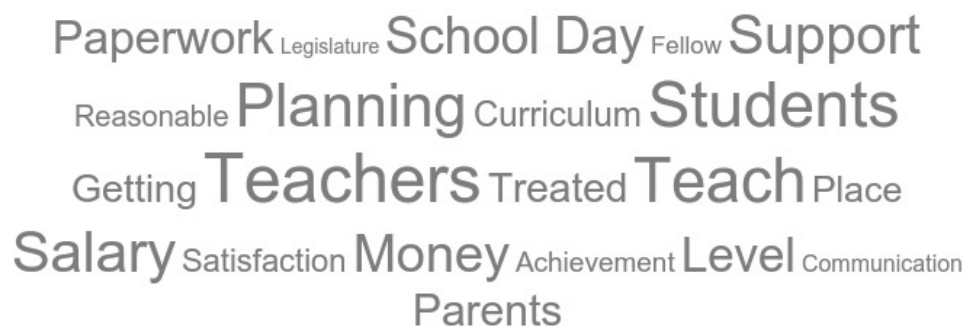


Figure 16. Word Cloud Depicting Baby Boomer Responses to Item 30.

Boomers expressed a desire to be respected, trusted, and appreciated for the contributions they make, particularly by politicians and parents. Baby Boomer responses were more likely than Generation Xer or Millennial responses to include references to the current political climate in North Carolina toward public education, even to the point of direct reference to politicians considered to be threats to public education.

Raising job satisfaction for Generation X teachers. Similar to Baby Boomers, salary and concerns regarding pay were expressed by Generation Xers as important factors in increasing their job satisfaction. Time to teach, plan, and carry out plans is also a major concern. Generation Xers share with Baby Boomers the same concerns about testing and its negative effects on students and teachers. Too much testing and paperwork are listed as factors impacting the amount of time teachers have to do what they feel is best for their students.

Generation X teachers have strong feelings about the lack of respect shown to teachers and the profession; referencing society, the government, and parents. Some teachers commented on a lack of respect from their building and district-level

administrators. Like Baby Boomers, teachers in this cohort overwhelmingly expressed a desire to be respected, appreciated, and trusted. Lack of autonomy in decision-making has eroded the levels of respect, appreciation, and trust teachers in this group experience.

Figure 17 displays a word cloud with Generation Xer responses to this item.

Q30 In an ideal world, what would make you most satisfied in your job?

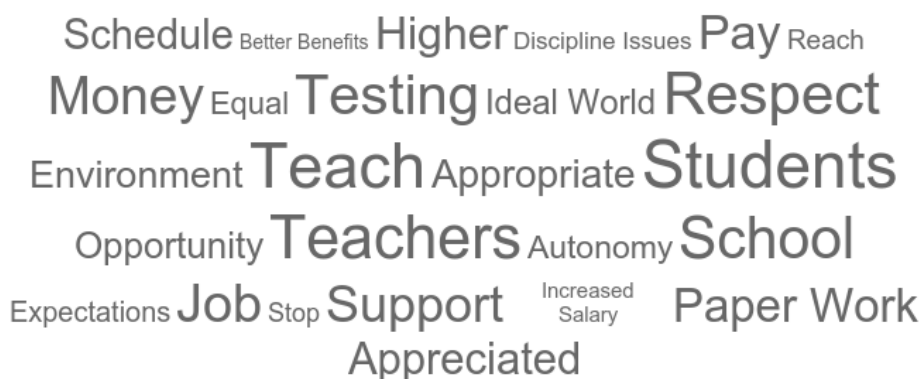


Figure 17. Word Cloud Depicting Generation Xer Responses to Item 30.

This cohort voiced trepidation over lack of resources – monetary and physical resources and also human resources. One teacher stated, “At this point, there are so few adults in the building, I am afraid of the legal liability.” Other teachers echoed this concern for students because of the lack of social workers and nurses to help mitigate the issues children bring to school that impede academic progress. Teachers also express a desire for more teachers and interventionists to be able to help with academic needs.

Raising job satisfaction for Millennials. Like their older colleagues, Millennials cited concerns about inadequate salaries, lack of time for planning, teaching and collaborating, and disillusion over the lack of respect shown to the profession by society, politicians, and parents. They, too, are concerned about the lack of financial and human

resources required to meet the demands of their jobs and student needs.

Millennials expressed concerns over job stress in greater proportions than did Baby Boomers or Generation Xers, although stress was mentioned as a job satisfaction factor by those cohorts as well. A major source of stress is being judged on the basis of student test scores. Managing student behavior and discipline issues were also cited as serious concerns. Teachers conveyed dismay over the amount of time spent on discipline and basic life skills that are not taught at home. These frustrations are exacerbated by the lack of human resources. Many teachers believe there are just not enough people in the building to do the job they are tasked to do.

Figure 18 displays a word cloud with Millennial responses to this item.

Q30 In an ideal world, what would make you most satisfied in your job?



Figure 18. Word Cloud Depicting Millennial Responses to Item 30.

Millennial teachers referenced the desire for greater flexibility and autonomy on aspects of the job ranging from their daily schedules to curriculum-pacing decisions. Several of these comments were linked to issues of trust and respect as well.

The word “fun” appears in the Millennial word cloud, which is consistent with the response from item 29. Teachers express a concern about the job being fun for them but also about their desire to make school fun for students.

Responses to follow-up question for item 31. Item 32 asked participants to enumerate their reasons for planning to teach until retirement or why they planned to leave. Teachers who were unsure were asked to state changes required to encourage their retention in the teaching force. Again, themes were identified and responses coded accordingly. These data are displayed in Tables 15-17. Responses to this item are organized by cohort and teacher answers (yes, no, or unsure) to the question about their plans to continue teaching in North Carolina public schools. Open-ended responses can be found in Appendices G-O.

Follow-up to “yes” responses. Table 15 contains the themes identified in the open-ended responses of teachers planning to stay in the teaching force until retirement. Responses are reported by cohort. As earlier described, 61% of all teachers surveyed intend to teach until retirement in North Carolina. Baby Boomers have the largest percentage of respondents planning to stay (85%), followed by Generation Xers (65%), and Millennials (46%).

Table 15

Themes Present in Teacher Reasons for Continuing to Teach in North Carolina Public Schools

Themes	Baby Boomers n=47	Generation X n=166	Millennials n=64	Total n=277
Pension, retirement benefits	55%	51%	35%	50%
Love of teaching	34%	39%	41%	39%
Altruism: desire to serve others	32%	27%	31%	29%
Relationships with fellow teachers and administration	13%	4%	11%	9%
North Carolina is my home	4%	8%	23%	11%
Commitment to finishing what I started	9%	5%	5%	6%
Other extrinsic factors (time off, commute, etc.)	2%	3%	6%	3%
Planning to stay, but expressed dissatisfaction toward the state	13%	8%	15%	10%

Baby Boomer responses for answering “yes” to item 31. In spite of their frustrations, teachers report that their love of teaching and love for the children are important reasons for them to stay. Extrinsic factors of being close to retirement and continuing to teach to get full retirement and benefits are mentioned more frequently by Baby Boomers than the other two groups.

A popular narrative is that of the old and burned out teachers. This study suggests an alternate view. Love of teaching and altruism are prime motivators for Baby Boomers. Consider the following responses of these three Baby Boomers: “I will stay in teaching because I feel it is what I am called to do. I can’t say I agree with the way

education is going but I will keep trying to do what I think is best for children”; “I love this school, fellow teachers, and the leadership here . . . love working with children”; “at retirement age now . . . will retire when I am no longer excited about the job.”

While the majority of respondents gave comments indicating their dedication to children and the profession, it would be a mistake to conclude that Baby Boomers are dispassionate or passive regarding perceived mistreatment of teachers. Several teachers commented that they would not advise young people to choose teaching as a career. Over 13% of the comments from Baby Boomers planning to teach until retirement also included sharp criticism of the state’s treatment of teachers.

Generation Xer responses for answering “yes” to item 31. While love for teaching, children, and the profession were frequently expressed in Generation Xer reasons for continuing in the profession, extrinsic themes of being too invested to make a change and continuing so that full retirement benefits can be earned figured predominantly in their reasons to stay. This comment captures the sentiments of many Generation X teachers: “I have very few years until retirement, so I am in it until the end . . . would be a very unwise career choice to switch to another job.” Most of the Generation X teachers gave multiple reasons for choosing to stay, stating, for example, that both retirement and a love for teaching made them want to stay; however, in this cohort, over 35% of teachers named only retirement or benefits as the reason for why they will continue to teach in North Carolina. One of those teachers added, “it is too late for me, but I would not encourage anyone to go into public education at the K-5 level.” Comments like those point to deep dissatisfaction, even among teachers who intend to stay in the profession. Like the Baby Boomers, many Generation X teachers took advantage of the opportunity to express harsh criticism over the state’s treatment of

teachers.

This study presents evidence of negative feelings toward the profession in this cohort; however, a substantial number of teachers mentioned only their love of the job in their reasons to stay as evidenced by the following comments: “I love my school!!!!”; “I am making a difference”; and “I love it so much! It makes me happy every day!”

Teachers also echoed the finding from the quantitative analysis that high degrees of mastery encourage increased engagement and satisfaction in the profession: “I have spent half my career in education and feel I have mastered being an excellent teacher. I have grown as a person and teacher and look forward to becoming even better and love on the kiddos.”

Millennial responses for answering “yes” to item 31. Only 46% of Millennials plan to make a career of teaching in North Carolina public schools. Of that number, love for their students and for teaching are prime motivators. The comment below captured what is in the hearts of many Millennials:

I love what I do. Not for the money, not for the insurance, but to be able to change the lives of children in my community. A lot of the children in our community lack support from loving homes due to many reasons. They find stability at school, and I am happy to be a part of that safe and secure feeling!

Another teacher expressed a similar sentiment; however, with this caveat,

I am only continuing to teach because I love my students and want the best for them. I am originally from NY and had I not gotten married and settled here, I would move back for the much higher salary.

These remarks are consistent with the high degrees of altruistic, purpose-driven intrinsic motivation found in results to item 19, in which 95% of Millennial respondents

either agreed or strongly agreed that an important purpose of their work is to “improve the lives of others or the world in some way.”

Another theme within these “yes” responses is that Millennials are close to their families, love living in North Carolina, and desire to stay, expressing the hope that the state will once again become a leader in supporting public education. The high percentage of Millennials expressing love of teaching and altruistic motives is evidence to refute the reputation this cohort has been given, perhaps unfairly, as a selfish generation. These findings are confirmation of the discussion in Chapter 2, stating that Millennials are likely to identify with values of the Veteran generation regarding altruism, purpose, and service. The teachers who commented, “I do not give up,” and “I am making a difference in my students’ lives,” indeed mirror grit and determination, the hallmark values of “The Greatest Generation.”

Consistent with their older colleagues, Millennials also embedded criticism of the state within their comments enumerating their reasons for remaining in the profession in North Carolina, captured in this reflection: “I am at a point where I am unsure what else I would do. I love teaching and I love the children. I am, however, disappointed with the direction our education system is going.”

Follow-up to “no” responses for item 31. Table 16 contains the themes identified in the open-ended responses of teachers planning to leave North Carolina’s teaching force prior to retirement. Responses are reported by cohort. Over 8% of all teachers surveyed determine to leave. Millennials have the largest percentage of respondents who intend to quit (14%), followed by Baby Boomers (7%), and Generation Xers (5%).

Table 16

Themes Present in Responses of Teachers Planning to Leave North Carolina Public Schools

Themes	Baby Boomers n=4	Generation X n=14	Millennials n=19	Total n=37
Disagree with the direction of the state or my district; No longer believe in the purpose (mission)	0%	50%	42%	41%
Dissatisfied with salary	25%	38%	32%	32%
Unreasonable workload/expectations: stress, lack of human and physical resources to meet expectations	25%	78%	42%	54%
Lack of respect and support; not valued	25%	57%	26%	38%
Seeking change: other aspirations, lack of advancement, family relocation, want out of the classroom	25%	29%	53%	41%

Baby Boomer responses for answering “no” to item 31. Teachers in this group stating that they plan to discontinue teaching in North Carolina cited lack of professionalism and salary issues as reasons for not continuing to teach past the years required for retirement eligibility. One teacher stated it is “not worth staying for NC retirement,” while another teacher expresses belief that “my elementary school is becoming less and less professional, and I feel harassed by administration.”

Generation Xer responses for answering “no” to item 31. Salary is a reason these teachers plan to leave, but it does not appear to be the most salient factor. This teacher expressed that she no longer believes in the perceived test-heavy mission of the state:

I agree less and less with what we are doing to our young children. Their daily

schedule, curriculum, and expectations are increasingly less developmentally appropriate. The top down approach that has taken over education has put so much pressure on young children that a FIVE-year-old in OCTOBER of kindergarten told me last week . . . “I don’t know how to do good at school.” When I am dealing with burnout two months into his education, I know that I no longer believe in what I do.

Another teacher lamented the lack of respect at both state and local levels:

I am retiring with 30 years this year. The question for me, is what would make me CONTINUE to teach. Monetary compensation would help me consider staying in, but also the acknowledgement that my experience, knowledge and loyalty is appreciated at the school, county, and state levels would be nice.

Instead of appreciating and rewarding senior teachers, the state freezes our pay, and at the school level I feel like I am overlooked and underappreciated.

Generation X teachers commented on the perceived increasing workload and frustrations at feeling as though, no matter how hard they work, they cannot achieve success. This teacher reported plans to leave in the next 2 years:

It is just too hard to juggle so many initiatives and the needs of the students. It is exhausting for one person to manage it all. . . . It would be impossible for me to remain in this job until retirement due to the toll it takes on my family and my health.

Another teacher expressed the feeling of being “weighed down with burdens” from the toll that “all the extra work requirements” is taking to the point where the “joy of teaching” is gone. Workloads and goals which are perceived as unattainable impact feelings of mastery and self-efficacy, important ingredients for intrinsic motivation.

Millennial responses for answering “no” to item 31. The overarching theme in these responses is that North Carolina does not support its schools or teachers; causing some to want out of the profession entirely, while others express a desire to continue teaching, just not in this state. Fourteen percent of Millennial respondents plan to leave public school employment in North Carolina:

No, this state does not support teachers at all. I am here teaching by circumstance now, and I am enjoying it now because I work at a great school, but long term I know I will not stay here. The state does not respect, revere, nor reward its teachers. I want to work in a unionized state where my time is respected and I know I will not be overworked on a consistent basis. Before working in North Carolina, I worked in a unionized state, and I know teaching anywhere is challenging and stressful, but without the support or security that a union offers its teachers, staying here long term is not a practical option for me.

This teacher made a prediction that the state will suffer a severe teacher shortage soon:

I am currently getting my masters in order to get out of the classroom. I am extremely unhappy with how the state of NC is treating their teachers, and there is going to be a huge teaching shortage soon. If I was paid more and treated with more respect, I would stay in as a teacher, but right now; I want out.

A first-grade teacher with fewer than 5 years of teaching experience expressed extreme frustration over expectations she feels she cannot hope to meet:

I want to quit teaching because I’m sick of working ALL THE TIME for barely any pay or appreciation. I work SO hard, but still do not have enough time to get everything done that is required of me. It is exhausting and it is hurting my mental health and personal life. I come in to work early every day. I stay at work

late every day. I work every single Sunday. I am done.

Of the Millennial survey respondents planning to leave the service in North Carolina, 63% have under 5 years of experience, mirroring the nation regarding the problem of retaining new teachers.

Follow-up to “unsure” responses for item 31. As illustrated in Figure 14, 30% of all teachers reported being unsure about their intentions to teach until retirement in North Carolina. Millennials have the largest percentage of undecided respondents (41%), followed by Generation Xers (30%), and Baby Boomers (7%). Table 17 contains the themes identified in the open-ended responses of these teachers. Responses are reported by cohort.

Table 17

Themes Present in Responses of Undecided Teachers: Changes Required to Encourage Retention in the North Carolina Public Schools

Themes	Baby Boomers n=4	Generation X n=76	Millennials n=57	Total n=137
Change of direction at state level; realigned purpose; less testing	25%	35%	51%	41%
Substantial increase to salary	75%	46%	55%	50%
Reasonable expectations/workload; time for planning and teaching; increased resources to meet expectations	75%	41%	42%	41%
Increased respect, support, and value of teachers	50%	35%	39%	37%
Seeking change: other aspirations, will leave the state to teach; want out of the classroom	0%	37%	26%	31%
Increased support to effectively handle behavioral issues of students	0%	5%	5%	5%

Baby Boomer responses for answering “unsure” to item 31. Again, an increase in salary was listed as a change which would encourage Boomers to continue to teach in North Carolina. One teacher did not mention salary but, instead, “manageable schedule, time to plan, and time to actually do my job.”

Generation Xer responses for answering “unsure” to item 31. Adequate salaries are a demonstrable way of communicating value and respect for the profession. A teacher with only a short time to teach until eligible for retirement stated,

If the climate was more positive, I would definitely stay. I have reached over 25 years of experience so I am not expecting any pay raises. It would be great but unexpected. Our state does not value public schools or public educators and seems to want to demolish the whole public school endeavor. It is very sad and is a great disservice to the citizens of our state.

Multiple responses alluded to staying in teaching but leaving the state:

If I could move to an adjoining state and earn significantly more for doing the same work, while at the same time not being vilified in the media for not solving problems that I have no control over, what is my motivation to stay here?

Increasing salaries would be a leading enticement for retaining Generation X teachers but far from the only change necessary for them to stay in the profession in North Carolina. This comment strikes at the heart of the frustration in the face of inadequate human resources:

More work is demanded with fewer resources and less people. We are expected to show growth while having less TAs, tutors, no nurse, and no Social Worker. I now have to administer medicine and make phone calls and home visits instead of teaching and making lesson plans. It is almost impossible to feel successful at

times and I don't see it getting better.

Teachers appear to be reacting to the cuts to education spending which have persisted since the 2008 recession. These cuts have resulted in fewer human resources, impacting workload and teacher efficacy ("Altered State," 2015). While teachers have high degrees of mastery motivation (see Figure 7), when the workload makes it such that teachers cannot feel successful, intrinsic motivation is significantly impeded (Pink, 2009).

Millennial responses for answering "unsure" to item 31. Forty-one percent of Millennial teachers stated they are unsure about their plans to continue to teach in North Carolina public schools. Major salary increases would encourage their retention, along with increased funding to support students. Millennial participants commented about working second jobs. A higher percentage of this generation faces the burden of school loans (*On the Path to Equity*, 2014), impacting their need for higher salaries.

Increasing teacher salaries is only one part of the changes that are needed to keep these teachers in service to students and communities. Millennials, unlike their Baby Boomer parents, have an expectation that there should be some time and energy left at the end of the day to spend on living their lives ("Managing Millennial Teachers," 2016).

The reason I am unsure is because I feel that unless I spend most of my life working on school related tasks, then I am going to do an inadequate job and a major injustice to my students. I feel that often we are set up to fail before we begin due to our large class sizes, lack of curriculum designed resources, and lack of time to plan, prep, and run a classroom.

Their responses, even more strongly than their older peers, indicated that a major shift in educational policy will need to occur to maintain a public school teaching force: 51% of Millennials referenced the need for a change of course at the state level, particularly

regarding high stakes testing, as evidenced by the following comments: “I am concerned . . . about test driven motivations . . . not in the best interests of students”; “I do not like the direction the state is going in – testing has taken over and we are pushing standards that are too abstract and difficult at younger and younger ages”; and “I am not sure NC public schools have the children of our state in mind. The political nature . . . makes it difficult to trust.”

While enthusiastic and altruistic, Millennials appear unwilling to entertain a life of sacrifice or martyrdom to persist in the teaching force. One Millennial who already decided to leave, wrote, “I am extremely unhappy with how the state of NC is treating their teachers, and there is going to be a huge teaching shortage soon.” Analysis of these open-ended responses suggests she is correct.

Findings for Research Questions

The first three research questions for this study are listed below.

1. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Baby Boomer generational cohort?
2. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Generation X generational cohort?
3. To what degree are the factors of intrinsic motivation, as defined by Pink, present in North Carolina elementary teachers in the Millennial generational cohort?

These three questions are answered together, rather than separately, to avoid redundancy. While statistically significant differences were found between cohorts on

the mean rank scores for individual items (11, 14, 16, 17, 20, 22, 24, 27, and 28), the only construct overall found to show significant difference was purpose. Responses to the group of items aligned with the purpose construct indicate that Baby Boomers and Millennials have significantly lower degrees of purpose motivation than do Generation Xers. No significant differences were found between the cohorts on the autonomy, mastery, or Type I vs. Type X constructs.

When examining the weighted averages of each group of items by cohort, in spite of the differences listed above, findings show many similarities between the groups.

Of the three “nutrients of intrinsic motivation” (Pink, 2009, p. 78), survey results indicate that all cohorts are motivated by higher degrees of mastery than autonomy or purpose. Considering items 12-18, aligned with the mastery construct, all groups had weighted averages in the higher range, with values above 3.3 on a 5-point scale for all seven items, indicating high degrees of mastery driven intrinsic motivation for all teachers. Triangulation of this data with qualitative responses reveals a distinction regarding mastery. Teachers appear to report high degrees of mastery regarding the skills and dispositions they value for effectiveness with students; however, teacher comments reveal a growing sense of impossibility to meet expectations fueled by an increasing workload and barrage of initiatives.

For autonomy items, only three of seven weighted averages were in the high range for all three cohorts. Two of those items referenced flexibility in opportunities to collaborate. The third item, regarding the choices teachers have over what they do in the classroom each day, indicates that teachers in all cohorts consider that they have some measure of control over the day-to-day operations in their rooms. All generations had lower weighted averages for autonomy items about flexibility in their daily teaching

schedules; items concerning test and standard-driven teaching; and feeling trusted to meet job requirements, believing instead that their work is being carefully monitored.

Examination of weighted averages in the purpose construct reveal that Baby Boomers and Millennials only had values above 3.3 on two of five items, compared to Generation Xers, who had high values on four of five items. This is consistent with the findings of the statistical analysis: Boomers and Millennials appear to have lower degrees of purpose driven intrinsic motivation than Generation Xers. Generation X teachers were more likely to agree with the direction of their districts and the state than the other groups, accounting for the differences between them; however, like Generation Xers, Boomers and Millennials are found to be highly motivated by purpose as related to improving the lives of others. The highest weighted average of all quantitative items, 4.6, was the Baby Boomer score for item 19: “Although one of the main reasons I work is to earn money, an equally important purpose of my work is to improve the lives of others or the world in some way, and teaching allows me to do this.” Millennial values for the same item was 4.51, the highest of all Millennial responses on quantitative items. Considering responses to item 29 and open-ended items, it is fair to say Boomers and Millennials do not overwhelmingly understand or agree with the rationale or direction of their school districts and find even less purpose in the direction of the state’s educational policy. Only 8% of Boomers and Millennials either agree or strongly agree with item 22, “I agree with the direction the state of NC is headed regarding educating North Carolina’s children,” compared to 11% of Generation X teachers. These findings indicate that while Baby Boomers and Millennials are highly connected to the altruistic motivations of serving the children and communities of North Carolina, they find themselves particularly at odds with the perceived aims of their employer, the state of North

Carolina; and only slightly less at odds with the school districts in which they work.

4. With regard to job satisfaction in each generational cohort, how can the degree of impact of intrinsic or extrinsic motivational factors be described?

Items 24-28 determined teacher leanings toward Type I, intrinsic, or Type X, extrinsic, motivations. As with the other constructs, higher weighted averages are associated with higher levels of intrinsic motivation. These items have positive phrasing for extrinsic motivation, so teachers who strongly disagree or disagree with these items are more intrinsically motivated, while teachers agreeing or strongly agreeing are more extrinsically motivated.

All generations have high weighted averages for Type I motivations on four of five items and have one item with values trending toward extrinsic motivation, although the item is different for Boomers than it is for Generation Xers or Millennials. For Boomers, item 24, “The primary reason I continue to teach is for the salary and retirement benefits,” has the lowest weighted average of all five items. For Generation Xers and Millennials, item 27, “If I were paid more money for my job, I would perform at a higher level,” had the lowest weighted averages for the groups. In fact, it is one of the items on which a significant difference was found between Boomers and Millennials, with Millennials trending more toward being motivated by money than Boomers. This seems to contradict Millennials’ high value on the purpose statement about working to make a difference in the lives of others; however, when considering the open-ended responses, it is clear that many Millennials and Generation Xers are working second jobs out of financial necessity (Bado, 2017; DiGangi, 2017). Evidence is present in the open-ended responses that some teachers believe the necessity of a second job impacts their teaching performance due either to not having enough time to plan or not having enough

rest to come to school refreshed to teach.

Summary

Data from 451 survey respondents were collected to answer the four research questions above. Survey data were presented with narrative, figures, and tables. Statistical analysis on quantitative data was described. Themes were identified by cohort from qualitative data and presented in both narrative and visual form. Research questions were answered by describing the degrees of intrinsic motivation present within each cohort and generational differences described on individual items as well as the constructs of autonomy, mastery, and purpose and Type I vs. Type X attitudes. Limitations of this study and a discussion of the findings are presented in Chapter 5. Implications for North Carolina public elementary school teachers and students are discussed, and recommendations are made to leaders at the state, district, and building levels. Recommendations for further study are described.

Chapter 5: Discussion

Overview

As described in Chapter 2, the science of motivation is not as simple as some would think. Motivation 2.0, the system of “carrots and sticks” (Pink, 2009, p. 15), operates under the assumption that humans are more or less inert and ignores the human need for psychological growth (Herzberg, 1968). When human needs for autonomy, mastery, and purpose are met, the engine of intrinsic motivation is fully fueled, producing high levels of satisfaction and engagement. These constructs are inextricably linked, impacting both teacher retention and student achievement (Bogler, 2002). This chapter will discuss the limitations, findings, implications, and recommendations of this study as they relate to the conceptual framework. An engaged, sustainable teacher workforce is central to the mandate of the North Carolina State Constitution to deliver an education “wherein equal opportunities shall be provided for all students” (“Education and NC Law,” n.d., para. 9). This study provides information and recommendations to support this mandate.

Limitations of the study

The researcher described several limitations at the onset of the study: the level of honesty of teacher self-reports; teacher mindset and consideration of the possibility that only teachers with high levels of intrinsic motivation to begin with would take the opportunity to participate, or the converse; and the inability to determine if all participants were indeed North Carolina public elementary school teachers. Survey access being online via the study website is a limitation as well.

The number of participants is not a limitation of this study. With 451 respondents from a population of almost 50,000 elementary school teachers in North Carolina, this

study has a confidence level of 95% and a confidence interval of 4.59% (“Sample Size Calculator,” n.d.).

Discussion of Findings

Analysis of survey data indicates that more similarities than differences in intrinsic motivations are present among the three generations comprising the population of North Carolina public elementary school teachers. Significant differences were found on nine individual items and on the overall analysis of all items from purpose construct. Generation X teachers appear to have more purpose-driven motivation than Boomers or Millennials, owing in large part to having higher levels of understanding and agreement with the direction of the school districts in which they work. All cohorts expressed low levels of agreement with state education policies, resulting in statistically low levels of purpose-driven motivation for teachers.

Degrees of mastery-driven motivation are higher than motivation from both autonomy and purpose. All groups are motivated by high degrees of mastery related to own skills at teaching and dispositions valued for student success; however, qualitative data indicate a growing sense that successfully meeting expectations is impossible due to unrealistic testing demands and a workload increased by a steady stream of new initiatives.

Teachers from all groups can be described as feeling they have low levels of autonomy, although data indicate they feel they have a measure of control over what they do in the classroom; an indicator that while state standards are mandated, teachers have some freedom to choose curriculum resources they use.

All groups of teachers had very high degrees of purpose-driven motivation related to the meaning found in improving the lives of children; however, scores for the purpose

construct overall indicate low levels of purpose, because teachers do not agree with the state's direction in education policy. Generation Xers had higher levels of agreement with district and state initiatives than the other two groups.

The generations can be described as having high degrees of Type I motivation, although Boomers have high levels of extrinsic motivation regarding pension and benefits, while Generation Xers and Millennials have higher levels of extrinsic motivation for being paid more money and bonus structures. Triangulation of quantitative and qualitative data suggests many Generation Xers and Millennials are working second and third jobs out of financial necessity and their desire to be paid a salary to support a middle-class lifestyle.

Qualitative analysis reveals common themes of love for children, love for the work of teaching, and joy at making a positive contribution in the lives of others. All generations of teachers are deeply committed to and highly value relationships and collaboration with their peers.

All generations expressed high degrees of dissatisfaction with their salaries. Lack of planning time and unsustainable workloads fostered by an overload of initiatives compounded by cuts to financial and mostly human resources were also described by all groups. High degrees of frustration over lack of respect, autonomy, trust, and appreciation permeate responses of all cohorts. Attitudes toward eroding support for public education in North Carolina can be described as indignant. High stakes testing for both teachers and students is a huge source of dissatisfaction, with many teachers expressing grave reservations about the developmental appropriateness of the tests as well as outrage over how testing is unfairly used to judge schools, teachers, and students.

Results of this study indicate that the reports predicting severe teacher shortages

are accurate (*On the Path to Equity*, 2014; Sutcher et al., 2016; Westervelt, 2015).

Shortages of math, science, and special education teachers are widely publicized; however, this study suggests that a shortage of elementary school teachers is imminent unless changes are made.

While Baby Boomers were found to have higher levels of extrinsic motivation regarding retirement benefits than their younger colleagues, this study indicates that Boomers continue to have high levels of intrinsic motivation, particularly considering the mastery and purpose constructs. This contrasts sharply with the idea that older teachers are burned out and are only marking time until retirement.

Teachers feel disrespected, especially at the state and national levels. Considering the hierarchy of the school, district, state, and nation, teachers report feeling less support and respect from those furthest away from the school level. They have lost faith in the state's direction and have little trust that anyone is listening. These findings echo those of the national findings from the Gates Foundation Primary Sources (2013) report. Some teachers expressed a belief that there is a lack of understanding and empathy on the part of building and district leaders for the actual requirements and that out-of-touch leadership is a problem: "Just planning lessons for a day takes hours . . . why doesn't anyone understand that?"

I am too close to retirement to give it up now – I like being with the children and helping them learn but the demands on teachers at present and the lack of respect and understanding by our government leaders make me question my decision. Administrators continuously expect more and more, without any concern or reality check on their workers. They seem to forget how all encompassing just the teaching part is.

Building leaders are put in a position of having to bring an extra measure of empathy and understanding to teachers to compensate for the lack of understanding teachers feel from state and district levels. Leadership at this level clearly matters and impacts teacher satisfaction.

Teachers feel like their altruistic natures are taken advantage of by the state.

Consider this comment from a Generation X teacher who is getting close to retirement:

I'm too close to retirement to change careers. Although the State of NC has not treated me or paid me as a professional as I have gained experience throughout the years, I love children and want to help them succeed in the future. I will not, however, encourage others to start a career in teaching because once they invest time in the education system, the system takes advantage of them and ignores their need for pay raises and cost of living expenses.

Results of this study provide a picture of not just the differences but of the similarities between the generations comprising the elementary teacher work force in North Carolina. In addition, the analysis provides insight into levels of job satisfaction and changes needed to retain a motivated multi-generational teacher workforce.

Implications

As stated above, a sustained and motivated teaching force in North Carolina is critical. Unless the state changes its current course, the education mandates set forth by the state constitution will not be met. The constitution asserts that “the people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right;” and furthermore, that “the General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools . . . and wherein equal opportunities shall be provided for all students” (“Article IX Education,” n.d., para. 2).

This mission cannot be fulfilled in the midst of a teacher shortage and the demoralization of those who remain.

This Millennial teacher who plans to stay issues a warning that leaders intent on fulfilling the duties outlined in the state's constitution would be wise to heed:

I plan to continue to teach in North Carolina because I grew up in the state and I have hope that this state will recapture the luster it once had in being a leading state in the education field. However, as time goes on, my answer may change due to less motivation and passion.

Results of this survey strongly indicate that teachers are deeply committed to North Carolina's children and find great purpose in their work with them; however, the majority of teachers in all three cohorts have difficulty aligning to the perceived purposes communicated by their district or the state. A Millennial teacher, unsure about her willingness to continue teaching, expressed concerns that the state has adopted a "business model approach that is not in the best interest of students." Many respondents echo this sentiment as a major source of dissatisfaction.

When teachers are deeply committed to doing what they believe is best for their students and believe that following their inner dictates puts them at odds with state mandates, an uncomfortable dissonance is created. At best, teaching becomes a hypocritical juggling act; at worst, it becomes a subversive activity.

For all the frustration captured by the data from this survey, the good news for North Carolina is there is evidence to suggest that teachers still have a deep passion for the work, in spite of the challenges. It is not too late for the state to correct course and reap the benefits. Providing necessary support for student and teacher success and replacing the narrow, standardized test-driven criteria for success with meaningful

measures will be necessary to free teachers from having to choose between what they believe is best for students and what they are told they must do.

Although this study indicates generational differences on specific items and on the purpose construct, it is possible that the differences are influenced by the age of the participants and not just by their generation. For example, while Millennials are less motivated by retirement benefits now, perhaps this will change as they age. If this is the case, it is likely the difference is attributable to age rather than specific values held by their generation. Some lawmakers have suggested abolishing the defined pension benefits program for teachers and other state employees, stating that since Millennials are not motivated by retirement benefits, it is not a recruiting tool for state employment (Bonner, 2017b). This study provides evidence that teachers of a certain age highly prize retirement benefits. To use generational research to strip young teachers of this benefit would be an unethical abuse.

Recommendations for State, District, and Building-Level Leaders

When only 10% of teachers agree with “the direction the state of NC is headed regarding educating North Carolina’s children,” it is time to change course. When teachers use words like “demonized” and “vilified” to describe their feelings of being blamed for societal ills over which they have no control, it is time for leaders to listen. This section describes recommendations for changes in order to strengthen public schools in North Carolina.

Value and invest in education for all children in North Carolina. The mandate of the state constitution can be fulfilled only when leaders ensure high quality educational opportunities for all children. Education dollars must be viewed as an investment, not as a cost. Funding for public schools should be brought to prerecession

levels and adjusted for inflation; the private school voucher program should be abolished, with funds returning to public schools; and for-profit charter schools should again be banned from operating in the state. Teachers' open-ended responses were emphatic about the impact lack of resources has on their abilities to meet the needs of their students, particularly those with severe behavioral, academic, and medical needs.

Significantly raise the salary of teachers. Pink (2009) asserted that in the Motivation 3.0 operating system, "the best use of money is to take the issue of money off the table" (p. 178.). This can be done by attending to issues of fairness; paying above average salaries; and making any type of performance metrics "wide ranging, relevant, and hard to game" (Pink, 2009, p. 181).

Data from the open-ended response items suggest that significant salary increases would have a substantial impact on teacher motivation and impact other areas of concern as well, such as lack of time and lack of respect. More than 50% of North Carolina teachers work second and even third jobs (Bado, 2017). They are even more stretched for time than those who have additional financial resources, perhaps through a spouse's salary. Therefore, an increase in salary would impact the time concerns many teachers have as well as address issues of lack of respect. Teachers felt valued and respected in North Carolina during the 1990s and early years of the 21st century when salaries approached national averages and the state focused on teacher working conditions as a way to retain teachers (About the North Carolina Teacher Working Conditions Survey, n.d.; Baffert & Tobias, 2010). Salary increases must be included for veteran teachers as well, to encourage their retention in the teaching force.

Teachers do not choose the profession to become wealthy, but neither do they expect to take a vow of poverty or an inability to achieve a middle-class standard of

living. When internal and external fairness in compensation are ensured, teachers can focus on the complex problem-solving required by the demanding task of educating the vastly diverse student body in North Carolina to high levels.

Abandon bonus pay for test scores and other merit pay incentives linked to student test scores. Merit pay plans are popular because they are simple; however, they have a negative effect on intrinsic motivation (Pink, 2009). They frequently divide faculties, encouraging competition in an enterprise whose success depends upon collaboration and cooperation. These plans routinely depend upon test scores, thus violating the issues ensuring fairness and “wide ranging” performance metrics (Pink, 2009, p. 181). Using value-added scores as part of teacher evaluations has been subject to criticism by creators of the model, based on violations of reliability since students and teachers are not randomly assigned (Darling-Hammond, 2017; Strauss, 2012). Darling-Hammond (2017) asserted, “Indeed, reviews by the National Research Council, the RAND Corp., and the Educational Testing Service have all concluded that value-added estimates of teacher effectiveness should not be used to make high-stakes decisions about teachers” (para. 9). If these scores are not suitable for evaluation decisions, neither should they be used to determine bonuses. Abandonment of the current principal pay plan, which compensates principals based upon EVAAS scores, which could cause principal pay to fluctuate as much as \$20,000 in 1 year, should likewise be abandoned. In answer to item 30 about job satisfaction in an ideal world, one teacher responded, “not having to worry that our school may lose a fantastic principal because student achievement is down.” As stated in the preceding section, the best use of money is to use it to take the issue off the table (Pink, 2009).

Restore master's degree pay and provide opportunities to increase compensation. North Carolina should address cross-generational concerns over salary by encouraging teachers to continue to grow in the profession through postgraduate level study and have the opportunity to increase compensation without having to leave the classroom. Guenzler (2016) reported strong correlations between teachers with advanced degrees and teacher leadership scores on the North Carolina Teacher Evaluation. Opportunities to earn higher levels of income should be provided to elementary teachers as well, providing financial reward for taking on duties which require teacher leadership and represent a significant time commitment, such as serving as grade-level chairperson, mentoring, serving as the chairperson of the school improvement team, or other roles vital to the school. The incentive for National Board certification should continue, with mentoring support made available for teachers undertaking this rigorous distinction.

Significantly increase the human capital in schools. Per pupil funding should be increased to restore positions of social workers, nurses, teaching assistants, and academic interventionists to provide support so teachers spend their time during the day preparing and teaching lessons, rather than on the myriad of non-instructional duties that take substantial amounts of time.

North Carolina must confront the fact that many students come to school with serious needs and issues that must be addressed before academic progress can be made. Mental health and substance abuse issues in North Carolina are on the rise (Wos, 2013). Many affected adults have children attending public schools in need of counseling and support. The impact of childhood trauma was discussed earlier in this paper. Over 10% of the open-ended response questions reference students with behavioral challenges. Teachers must deal with the demands of these students while continuing instruction for

the other students, often without resources. Trained behavioral specialists are needed in schools to support students in need.

Teachers across the state have expressed in this study that they cannot hope to fulfill their responsibilities in their entirety due to the overwhelming demand of the workload. In this simple equation, expectancy theory explains the cost to motivation when the ability to succeed feels impossible: $\text{Expectancy} \times \text{Value} = \text{Motivation}$ (Wentzel & Miele, 2016). Motivation suffers if either factor is low. If teachers feel there is no hope of success for them or students, motivation to persist in North Carolina public schools will be low. Likewise, motivation suffers if value – or belief – in the state’s direction regarding education is low. This leads to low levels of job satisfaction, which in turn decreases motivation and impacts teacher retention. Only 10% of teachers agree with North Carolina’s policy direction, which does not inspire confidence in maintenance of a highly motivated teaching force.

Consider alternate models to decrease teacher-student ratios. In 2016, the General Assembly passed legislation to lower class size in lower grades; however, no additional funds were appropriated to hire additional teachers or add classroom space (Keung Hui, n.d.). Compliance with this mandate has caused considerable upheaval across the state since lack of funding could require the reassignment of special area teachers, such as art and music, to classroom roles. The term “class size” denotes a teacher-student ratio, with the idea that with fewer students in one room, one teacher can better serve their needs. Rather than focus on a class size ratio, additional certified teachers could be assigned as teachers of record to students, with teachers sharing classroom space. This would achieve the lower teacher-student ratio sought by lowering class size while increasing the opportunities teachers have to collaborate and learn from

each other. Results of this study indicate that teachers prize collaboration, relationships, and team cohesiveness. Increased collaboration would support teachers and enable them to learn from each other in order to best meet student needs. The physical structure of schools, with its individual classrooms reminiscent of the one-room schoolhouse, encourages isolation and makes collaboration difficult due to time constraints. The demands of teaching in the 21st century necessitate new approaches to collaborative problem-solving. The type of team teaching described here could yield benefits for both teachers and students.

Abandon high stakes standardized testing. The era of high stakes testing was ushered into public schools in 2002 by the Bush-era No Child Left Behind Act. Education historian, Diane Ravitch, oversaw the implementation of this legislation as the U.S. Assistant Secretary of Education. She wrote,

NCLB, as it was known, is the worst federal education legislation ever passed by Congress. It was punitive, harsh, stupid, ignorant about pedagogy and motivation, and ultimately a dismal failure. Those who still admire NCLB either helped write it, or were paid to like it, or were profiting from it. (Ravitch, 2018, p. 2.)

Teachers in this study report a negative impact on teacher motivation and major concerns over the negative impact on students. This belief is not confined to the respondents to this survey: state and national opt out movements point to mounting parental dissatisfaction with high stakes testing. Parents using vouchers to seek private school opportunities so their children can avoid high stakes testing are referred to as “testing refugees” (Postal, 2017, para.15). Rather than these harmful tests, authentic assessments that inform instruction and provide meaningful feedback to students should be the norm (Earl, 2013).

Give teachers proper training and time to implement programs. Teachers are suffering from initiative fatigue (Reeves, 2010). New programs, curriculum changes, and the barrage of technological changes demand time to learn. Time is already a precious commodity for the elementary educator, as evidenced by the data presented in this study. New initiatives should be carefully considered and balanced against the time required vs. the time available.

Abandon school report card grades. Rather than being a concise measure of school quality, this fundamentally flawed instrument more accurately identifies pockets of poverty throughout North Carolina (“Facts on Child Poverty,” n.d.). Inherent in this metric is the idea that administrators and staff at D and F schools will be sufficiently shamed and motivated to improve. The science of motivation suggests such shaming devices have the opposite effect. The greatest motivator at work is making progress toward a meaningful and attainable goal (Amabile, 1998). Evidence from this study suggests that teachers, particularly from high-poverty schools, find these grades a demoralizing measure that do not capture their dedication or the quality work they do daily with students.

Recognize the importance of Emotionally Intelligent Leadership. District leaders must be particularly adept at identifying and installing building leaders who are skilled in creating positive school cultures, the cornerstone of which is the relationships with and between teachers. Student success depends on the teacher’s investment in relationships; likewise, leaders must, in concert with holding high expectations, invest in relationships with teachers. Leaders who provide stability, build trust, create hope, and show compassion create a positive holding environment to strengthen teachers to engage in the demanding work of today’s classroom (Brown, 2017; Rath & Conchie, 2008).

This study provides evidence of a great disconnect between teachers and state-level leadership; however, greater cohesion exists at the school level. Administrators at the building level have a significant impact on unity and school culture. They are a vital influence in the retention of teachers.

Fully restore the North Carolina Teaching Fellows program. In the qualitative responses, Millennials commented about how North Carolina is their home and they do not want to be put in the position to leave for better opportunities in other states. The original North Carolina Teaching Fellows program boasted teacher retention rates substantially higher than those of Teach for America, lateral entry, VIF, in-state prepared or out-of-state prepared teachers (Henry, Bastian, & Smith, n.d.). The legislature is advised to keep this talent in the state by full restoration of this successful program. Current efforts to restore this program are focused on enticing secondary math and science teachers. While this is a clear need, providing incentives for high school students to commit to elementary teaching should also be a priority of the state.

Recommendations for Further Research

The researcher recommends the following areas for further research.

1. Replicate this study and survey the motivations of only classroom teachers, rather than opening the study to all elementary school teachers including those in support roles. Open-ended responses indicate that many classroom teachers would like to stay in education, but the rigors and stresses of the classroom are overwhelming. As seen in Figure 5, Baby Boomers represent over 50% of non-classroom jobs, suggesting that some teachers have successfully found a way out of the classroom. The weighted averages of non-classroom teachers were higher on 16 of the 24 qualitative items than those of the total group of

respondents. This suggests there is a difference in perceptions and experiences of teachers in these different roles, much as there is a difference between the experiences of elementary and secondary teachers (MetLife Survey, 2013). Knowing more about the motivations of classroom teachers, who shoulder the lion's share of responsibility for teaching, would provide further insight to finding solutions to make classroom teaching more desirable.

2. Another recommendation for further study would be to replicate this study for comparisons between traditional public school teachers and charter school teachers. Much has been written about the resegregation occurring in North Carolina public schools owing to the expansion in the number of charter schools (Bonner, Raynor, & Stancill, 2017; Guo, 2016). One charter school participant attributes her willingness to persist in the profession to differences teaching demands between traditional and charter schools:

Because of the difficulties of teaching in low income schools, teaching can be very draining not because of teaching the content but because of class management. I have spent my previous 3 years in a tough school in another district and the behavior of the students was extremely difficult to manage. Since I have begun teaching at a charter school, behavior of students is not as bad as those from my previous school. In this setting I could see myself retiring from here.

Another teacher echoed concerns about charter schools leading to inequity: "NC does not value public school and is now making it into a 'charter or private' model where the people with more resources will get a top-notch

education.”

Resegregation of schools will create more even challenges for traditional public schools and thus may be a harbinger of even more severe teacher shortages in the future unless state leaders are proactive in creating positive change in the profession.

Summary

The rigors of educating an increasingly diverse population of students to high levels demand a motivated and stable teaching workforce. This study sought to describe degrees of motivation of North Carolina public elementary school teachers and to ascertain the existence of differences among the three generations comprising the teacher workforce. While variances were found on individual items, the findings of this study reveal that elementary teachers have more similarities than differences in their intrinsic motivations to teach. Differences may possibly be attributed more to teacher age rather than characteristics specific to their generations.

This study also indicates the existence of disturbing levels of dissatisfaction with aspects of the teaching profession among all generations. An overwhelming majority of teachers – 90% – do not express agreement with state policies. The teacher voices represented clearly signal that a debilitating teacher shortage is imminent unless changes are made to restore North Carolina’s proud heritage as a national leader and champion of public education.

If corrections are made to North Carolina’s current course, results of this study indicate that citizens have every reason to be hopeful for the future of public education based on the passion for teaching and love for students the teachers expressed in the comments.

In spite of their differences, Maya Angelou’s (n.d.) poem, *The Human Family*,

applies to North Carolina's teachers, too:

...we seek success in Finland,
are born and die in Maine.
In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike...

This is, ultimately, good news; for it portends that any support toward building a highly motivated teaching corps will benefit all generations of teachers and, most importantly, the children of North Carolina.

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Appendix A

Permission to Use Schwartz Survey

Re: Permission to use your doctoral dissertation survey

Inbox x



Scott Schwartz

Jul 20

to me

Hi Allison - thanks for reaching out. It seems like our topics are really similar...I enjoyed this topic, and I hope you're having fun with it too (as much fun as a dissertation can be).

Please feel free to use my survey. I created it from something I found from Daniel Pink - questions were geared around autonomy, mastery, and purpose. I have been told that you will need to credit me not only in your references but also on the actual document (the survey that you want to send) itself. I say this only so you are protected....just like citing any other source. But feel free, and please let me know if I can be of any more help.

--Scott

--Scott



Scott Schwartz, Ed.D.

Principal

Walden Elementary School
630 Essex Court | Deerfield, IL 60015
(847) 945-9660 x3102
Blog: scottschwartz.edublogs.org
Twitter: @scaschwa | @109walden | #wal109



On Wed, Jul 19, 2017 at 9:38 AM, Alison Whitaker <alisonwhitaker123@gmail.com> wrote:
Dear Dr. Schwartz,

My name is Alison Whitaker. I am an Instructional Facilitator at Cloverleaf Elementary School in Iredell-Statesville Schools in Statesville, NC. I am currently working on my Ed.D. in Curriculum and Instruction at Gardner-Webb University in Boiling Springs, NC.

I am in the research proposal stage of my dissertation. I am researching generational differences in motivations of elementary school teachers in NC. I am looking at motivation through the lens of Daniel Pink's work.

Will you grant permission for me to use your survey? I would like to use your survey as the foundation for mine, while adding or revising some questions to make them specific to North Carolina. As you are perhaps aware, North Carolina, once in the vanguard of advocacy of public education at all levels, is now facing serious threats to this proud history. As a veteran teacher, I am deeply concerned for the future of our public schools in NC.

Thank you in advance for your consideration and any guidance you may be able to provide.

Kind regards,

Alison Whitaker

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Appendix B

Permission to Use Pink Survey

Re: Something else: Permission to use some survey questions for Doctoral work [NEXT DAY/RN]

Inbox x



Daniel Pink <dhpink@me.com>

Jul
22

to me

Permission granted. Let me know what you discover.

Cheers
Dan

DANIEL H. PINK

e: dp@danpink.com

u: www.danpink.com

t: www.twitter.com/danielpink

New book coming in January!: bit.ly/WhenPink

On Jul 21, 2017, at 1:52 PM, Alison Whitaker <alisonwhitaker123@gmail.com> wrote:

Hi Dan. I'm a teacher and doctoral student in NC. My dissertation topic is exploring motivation to teach elementary school across generational cohorts.

May I use some questions from your Drive survey for the survey I am crafting for my research? Your work provides the contextual framework for my study. Your work will be cited, of course.

[Yes, you may use my survey questions, with proper citation ↑](#)

[No, you do not have my permission ↑](#)

Thanks for your consideration. I am a big fan!

This email was sent via [Shortwhale](#):

Topic: Something else

Urgency: Next day, please [NEXT DAY]

Reply: Yes please [RN]

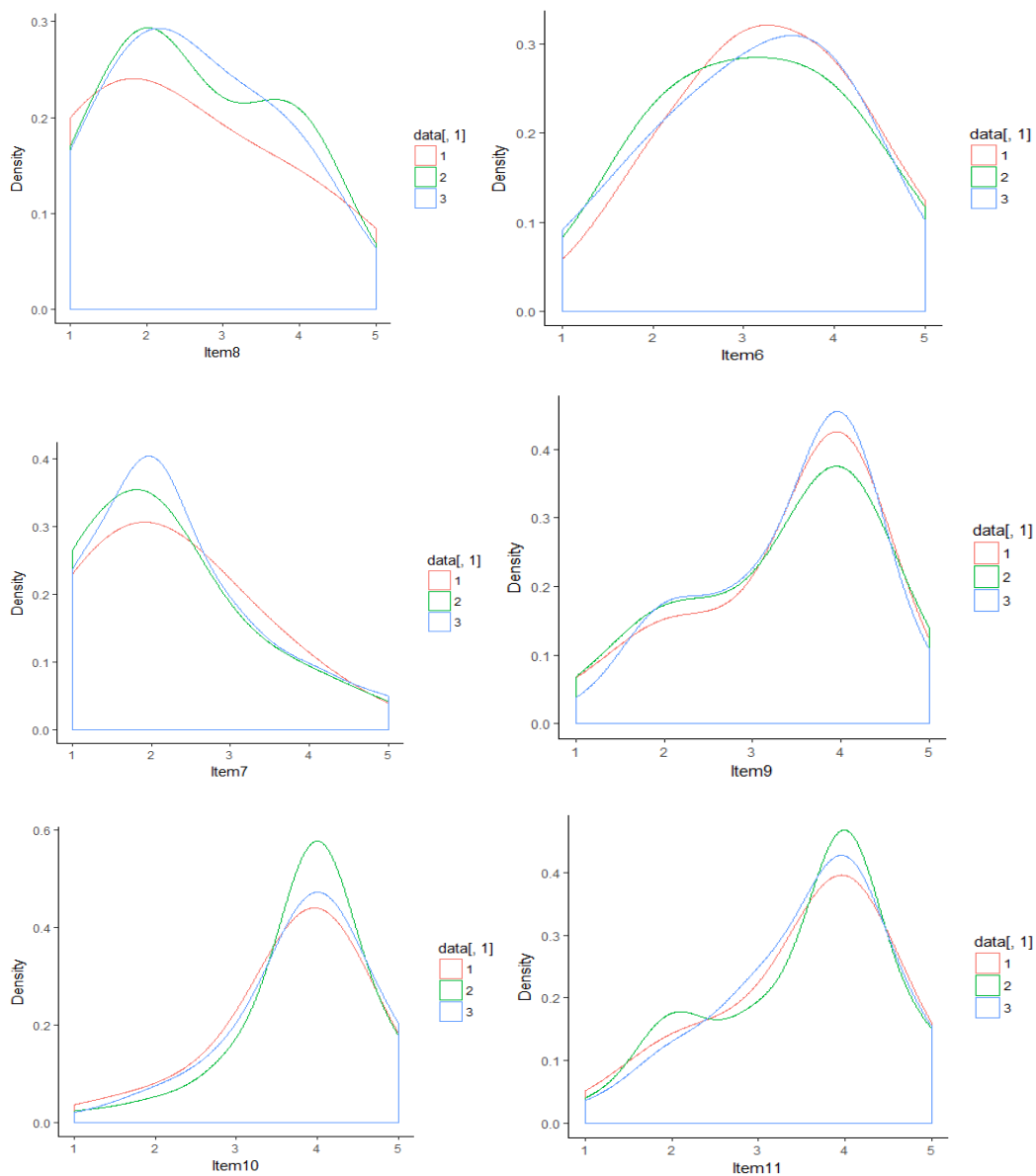
Name: Alison Whitaker

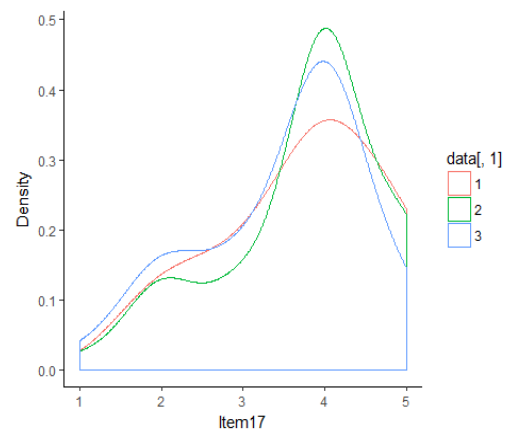
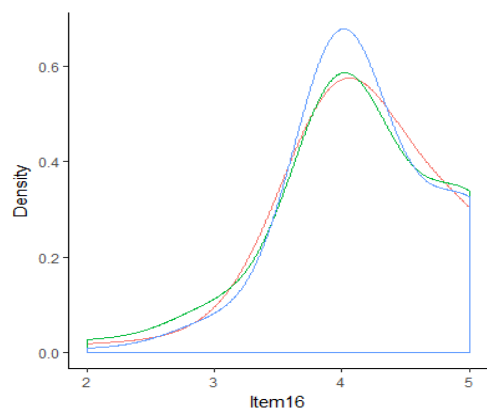
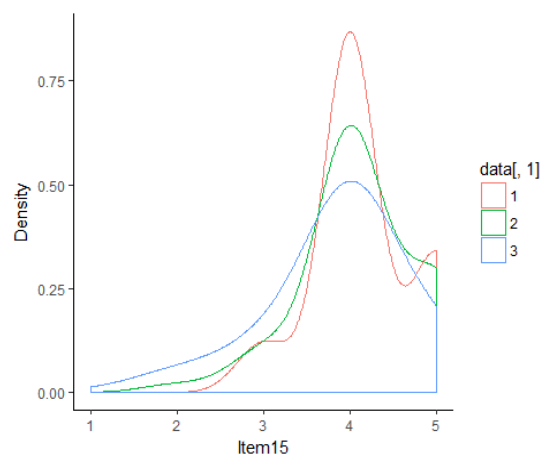
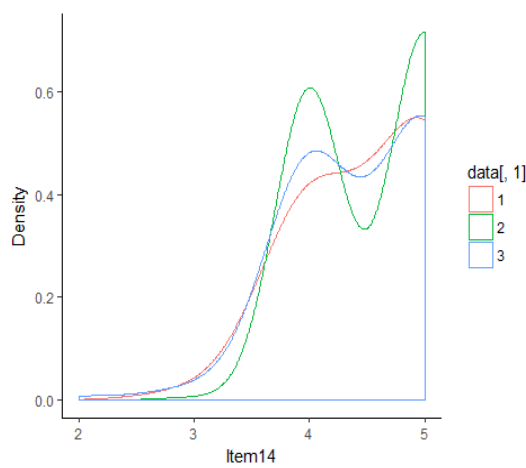
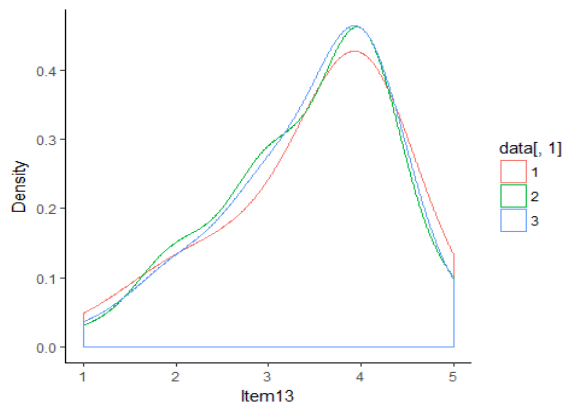
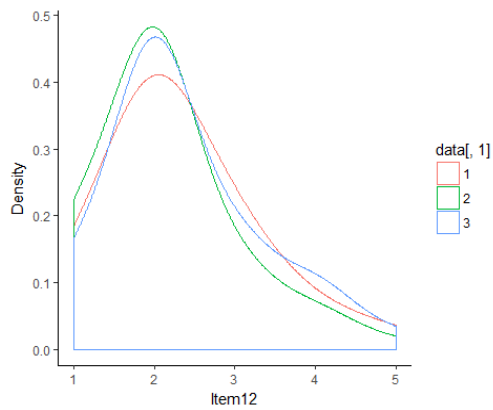
Bio: 30+ year Veteran Teacher, Doctoral Student, Lover of Learning, Type I Gal, Wife, Mom, Nature Lover

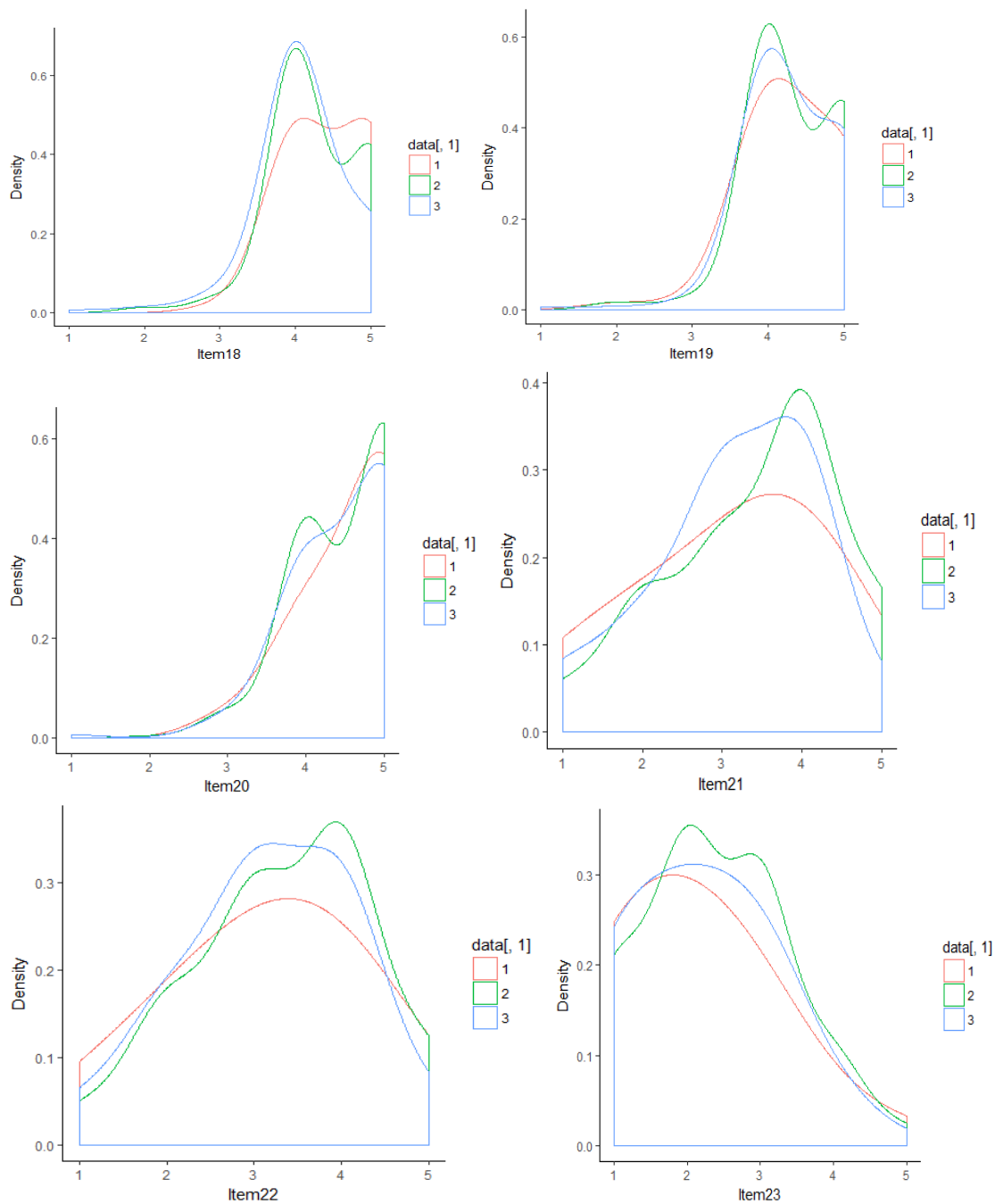
Appendix C

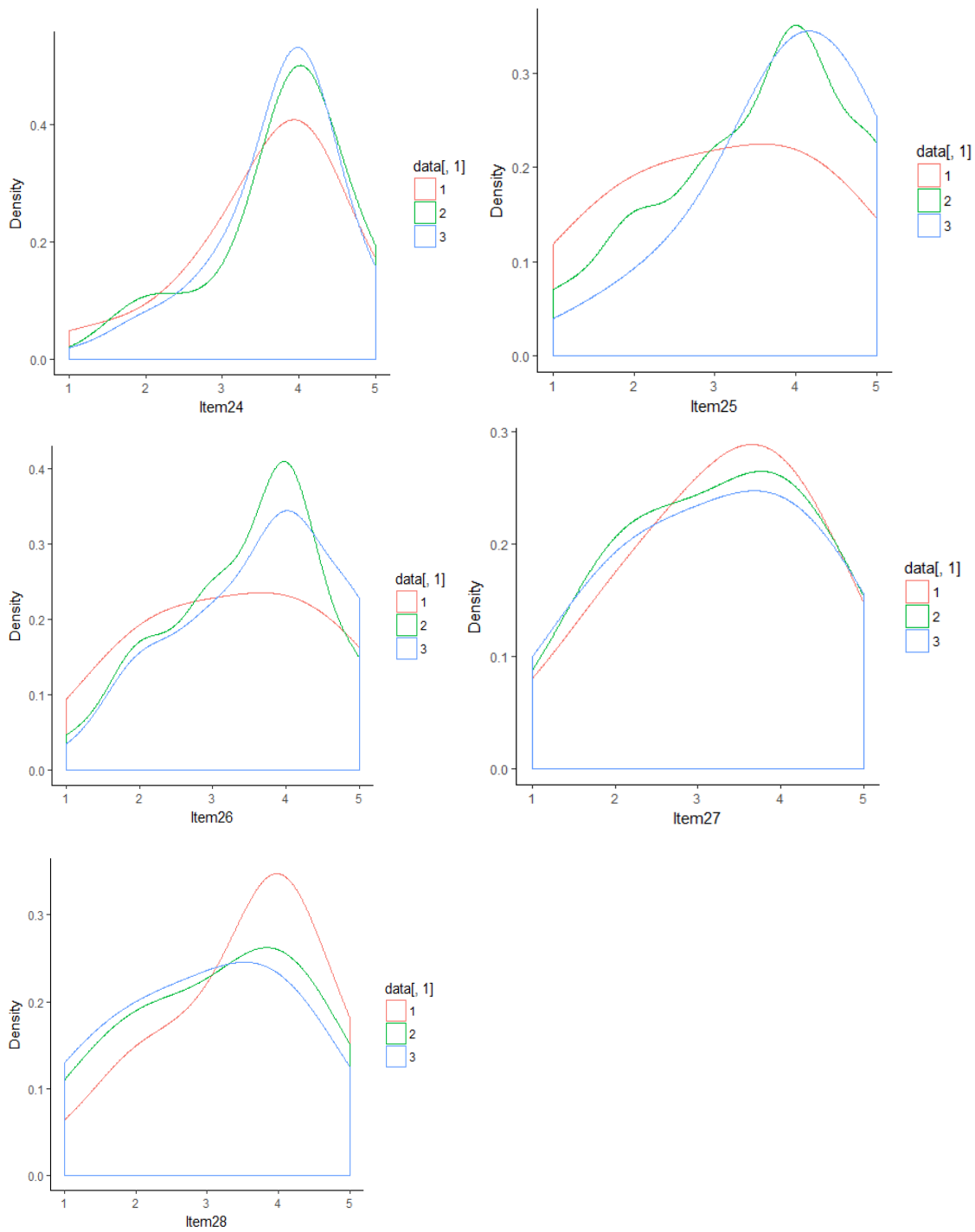
Distribution Plots for Items 5 - 27

The plots shown in this appendix were incorrectly numbered. The statistician has verified that these plots represent items 5 – 27. The numbering is off by one item.









Appendix D

Baby Boomers' Responses to Item 30

1944 and 1960 (Baby Boomer)	
	In an ideal world, what would make you most satisfied in your job?
1	More time to plan, time in work day to do clubs and extra events like STEAM and Literacy play, more planning, more money, (lots and lots)
2	Definitely more money and fair compensation for time spent outside of workday hours. Also, being consulted and listened to by politicians and those making decisions about public schools on a state/national level.
3	More time for planning and collaboration; a district-wide adopted curriculum in my subject area, so I wouldn't have to create lesson plans from scratch (VERY time-consuming); money commensurate with the scope of what teachers really do and HOW MUCH time we spend doing it AND preparing.
4	To have more time in each day to complete all goals assigned for that day.
5	More time to truly teach, less testing
6	Less stress, more time and more money
7	Better pay and more support from parents
8	More appreciation from the State Legislature, parents and the community at large.
9	Balanced recognition of achievement across my county. Less age discrimination.
10	1. Longer school day, but only a 4 day week for students. Friday - half day for planning, etc. 2. More time for assistant to be in classroom
11	Better pay for the work we do; more time for planning and completing paperwork - at school, not at home;
12	Less paperwork and more time to plan with fellow teachers
13	Less behavior problems and more flexibility to explore topics with students.
14	Making a difference in the lives of children, while getting paid!
15	Reduction in program changes every few years- new responsibilities are added without requirements from old programs being dropped; just snowballing more and more on my fellow teachers- Are new programs instituted just so that higher-ups can justify a need for their position?
16	If I was given support from my principal, collaboration from teachers, freedom to connect my students with books they will love, and instructing them in how to use the library.
17	Smaller class sizes, teacher assistant, more support with classroom behaviors, If something is added to our schedule, then something should be taken away, stick with something more than one year

(continued)

18	It would make me most satisfied to have our district to not jump on every bandwagon that comes along, and put more into training when new things are imposed upon us. There is so much of what we do that is making us work harder NOT SMARTER. Administrators continuously expect more and more, without any concern or reality check on their workers. They seem to forget how all encompassing just the teaching part is. Teachers are overburdened, underpaid, unfairly treated, and unappreciated for the job they do, oftentimes at the expense of their own family.
19	To be treated like the professional that I am: in deciding how to teach, make curriculum choices, HR issues--leave allocations
20	A drama free work place.
21	If my state and national level accomplishments were respected.
22	Better salary and less worthless paperwork such as PEP's, recording of data that is not effective, and less meetings after school. I feel like my personal time is totally unvalued by my district. I would also like the same amount of planning time that middle school and high school teachers receive on a daily basis. A bathroom break with class coverage in the afternoon would be awesome.
23	Being trusted for my knowledge as well as my ability to enhance the lives of children would be the ultimate satisfaction for me .
24	Knowing the impact my teaching at the elementary level has on student success in high school and beyond
25	Shared curriculum and integration of specialty areas
26	Better working conditions. In what other state do teachers have NO lunch break, and no absolute right to one? That's just one example, but it matters.
27	For all my students to be at least grade level ready, at least. And of course it would be the rest make a 4 or 5 on their EOG test knowing the material and not just answering questions on a test.
28	Freedom to actually teach my way - time, scheduling, autonomy with the order I teach the skills (as long as they're all covered) lack of "paperwork", lack of interruptions, students who want to learn, supportive parents, more pay, more respect, less emphasis on testing, not having to teach to the test, support from principal and district personnel, fewer discipline issues and support with those that occur, Sec. of Educ who knew ANYTHING about and supported public schools!
29	Improved respect and communication with administrators.
30	Being paid for the hours I actually work. We work an extra day each week just to get ready for the week.

(continued)

31	I would be most satisfied if I were allowed the teacher judgment to do what I feel is best for my students. I spend the majority of my time assessing with tests that I know students will fail. The purpose of a test is to know what students know and don't know. If they can't read at third grade level, they can't pass the test, and I feel the time should be used for instruction. mClass is the worst! Students can be on level P one day, Level O the next day. It is so inconsistent that I truly believe it is hurting reading achievement more than anything we have ever tried. It has become a game of who can beat the system, and believe me, some are pretty good at it!
32	Figuring out how to do it without working 60 hours/week and on nights and weekends at home.
33	Flexible schedule. Being treated as a professional and not as a babysitter so teachers can have their planning and duty free lunch. Not spending over 3 1/2 hours in the cafeteria each week on duty. Having a qualified clerk and/or help. Having planning time and time for my administrative duties.
34	Flexibility to teach and be creative. Not be tied to scores.
35	I would not have to travel to more than one school or at least have a better schedule than every other day. I am elementary music and have to travel between schools. My schedule is M W F at my home school and T Th at my secondary school. The schools do not have the same materials so I must pack and unpack everyday.
36	More pay.
37	feeling supported by parents, legislators, and general public
38	Salary increases
39	Respect for the work I do from the state - recognizable in increased salary.
40	To be valued and respected for what I do and how I do it ... take away the demands on my time that keep me at school long hours but don't make me a better teacher but does take away from the time I need to prepare to teach my students each day..... and to make a higher salary.
41	If schools had support systems in place for dealing with students and families with mental, physical, and financial needs.
42	If Sen. Phil Berger were voted out of office.
43	If there were no distractions keeping you from teaching, well behaved students, having enough planning time and having all the resources you needed at your finger tips.
44	To get paid a decent salary.
45	Reasonable and "doable" workload. I very much love what I do but find the workload to be overwhelming as new initiatives and requirements are put in place and yet nothing is ever taken away to make room for these initiatives.

(continued)

46	Being able to teach and not have 50 million things added to my already full plate - having clear communication and expectations/support from leadership - most importantly: a North Carolina legislature that understands and truly supports public education
47	Respect from the state, administration, peers, students and parents. Being treated as a professional and not just considered planning time for the teachers. A reasonable schedule, not 9-10 classes a day~2-3 different schools. Reasonable planning time during the school day.
48	Veteran teachers getting what they deserve in salary. When they is a cap on salaries and everyone gets raises but you, you just want your retirement and out
49	Being treated as an equal
50	Teach to help our future generation to be prepared for now and their future being thinkers and productive citizens.
51	At the end of each day or week or month, having the feeling of making an impact in someone's life for the better would bring me great satisfaction. At the end of some years, when I feel I have no more to give constructively, I'd retire with that satisfaction.
52	To feel valued and to live in a state that pays teachers a salary that is competitive with the business world.
53	more money
54	Time to plan during school day More money
55	More help, less paperwork, more opportunities to collaborate.

Appendix E

Generation Xers' Responses to Item 30

1961 and 1980 (Generation X)	
	In an ideal world, what would make you most satisfied in your job?
1	That all children want to be at school to learn and succeed in learning.
2	For my experience, knowledge and expertise to be acknowledged and appreciated. I don't try to make friends with my principal, thus, I am not one of the "favorites."
3	I would like to be paid enough to support myself and my children. I would like enough time to plan at school and not have to take my work home every night and weekend. I would like to not be expected to perform so many other responsibilities over and beyond my actual teaching of the classroom. ex. *Motivational conferences, faculty meetings and so many district activities that take from our planning times. I would much rather be given time in my classroom to think and plan for the upcoming week. I don't want to have to sell myself/school/district in order to fit in. I would like to be appreciated on the grounds that I love children and want very much to teach them and prepare them for the next grade. I want them to be able to come to school in an environment where teachers aren't so stressed/tired from trying to meet all the demands that go up and beyond the classroom. Just planning lesson for a day takes hours...why doesn't anyone understand that??
4	Not sure
5	Watching when kids get something and are proud of themselves
6	More money and respect
7	Being trusted and allowed to do what is best for students; being treated as a professional, which includes being compensated appropriately.
8	I would like district/school to stop jumping on the bandwagon of "new" teaching strategies when these "new" teaching strategies are the same thing we've been doing for years. I would like our school/district to realize that people are making money off of these "new" strategies when we've been doing them for years.
9	Being able to educate students and not being micro managed from the district and state.
10	<ul style="list-style-type: none"> -Respect from administration, parents and students -More planning time (I have never understood why middle and high school teachers have more/longer planning time than elementary) -Not taking work home with me -Equality among staff, same for everyone -Less discipline issues to deal with -More focus on the students than test scores or school grades

(continued)

11	If people would stop complaining.
12	The opportunity for my babies to grow and develop at their own pace without the pressures and demands of meeting testing goals at age FIVE.
13	Having the time to reflect on the effectiveness of my teaching and next steps to address needs. I'm with kids 7 hours a day. Follow that up with meetings and SPED paperwork and there is little time left for thinking about TEACHING.
14	More money and better benefits
15	Time to process and reflect on lessons; Smaller class size; Time given to write effective lessons; create materials/activities for students
16	More time to plan focused instruction and activities. There are too many other demands that cut into teacher planning time.
17	Smaller class sizes
18	If schools were better funded and the state assembly treated teachers with respect, it would be wonderful but I'm not holding my breath. Morale is low because teachers are not respected and are becoming more overburdened with everything they are supposed to do.
19	I would be most satisfied if parents supported teachers in their role.
20	Better pay
21	Less testing more teaching. Better pay
22	<p>RESPECT - from my school, district and state. Having worked in another state, I realize how disrespected NC teachers are at all levels. I also see that part of that disrespect has been created by the teachers themselves. NC teachers do whatever they are told and NEVER question anything. They work weekends, and evenings for "free", attend countless meetings after school with no comp time offered, (while principals' meetings are held during the regular day), etc. They create a situation where the stakeholders do NOT see them as professionals. Professionals earn respect. I also see the impact their actions have on the future of education. When prospective college students and their families see people with college degrees standing in the rain opening car doors, working for hours after school regularly with nothing in return, eating lunch with the children rather than with fellow teachers, etc. they have to ask "why would I want to do that?"</p> <p>I know from personal experience with my own daughter (who loves children) that I advised her go do something else if she is going to live in NC. Once again, having worked in another state I know it does not have to be that way. My former district was very successful. They did not do the things we do here. They respected themselves and it spread. It is not all about making life easier for teachers. Standing up for things like discipline, class size caps, etc. benefits every student in the building.</p> <p style="text-align: right;">(continued)</p>

23	I would like adequate time to complete tasks, without my planning time being taken for meetings. Out planning time is frequently taken for meetings of teams, IEP, etc. Also, there is entirely too much testing of kindergarten students which impacts, to an extremely high degree, the amount of time I can spend teaching.
24	Accountability of ALL teachers.
25	Being treated as a professional who knows what should be taught, how it is taught, and when it is taught. Being allowed to make my own schedule. Having a planning period EVERY day that is not used for professional development and/or admin dictating what is done during that time.
26	Smaller classes, create own schedule, fewer discipline issues
27	To have a TA all day and not pulled out for other duties unless it was an emergency
28	Community understanding and support
29	Respect
30	Parental support, higher wages, and better benefits.
31	To know that I was able to help each of the students that walk through my classroom door and meet them where they are educationally, emotionally, and socially and help them achieve their best growth and their best and find joy and pride in who they are as a student. To help them build on their strengths and work to overcome their weaknesses.
32	MORE MONEY
33	Take away the pressure to perform on a test. It's not fair to the children that struggle or come from home where education is not valued. Once the pressure is taken away, joy of learning can once return.
34	Time to spend with each student addressing their individual gaps show that they show growth and be acknowledge for that instead of being knocked down because they did not reach a benchmark goal the state of NC deemed age appropriate.
35	That I could do exactly what I think students should have/learn in the media program instead of being forced upon yet another fruitless "reading program" treadmill to "close the achievement gap?" (I just made the comment at an equity meeting amongst schools that the first year I started my job we had a BIG push to "close the achievement gap" and we are STILL having this conversation 26 year later!!! I think it is time to look to other reasons/problems/solutions/answers as to why different cultures perform differently in NC Public Schools!
36	Being treated with respect and appreciated & allowed to make adjustments for the sake of the children in the class and not restricted to a rigid pacing guide
37	Number one....A pay raise!! Second: Freedom to use methods of teaching that I know works for students to help them become well rounded and ready for the future, not just a score on a test. (continued)

38	We as teachers do not get the respect that we deserve. We do a lot that people NOT in education don't understand. Long hours outside the classroom, very small paycheck.
39	More respect, time to be able to reflect and perfect, more job security, higher pay, for education to be viewed as changing children's lives instead of a business.
40	Having ALL students meet State Expectations on the EOG, being paid comparable to other states, not having to worry that our school may lose a fantastic Principal because student achievement is down.
41	More money, smaller class sizes, and more mental health behavioral support.
42	To teach reading skills to 5 or 6 children at a time (30 minute - 45 minutes group time)
43	Less paperwork and assessments. We informally and formally assess to often and aren't able to concentrate on our teaching and improving our craft.
44	More respect to teachers and of course more money, but that isn't a reason to become a better teacher. I feel I put 100% and above to my job.
45	I love my job, but I know I work harder than anyone else in a profession requiring a degree making my salary. Teachers are compensated. The only other thing is advocacy. Teachers are so important, but with no money for lobbyists, they have no voice in politics.
46	Relationships with administration & coworkers and being seen as an equal among peers.
47	More pay would be great, but to see every child succeed. To be supported by EVERY parent!
48	Treated as a true professional the same as a doctor, lawyer. etc. Also, to know that students and parents respect the idea of an education and value this as a true asset of a better society
49	More Money and Less emphasis on the EOGs
50	Less testing, and getting to do what we know is right for kids. More planning time and less paperwork.
51	Principals and instructional facilitators would realize that some teachers can get the most out of their students by using the materials they have such as basal text in reading and not wasting class time with Daily 5 strategies, when that doesn't work for every teacher. Let us teach how we want, if we can still achieve the same goal, student growth!
52	Love my job
53	\$\$
54	Charter schools are killing public education by creating class segregation. They need to be outlawed.
55	More discipline for those that take away my time teaching and having to deal with those behaviors.

(continued)

56	If I were treated as a professional and trusted by administration that I have the knowledge of content and the strategies to make sure my students are learning.
57	Better pay, more respect from families, more planning time to prepare materials and plan for differentiation
58	Allowing me to teach the standards without being micromanaged
59	Being able to do my job in a classroom full of students who want to learn and are self-motivated.
60	Working between 8 and 4, with all work completed during the day so I don't have to continue to work at home. No more emails from work; anything that is important can wait for a staff faculty meeting or verbally passed on instead of opening my inbox every day to numerous emails marked with 'urgent' or 'take action now.' Less pressure on children. Less pressure on teachers. Get rid of testing.
61	To be respected by the public
62	I would love to have a full time teacher assistant.
63	To get everything done in a normal school day. Not having to take work home or stay extended hours before and after school.
64	Freedom to teach the way I see my children need and tools/manipulatives to give my students the hands-on experiences they need to learn.
65	Having time to be able to collaborate with teachers and other support staff to coordinate the needs of the child during the school day with a group that is willing and motivated. Not having to stay after school for meetings of any kind or go to district trainings/school trainings on workdays. Workdays should be set aside for this type of collaboration and/or actual work the teacher needs to get done. Occasional district/staff training is needed but not on every workday or time away from students.
66	The time and resources to enable each student to become the best they could be.
67	More respect from the community--not just seen as a babysitter. Being able to collaborate with others out of county.
68	-More Respect (as a person and as a professional) -Funding for daily supplies and materials needed. (We spend lots of money on basic materials.) -Effective communication (in timely manner and honest) No hidden agendas -Small class sizes in ALL elementary classes
69	Teacher Empowerment
70	More money for resources to use in school.
71	Better pay and planning time in the school day so I didn't have to spend all weekend working.
72	Being able to 100% effectively teach all of my students and have them all to be engaged and thrive to learn! (continued)

73	A collaborative, supportive environment for educators (actually all staff in a school) and students. One wherein all of the employees working with and for children are fairly compensated and treated. This means that the vital support, classified staff are not forgotten in discussions. A school is only as successful as it is a functioning team.
74	Being able to teach my content at a pace that works for the students in my room.
75	I would like to have scheduled planning time where my students are engaged in something meaningful so that I can make my lessons more engaging and meaningful during the school day.
76	Being asked to contribute in decisions that my school district makes. I feel decisions are made by people that do not truly understand what goes on in a classroom.
77	I would be most satisfied if the administration at my school exhibited leadership qualities, made decisions more quickly, and followed through with things that were supposed to be done. I also would be more satisfied if the administration empowered and supported all teachers.
78	Students being “prepared” academically for my grade level when they come in the door on day 1. It is DIFFICULT to GROW students when you are catching up from the previous year, EVERY YEAR.
79	A more manageable class size and no limit on necessary supplies
80	If we were allowed to teach the way I wanted without the pressure of student’s test scores being used to evaluate my teaching.
81	Small classrooms and parental support
82	Well-behaved, respectful students, enough support from administration, and at least \$65,000.
83	I would like for state officials to respect us enough to pay teachers what they are worth. Also, there is so much testing, its hard to have fun teaching when you are testing all the time!
84	Being treated consistently professionally.
85	Not as many mandates so I could use my teaching in more creative ways
86	To not be so overwhelmed by additional tasks on top of professional development, lesson planning and grading. I often feel pulled in so many different directions. There is also not enough planning time during the day.
87	Much less assessing
88	Being valued by the public
89	Student success!
90	NA
91	To be respected for what we do every day by giving us the salary we deserve!

(continued)

92	To have personal connections with those I work with in my grade level. I have it with other teachers, but not the ones I closely work with. There is a power struggle between the three of us. I would also want to work for a boss someone that would ask me for what happened when an issue arises, instead of believing the one sided story of the parent or coworker. I want a chance to defend myself.
93	higher salary
94	more pay, more respect
95	Increased autonomy in my class. Teacher input and for teachers to be encouraged to teach the “whole child” not just teach to the EOG.
96	I strongly believe the teachers in this state are not paid fairly or treated professionally. There is so much emphasis on paper work and testing. There is not enough time dedicated to planning effective lessons. The children of NC deserve better!!!!
97	To have a reasonable number of students to teach in a classroom that is not overcrowded and stuffy. I would like to know that my principals are active in the classes and strive to build relationships with the kids. I would also like to have some freedoms when it comes to being able to choose some of the content that I have to instruct on and try new and inventive strategies. Most of all I wish I did not have to teach to a state mandated TEST!!!
98	having enough time to plan my lessons, teach and follow up my students’ progress as well as personal growth.
99	Students that were well behaved and parents that enforced consequences when students misbehaved during the school day
100	I’m pretty content with my job at the moment.
101	salary
102	My class is an exceptional children’s preK. In an ideal world, I would like to see all of them move on to the regular environment by Kindergarten. That would be true job satisfaction for me.
103	Parent Involvement / More consequences for negative student behavior
104	respect
105	Higher salary, many paths for career enrichment and advancement, more flexibility to interact with colleagues during the school day, smaller class sizes to work closely with students
106	Respectful, well-behaved students All students at least close to performing on grade level or above Less hours working at home
107	If everyone were evaluated on growth and not test scores.
108	Less paperwork and meetings more time to teach students
109	To be respected and paid what others in the nation are.
110	less paper work, more time to teach, small class sizes

(continued)

111	I would not have to continuous testing going on - Pretests, Dibels, DAZE, TRC, Cogat, EOG's, Portfolios so that I might actually teach more and be able to do more creative teaching. I would also have more support from parents and administration.
112	increased salary and respect of my professional judgment by NC legislature.
113	Less testing, especially with 3rd grade Read to Achieve measures; more time to teach science, social studies, other non-tested areas; ability to teach what I wanted instead of district dictating daily lessons I must teach with pacing guide
114	The ability to advance in the profession
115	I would love for everyone to take their job as seriously as I do.
116	To feel valued by lawmakers and politicians.....an increased salary equal to my education and amount of time spent working
117	Being treated as a professional
118	See the light bulb turn on for students.
119	If the decisions were made based on what best practices are for children where they are.
120	LESS TESTING for students, more time to collaborate, clear directions and guidance from administration.
121	less student behavior problems!
122	Less interference and paperwork from administration.
123	To have enough books for every student. To get paid as if teachers really made an impact on the world.
124	More time for planning!
125	Children would come to school with manners and those basics that they are supposed to learn at home already taken care of. Much of my time is spent on teaching my kids basic "life skills" because their parents don't do that anymore. And of course a raise would be great. I don't teach for the money, but it sure is nice to get a raise on a regular basis. The "raise" I got this year, when divided out into a 40-hour work week=less than one cent per hour. (I work over 40 hours per week - without question - and I don't mind that - it is part of the job and I wouldn't trade it for the world.) But, don't humiliate me with a one cent raise. That's ridiculous!!!
126	not so much pressure from state assessment that don't align with age appropriate learning
127	more flexibility and time with scheduling.
128	More time to collaborate, parent support
129	Freedom to teach how I want and when I want to teach it

(continued)

130	I would be the most satisfied if the government would stop making decisions that determine how I must run my classroom. Teachers, principals, and individual counties need to be given the power to make major decisions that affect our students. Teachers need to be allowed more decision making. Parents need to be MADE to be more involved. If they don't get involved there should be consequences.
131	I am the most satisfied in my job when I am appreciated and celebrated.
132	Students who are prepared for school. Many of our students come to school hungry with personal needs not taken care of. If I could just teach, the job would be so much easier. Unfortunately, our students have been exposed to toxic stress and often had a difficult time be prepared for school.
133	To be paid more for doing my job than the people that tell me how to do my job.
134	earning the amount of salary that meets or equals the time and effort I put into my job
135	State testing would not take precedence over everything else. A child's academic career should ne be judged on one test on one day of the year. Teachers should be treated as professionals and paid a competitive wage. Teachers should also be given a voice in the direction education is going in our state.
136	Respect (in many ways), salary, collaboration with like-minded friends
137	Not having to do as much paperwork.
138	Having an assistant that actually works in the classroom for the majority of the day
139	The ability to teach and not have to "raise" the children that come in our school each day. We spend too much time as teachers on things that should be handled at home by the parents. Our job is to teach academic material, not morals, discipline, etc. Parents today expect the school to do everything for them.
140	I feel that we have strayed from the basics and fundamentals of learning...children need to play! ENJOY SCHOOL AND LEARNING!!!! Interact with each other and be more engaged in the curriculum than in ticking off boxes on paperwork! Emersion in skills, data and information is great when children are retaining and applying it in the real world - not to "JUST SAY IT on a report card or EOG!!
141	To keep making a difference in the lives of children but get paid much more. I know a lot of teachers, including myself, that have to get second jobs to makes ends meet which is ridiculous for the amount of work we have to do at home(despite having summers off, I guarantee that I put more hours annually that the 40 hr/wk person does all year.
142	More time during school to plan lessons and complete required paperwork.

(continued)

143	Smaller class sizes, teacher assistant, guaranteed daily planning, duty free lunch, and duty free recess.
144	A better work environment.
145	Working with highly effective adults with similar work ethic and expectations.
146	Clear goals, respectful relationships, appropriate wage/ benefits.
147	Less administrative paperwork that is not directly related to teaching and more time to focus on teaching.
148	Ideally - me being allowed to just be a teacher, not parent, counselor, psychologist, nurse, behavior manager, plus a thousand other jobs... a higher salary-one that represents the effort put into working with the students I have... real instructional time that is not interrupted and so short... less pressure from test results on me, I'm not the one taking the test - kids and parents need to be held accountable...
149	In an ideal world, teaching/learning time would be uninterrupted. Extracurricular activities and absences and interruptions of all kinds prevent flow from occurring. Ideally, Teachers and Education would be treasured by the students, their families, Administrators and law makers.
150	respectful students and parents; students who want to learn; fairness and equality among colleagues; attainable expectations
151	If I were able to reach all children
152	I earn enough money as a professional that I wouldn't have to work other jobs to support my family and make ends meet. I would also work with more students who aren't suffering from the breakdown of the family system.
153	Appreciation
154	Less testing and more flexibility.
155	For all students to be successful in class, in school, and in life and it not all depend on a test score. Clear communication and understanding between administration and staff. A school community where all staff are on the same page, and share the same love of teaching and children.
156	Being trusted that I will do my job
157	Higher pay with netter benefits. Full retirement sooner
158	More freedom in my classroom to teach HOW I want to teach, less district requirements for wallpaper and the look of the classroom, flexible schedule or more individual input on schedule, more field trips and life experiences for my students
159	Being able to NOT teach to the test. More funds for teachers to purchase materials for classroom instead of using our money.
160	Opportunity for advancement without having to invest \$20,000-\$30,000 in tuition to pursue a Master's Degree or Doctorate. Many times others are not considered because of lack of certification.
161	time to be creative and teach in a variety of ways to help my students achieve/learn
162	The opportunity to do what is best for my kids (continued)

163	More pay
164	I would love to be able to teach more and test/assess less. I enjoy seeing students grow and building relationships with my students. I would love to be able to truly be at school to help students become the best they can be for our society, not a test. It would be great not to be micromanaged and critiqued and to be valued and respected as a teacher.
165	If more students came to school prepared for their academic careers and parents were more involved/supporting.
166	Student's overall academic achievement.
167	The ideal world would help all children no matter what the scores. Scores should not be held over students. It should be all about learning.....
168	Students and parents would value my curriculum and I would spend more time teaching and less time correcting disruptive behavior.
169	The state makes changes when they need to ask teachers who are in the classroom what will make an impact on the students.
170	Being paid enough to support my family doing what I love - teaching - and not having to get a second job!
171	Tuition reimbursement for continuing education courses to renew license or graduate school work.
172	A clearer picture of what I need to do to make a difference and feel like I'm doing a good job and clear evidence that I'm making that difference.
173	There would be planning time during the school day and less work to carry home.
174	Parents that supported me in my decisions, instead of questioning each thing I do.
175	More resources for students.
176	Less testing As an international exchange teacher I would like to have more support from the company that brought me here. Reasonable use of materials and more leveled books for my class.
177	Not being graded on student performance.
178	No End-of-Grade test or better ones. (For example, they could use the Iowa.)
179	To be respected by all
180	If we could get rid of the EOG testing, especially at the elementary level. All the time and energy that is spent on teaching to the test is absurd, not to mention the amount of money that goes towards it. The time has come to take back our schools! (continued)

181	Having the ability to teach what the students need to learn to be successful in future grades and not what others believe they should learn at their age that is not developmentally appropriate for each child.
182	less testing and more teaching, less micromanaging
183	The most satisfying aspect of my job would be to be treated as an equal contributor to society. Without teachers, there would be no doctors, lawyers, judges, or politicians as we should be paid as such instead of living poverty level.
184	More Pay
185	That every student pass their grades and be successful.
186	more money
187	For my student to achieve academic and behavioral success.
188	Feeling respected and appreciated for my contributions and improving the lives of others.
189	When I got into teaching, teachers were respected and their thoughts and ideas valued. This has diminished over the years. I still love to teach but in 3 years I can retire, and I will. 10 years ago, I could see myself teaching for years after 30. Now, I just want to reach 30 and go onto some other career that is not demonized and I am not looked down upon from others above me.
190	More money and less standardized testing pressure!
191	An administrative team that values all teaching styles and gives positive feedback regularly and a rate of pay that would provide me the opportunity to enjoy my time off rather than obtain another job to make ends meet.
192	To be recognized, appreciated for the job I do.
193	Parental support!!
194	Everyone working together as a team to ensure the success of ALL students. Money for the things that would make education pop for the students. School hours of 8:30 to 4 with actual lunch time for the students and rotation of lunch duties for the adults, or lunch provided to all :) Very clean floors and bathrooms. Thanks for asking and for the dream time!
195	If parents understood how much time I put into planning, teaching and grading. I am a professional and feel that being paid like a professional may be helpful for parents to see that we work hard for their children.
196	Less testing, more teaching would be great.

(continued)

197	<p>I would be more satisfied in my job if I were provided a salary comparable to the necessity of my field. In other words, without teachers, those making more money than teachers would not be in the positions they are now.</p> <p>I would also be more satisfied with my job if the emphasis on the end of grade tests was removed. As teachers, we know our students, and we know whether or not the small snapshot of knowledge that is the EOG is an accurate assessment of the child's ability and knowledge gained over the year.</p>
198	less meetings and less paperwork
199	To know that I can teach my children and not have to teach to test.
200	The respect my job is due
201	Ability to help others while earning an adequate income
202	More time with my students and time to plan while at school without having to stay for long periods of time in the evening after i am already tired.
203	Higher salary, reimbursement for the amount of money I put into my classroom/students, parent responsibility, parent support, smaller class sizes, lower emphasis on EOG testing, an assistant, less paperwork, not spending hours and hours at night to work on things I could be doing the day but can't because I am at meetings discussing the same things that are not changing.
204	more pay
205	More planning time to get together all I need for my classroom; support from the community; Paid as a professional; not held responsible for society's issues
206	Adequate pay and benefits so I would not have to worry about providing for my children as I strive to make a difference one child at a time. Parent support and respect for the profession. The ability to have positive and negative consequences for students that they care about so we can prepare them for the real world. Ultimately, I just want to make a difference in their lives to set them up for success!
207	Helping children learn at developmentally appropriate levels.
208	The ability to teach what my students need to learn to become successful adults in the world and not be dictated to teach what "government" deems to be important.
209	opportunity to advance, realistic planning time, focus on students rather than paperwork/timelines/regulations, constant change of circumstances.
210	Feeling of accomplishment

(continued)

211	More money. More respect/ understanding of what I contribute from colleagues/ administration.
212	If I got to counsel students instead of being used as a filler for teacher planning time. I feel torn between my obligation to counsel students and be their support here at school and the business of being scheduled in master schedule every week. I feel like I am not meeting my goals as the counselor.
213	More time for planning and collaboration
214	success of students
215	no more testing
216	More classroom technology and manipulatives. A little more money at home would be nice.
217	More personal in the classroom, more time to plan with other teachers, support from the state government, treatment as a professional, smaller classroom sizes
218	More PD
219	Decreased testing, reducing micro management from out of touch central offices Being allowed to teach and not TEST
220	Fewer issues with student behavior, less paperwork
221	Communication from administration both school wide and district wide. Recognition for work done instead of always receiving criticism. Having the resources needed to teach effectively, lower class sizes (30 students with various abilities including EC is challenging), and consistency within policies and rules. Many people seem to lose focus on why we are here, which is for the children. They are CHILDREN. Punishing children for things like not turning in homework goes against my personal beliefs and it's difficult to have a cohesive environment when opinions are this vast. Children are children and there is far too much emphasis on testing and not nearly enough on teaching the whole child. Children will learn better if treated like an individual and with respect and love. I am also a parent and it is difficult to see how my own children are negatively impacted by rationales from teachers who punish over homework, having questions in class, etc.
222	More flexibility in my daily schedule
223	More pay
224	More money and more help (or less responsibilities)
225	Better pay and respect.
226	If schools were given more resources to help children. At this point, there are so few adults in the building, I am afraid of the legal liability.

(continued)

227	less paperwork, less testing, and just being able to teach
228	Less paperwork/hoops to jump through counterbalanced with more time for teaching and preparation for teaching.
229	To be paid for the effort put into job performance
230	more time to complete all work during work hours...hard to balance family and work and do it right!
231	more money and more respect from public and legislators
232	Since I left the reg.ed. classroom and became instructional support working with small groups of struggling students, I am quite satisfied! It is true teaching in it's most pure form.
233	More pay, less testing and less disrespect
234	Helping children learn the things that need to be successful in reaching their adult dreams.
235	things I have no control over ...ultimately better home lives for many of my students
236	I enjoy my job, but a pay raise would make me more satisfied. Longevity was taken from teachers but other state workers continue to receive that. Veteran teachers have not received a significant raise in years.
237	I do not teach for the money or I would not be in this profession, but after obtaining a masters and showing growth through performance it would be more satisfying to have benefits from the work. It is motivating to have my evaluator and parents affirm the work I am doing.
238	Being respected as a professional and allowed to do what I know is best for my students.
239	less paperwork
240	autonomy
241	More money
242	To be treated as a valued person and employee. As a person with experience and insight into how children in my class learn, and not to be overwhelmed with logs/paperwork/documents that consume more hours than I can give. It is no longer about teaching, but about paper trails and making things look good. It would also help if discipline were handled instead of glossed over to make things look good. Everything is now about looking good on paper.
243	Great success in what I see my students doing along with getting paid sufficiently for what I do. I have a Master's degree and am National Board Certified but still have friends in entry level jobs with a bachelor's degree making way more than me.
244	The freedom to do my job in the manner in which I was trained.
245	Competitive pay and respect for the job I do each and every day.

(continued)

246	less assessment for students--way too much time is spent on assessing children in the primary grades ---more time for project based learning--more respect for teachers--letting them have autonomy in their jobs--fewer directives that last only 2-3 years
247	The students understanding the material and remembering what they are learning.
248	students achievement
249	When I able to teach without paperwork and restrictions
250	To be praised more for the hard work I do to get my students on grade level rather than being criticized for what I am not doing as far as what my district expects.
251	more teacher workdays to actually work in my room
252	to be respected as a professional by the leaders of our state and nation
253	<p>Money to support classroom needs or a raise so that I can purchase what my classroom needs.</p> <p>It was MUCH better when we had TAs in the upper grades that were able to tutor small groups. Less help and less resources has made it NOT an ideal situation.</p>
254	An increase in pay and more time with students.
255	Being able to teach how my students need and not based on how the State wants it done.
256	If the legislators would actually know what effects each law they propose has on children and staff.

Appendix F

Millennials' Responses to Item 30

1981 and 2000 (Millennial)	
	In an ideal world, what would make you most satisfied in your job?
1	More during the day and less meetings. (Although meetings are important and carry important information they become excessive after a while)
2	Less non-instructional expectations and more time to actually teach. Receipting money and monitoring students at lunch are examples of times I could be using planning enriching lessons.
3	I do my best and I am constantly trying to improve my teaching abilities, and I have strong support from peers and administration. I am satisfied in my job but one thing that would make me much happier is more money and more pay increases over time. With my master's degree, I am capping out at \$56,430 at 25+ years... that is just not ok. Teachers who are retirement age in NY retire making TWICE that amount. I know some work has been done to teacher salary schedules since I started teaching but we need more, especially in low performing districts where we have to work our asses off to maybe see a little growth... not even achievement, but growth.
4	I am most satisfied when there are clear expectations and the students are learning and catching on.
5	Ability to use best practices in your classroom, rather than grade level, school-wide, and district-wide expectations.
6	Students were learning and focused on learning. All teachers had the same expectations from admin. All teachers have students best interest at heart.
7	Flexibility in scheduling.
8	To be able to do what I feel is right for my students and not have people telling that it will not work.
9	more time to engage in educational discussions with children, less stress on all students performing the "same" on standardized testing
10	I would be extremely satisfied if the state of NC helped teachers out more regarding pay and benefits, as well as relooking at the end-of-grade assessment for third grade. The EOG guides my instruction throughout the whole year, because that test is what I am assessed on as a teacher. It shows if I am a good teacher or not in relation to the students who have passed or not passed. My school is a Title 1 school, and I have several students who are on a kindergarten/first grade reading level. The goal of them being able to pass the EOG is very unrealistic, and it needs to be looked at further.
11	Smaller class sizes and more time to do all of the tasks that are not physically teaching students (more workdays, more time in the classroom to prep and do other necessary tasks.)
12	More parent and admin support in the classroom
13	Respectful students, parental support, less assessments, more financial stability (continued)

14	Higher pay, more flexibility to coach/lead teachers
15	Fewer responsibilities so I can be more thorough in the tasks I'm presented and make more of an impact.
16	More freedom to teach what children need, less demands, more pay, more time to do all of the other tasks involved in teaching that doesn't take up our life.
17	Creating relationships with students that inspire them to reach their greatest academic and personal goals.
18	more compensation, more help in the classroom
19	To have students that wanted to come to class and learn
20	Stronger consequences for discipline
21	pay increase
22	I would be most satisfied in my job as a school counselor if my school clearly understood my role (beyond me just telling them) and respected me as a resource for helping all of our students. In order for me to feel like I am being effective, I need support from administration and other student services employees. If my school trusted me more deeply and used my services as a true learning aid resource, I would be more satisfied. I would also be more satisfied if I felt respected by my school and my district/NCDPI. I have an advanced masters degree, yet I am only being paid at regular masters degree. Although the pay increase isn't significant, this makes me feel unimportant and as if my education does not mean anything to my district/NCDPI. It is not about the money, it is about respect in my opinion.
23	Being able to have a higher salary
24	Not to be judged by numerical data and look at the intangible examples of student success.
25	Full time Teacher Assistant
26	To have less standardized tests and constantly being told how to progress monitor. This is what an average teacher is told in a school year: Pull all red students in MClass and progress monitor every 10 days, pull all yellow kids every 20 days and green/blue kids once a nine weeks. This needs to be done for DIBELS and TRC. Test students in star math and star reading three times a year and then pull yellow and red kids and PM once a month. Collect data and create a Core plan. PM all kids in MTSS once a week. So much is dictated to us and it is a rat race to get it all done. Let teachers teach. They know what is best for their kids and they will do it.
27	Seeing the students care about their learning

(continued)

28	<p>In an ideal world, my job would be most satisfying if ...</p> <ul style="list-style-type: none"> -I had the ability to choose age appropriate curriculum for my students, including emotional and social skills -the respect and support from parents and the community (i.e. We are not child care givers, we're educators.) -to be compensated for the hours I put in to my job (not just hours spent at school) -and provided the materials my students need to be successful without spending out of pocket <p>It's also important to remember that all students of North Carolina deserve an equal opportunity to learn, not just those in densely populated areas or areas of higher income levels.</p>
29	<p>I have 3 small children, so more time to work on individual plans or grade papers at work so I don't have to bring as much home and when my work day is over it is truly over, not just continuing at home. More time during the day to look at and analyze the overload of student data and student work, so I'm not being that home as well.</p>
30	<p>Being able to teach and when I am finish actually leave my work at school and not bring it home.</p>
31	<p>Knowing I'm making a difference</p>
32	<p>More curriculum support.</p>
33	<p>I honestly love where I work, who I work with and what I do. I would love to have more time to plan. I feel as if I have to go back on the weekends to actually plan my weeks ahead. I would love to use my planning periods for just that, quite planning. Instead we are meeting in PLC's or grade level collaboration, which is important. It also wouldn't be a bad thing to have a pay increase! :)</p>
34	<p>If I could spend more time with my family, and less time at work (or bringing it home).</p>
35	<p>More protected planning time both alone and with my team to ensure solid lessons in which students experience differentiated instruction that helps them grow.</p>
36	<p>Pay raise.</p>
37	<p>Everyone being treated fairly and equally, and being required to meet the same standards of work.</p>
38	<p>More time to teach and less assessing</p>
39	<p>More money, Less helicopter parents, students who cared</p>
40	<p>There are too many things to list</p>
41	<p>Less emphasis on standardized testing.</p>

(continued)

42	I would love to teach in a district that has clear curriculum guides, books, and tools. I just want cohesiveness.
43	Having the flexibility and time to service all my children with the direct instruction they need.
44	Teachers willing to accept coaching and wanting to learn more to improve student results in the classroom.
45	Higher salary, better resources, and more communication
46	More autonomy in the classroom and not so many things outside of school hours that are required to work without compensation.
47	If my value was reflected in my pay and my opinion was respected by my administration instead of them treating the staff like we are first year teachers.
48	Working with like minded individuals. Working for decent pay.
49	More time to plan and get ready for my students properly.
50	Having the ability to make it fun.
51	More acknowledgement from the state of the amount of work that I do as well as all the support needed to do it.
52	communication
53	Understanding of day to day challenges and support (having others understand that even at my best - outside factors will affect student learning)
54	If we had more resources. If we were respected more. If we had more collaborative planning time.
55	I love teaching. But I won't be able to continue doing it if I continue to struggle financially. Therefore, being compensated with a salary that reflects the hard work, and education I received would make me most satisfied.
56	Not so much political things and useless paperwork/assessments and getting paid more.
57	Less testing of students, shorter summer break and more breaks during the year, being paid for 12 months
58	Less paperwork and more time to meet kids service delivery.
59	Less busy work, and more freedom to help my students learn things that will actually help them become contributing citizens to society. I feel like I spend entirely too much time with required paperwork, interventions, and standardized testing, that my students are burned out on school before they are even halfway through with their pre-college education. They can take a test, and find answers in a passage, but they have no idea how to communicate with each other, or how to figure out anything real-life related.
60	Acceptance and understanding from students that art is not "just a specials" class but a place to learn how to think creatively and problem solve. (continued)

61	<ul style="list-style-type: none"> -supportive administration -high fidelity Montessori program -good wages and benefits -fewer required benchmarks and assessments for students -coworkers I respect and can learn from and the time to actually collaborate with them
62	Better pay
63	Clear expectations from administration
64	Higher pay and all the resources that I need to teach available to me.
65	Parent, teacher, and administrative collaboration to meet the needs of students and see progress.
66	more support services for students, lower student numbers
67	To be entirely trusted to teach my students to the best of my ability and treated as a professional, by the government, administration, and parents. To be treated with respect as an expert on education and to have input on the policies that are affecting our students and classrooms. Work life balance where I'm not expected to take on so many extra obligations all of the time on top of taking work home. There just seems to never actually be an official end to the day. To also have the flexibility to schedule as appropriate for the students and integration of subjects. Less testing and more emphasis on interpersonal and life skills and creativity.
68	Having better relationships with parents who support teachers and are concerned about their child's academics and behavior versus how popular they are or how many sports they can play.
69	Opportunities to connect with others in my subject matter to exchange ideas to help impact student learning.
70	Students coming to 3rd grade on grade level.
71	Not having to take work home with me/ stay at school late into the evening to finish paperwork.
72	more money, less menial activities
73	Me doing everything to assist in every student I have. Allow them to love the arts and want a world that does too.
74	more money, smaller class sizes, more technology.
75	Support with student behavior and respect for the work I do every day.

(continued)

76	Being trusted to do what I know is best and not having to be a cookie cutter on a team. I understand that all students deserve the same educational opportunities; however, I need more freedom to do things my way instead of being on the exact same page as everyone else. Especially when I do the lion's share of the work for the team.
77	If I had more freedom over the pace at which I taught and less demands on me as far as testing. In third grade, we are made to assess so much that I feel like I fall behind in my teaching of curriculum and cannot catch up. A pay increase for all the work I do after school and on the weekends just to meet the everyday demands of my job. Teachers aids would be provided at least one per grade level above 1st grade to help lighten the load of clerical tasks that we have to do on top of planning for instruction, managing data, and making sure our classrooms are a safe a nurturing environment for learning.
78	More planning time, and more respect as a professional to make the best decisions for how to teach my children and what methods to use.
79	Less discipline issues in my classroom so I can TEACH
80	To be listened to; higher pay
81	Flexibility to teach what is within the score and sequence ability within my classroom. When "growth" is the true goal....not test scores.
82	Great and skilled administration
83	Less stress. For example, for the last two and a half weeks I've had another class in with my class. I was unprepared for this and it was thrown on me. The hired substitutes were doing nothing. Why are we paying them and teachers working twice as hard? Maybe the teacher should get the sub pay if the administrator requires students to be with a certified teacher. I and 2 of my co workers have considered walking out over the past two weeks if it were not for the lack of another job. I'm sick of going to work absolutely hating what I do.
84	Getting rid of standardized testing! It doesn't truly measure what children know.
85	Teaching
86	More funds/resources for children with disabilities.
87	A focus on individual students' needs not based off their data from a test, but from all aspects of their growth: socially, physically, and mentally. Using that data to appropriately teach them at their level and not on a standard that they have no comprehension of or want to know.
88	Less pressure from the state and their ridiculous report card grades. Better pay.
89	Pay better. Great appreciation for what the teachers contribute inside and outside the classroom.
90	Security
91	What I do being enough.
92	Knowing that I'm appreciated.
93	Autonomy

(continued)

94	More pay, less “stuff” to do
95	More planning time. Cost of living increases in my salary.
96	More money and respect at the state and national level. The ability to provide resources to students and families regardless of their background, culture, and history.
97	I love what I do for the price I do it for, but making more money would be wonderful!
98	More resources to help those that I cannot help with each problem that arises.
99	Higher pay, less demands on teachers (assessments, data, etc.)
100	I would love structure and support. I want to be in an atmosphere where I am pushed to be a better teacher.
101	I would like to have a supportive principal and supportive district. I think that would make my job more satisfying.
102	Being able to have adequate time to plan and implement lessons. We are constantly testing or progress monitoring that its hard to even teach.
103	More funding for continuing education opportunities
104	To be able to help make more decisions when it comes to the students I teach.
105	<p>I would be more satisfied with my job if I had the time to actually teach concepts to mastery. Students are required to master standards that are not developmentally appropriate often in a week.</p> <p>I would be satisfied with my job if I got paid for the amount of time I actually work. I’m getting paid to work 8 hours a day, but more often am working at least 10 hours everyday. I would be satisfied if I could get my work done in the time I have at school. I have so many different responsibilities that I can never catch up or complete everything even when I stay at school until 6:00 pm and come in on a weekend. I either need less responsibilities that I can get done in the time allotted, or I need more money to make up for all of the extra time I am working.</p>
106	a higher salary and a higher level of respect.
107	I would be most satisfied if every child left my room happy, with more knowledge, and if they went onto the next grade (and beyond) remembering the character traits we discussed and remembering to be kind to one another!
108	To make a livable wage.
109	More flexible working hours, the ability to have more time off during the week. Also, less responsibilities after school hours, things like PTO, movie nights, fundraiser events, meetings, etc. So much of our time outside of the school day is also required for us to be here at school.
110	More time to plan better lessons without students not dictated by professional development or lessons. Also, higher pay.

(continued)

111	Clear expectations, collaboration with teammates, and compensation for time put in.
112	Having enough time to teach to mastery, and not simply to know it.
113	To have a full time assistant who was in my classroom five days a week for the whole day.
114	I would feel most satisfied in the “education world” if we were all respected for what we do and deal with on a daily basis. Additionally, I would be most satisfied if we were compensated for all of the hard work we do. Although we are not in this profession for the money, we are almost hindered by the knowledge of this. Many people who make decisions based on our salaries have never even stepped inside a classroom as the educator in the room. These are the people making decisions based on our future. I have taught in two other states and here in North Carolina. We are treated very differently here versus the two other states in which I taught. We are NOT compensated for the numerous hours we put in before school, after school, working on committees, etc. The worst part about it is that this is expected, but we are definitely not compensated via the state. Further, it is getting much more difficult to find teachers to work within our schools because they are moving elsewhere because they are valued as an educator in neighboring states. In an ideal world, we would be compensated for all the work we do and for the degrees we have. I am getting no additional pay for having my master’s degree. I have a job title that is considered “administrative”, yet I am getting the same exact pay as any other teacher in my school who does much less than myself.
115	Opportunity to teach underachieving students real life skills.
116	Not having to spend so much time focusing on the immediate needs of students that are not being met at home and trying to get them fed, clothed, and feeling safe so that we could spend more focused time on their learning needs.
117	To be treated respectfully, to be heard on a daily basis. To work in a collaborative community that places value in its’ greatest achievement- the teachers. To feel like a professional.
118	The opportunity to be flexible in what I deliver to kids (instruction on their level) outside of district mandated “programs.”
119	An environment that is fun and comfortable to be in each day.
120	Supportive parents and a system that trusts its teachers
121	Being treated as a valuable member of our school who is capable of making educational decisions for my classroom.
122	Respect
123	less assessing
124	If I was able to have access to more materials.
125	Having more days/time to work in my classroom during teacher workdays. (continued)

126	The ability to teach my students the curriculum designated in the Standard Course of Study, without having to push certain standards to the side because they are not “tested.” Also, being able to work and collaborate with a team of teachers, daily or every other day, on best practices, ideas, etc. Finally, being able to dedicate time each day to student’s emotional and social development and growth in the classroom.
127	Higher pay, more support for behavior issues. Lower our out of pocket insurance costs
128	Flexibility and planning time. I work way to much at home and it makes family life stressful.
129	Less assessing of students. We complete quarterly assessments, benchmark assessments, Mclass, and KEA. It is TOOOOOOOOOOOOOOOO much for a five/six year old. Also it limits my teaching time because I am always assessing something.
130	If I had time at work to do everything that is required of me (such as planning) during the work day without having to work at home on nights and weekends every single weekend. I would also be more satisfied if I didn’t have to spend my own money to buy supplies and materials for my classroom. I would also like to have more copies because my district only always 1.5 copies per day which is RIDICULOUS for a 1st grade teacher.
131	Better pay
132	Being paid for the time I actually spend at school. Being given better benefits and job security. Not being required to spend my free time doing school activities. Teaching my students the skills they need to be successful, not the skills they need to pass an assessment. A government that supports public education and makes it a priority.
133	Ability to teach in a style the teacher is most comfortable with.
134	Although I work very hard to be the best teacher I can, I feel like we often lack in training. We work hard, but is it best practice. I feel like with appropriate training students would benefit more.
135	Less testing...more teaching
136	Being given the time necessary to complete all the work required of an effective teacher. either being compensated for my effort, energy or work wither with time or increased salary. Public schools also need much more funding than they currently receive so this burden is removed from teachers.
137	A clear understanding as to what is expected for the school year.
138	I would be more satisfied with my job if I felt more respected by my colleagues and was treated like another teacher/as part of the school.
139	Student success and progress!
140	Receiving more support to help support the students who need it the most.

Appendix G:

Baby Boomers' Responses to Item 32: Yes

Q31: Yes	
	Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.
1	It is what I am best at. I am using all my talents and that give me joy.
2	Close to retirement, currently working with excellent administration and coworkers who are support and challenge each other, while keeping the focus on our students. Hate what the state is doing - a bunch of pompous idiots who should not be making public education policy.
3	I plan to teach at NC Public Schools until I retire because I love my students; I love my school; I love my administrators; I love the satisfaction I get from helping my students grow.
4	Only a few years to go.
5	Pension
6	Close to retirement
7	Because I started in education to have a stable retirement.
8	I still feel like I'm making a difference with the children I teach.
9	Too old to jump, no other opportunities for same salary.
10	Only 2 years away from early retirement.
11	I love my job, and my family is here, and I like where I live.
12	Yes, I enjoy teaching.
13	I am close to retirement
14	I am very close to retirement- of course, if benefits keep decreasing (such as medical) I may move on to a job with more freedom in my duties as well as my personal life.
15	<p>I started as a teacher assistant when Jim Hunt was governor. As I approached retirement age, I knew that I could not make it on assistant retirement. I wanted to continue to teach because I LOVE it. I went back to school for 9 years to get my degree while still being an assistant. I have been actually teaching for about 5 years. I knew what I was getting into, BUT I will say that teaching has changed. I know there has to be change, but I am not convinced that all this change is necessary. I feel that people higher up come up with ideas and they want to implement it to the teachers. I have never seen anyone from the state come to our county to actually see what is really going on in the classroom. It is easy to think everything is OK when you never come in contact with the ones implementing their ideas. Teachers have so much more pressure. I know because I have been a part of the system for nearly 40 years. Teacher morale is down, students are being raised by grandparents, etc. and it seems that test scores are more important than the growth a child actually makes in their life.</p> <p>With all of that said, I LOVE, LOVE, LOVE teaching and I will do my best to change with the times, impact my children, and teach them that being good American citizens and helping others, being responsible to themselves and others is essential for lifelong learning and success. (continued)</p>

16	I am within 4 years of retirement and have definitely earned it.
17	I have two more years and I am devoted to my school, the students and families there and my colleagues
18	enjoy teaching
19	Actually, I can retire at any time since November 2013. I continue to work because I love what I do.
20	Teacher concerns must be listened to as well as acted upon if the workforce is going to remain well staffed. . Teachers are knowledgeable and deserve respect.
21	Because this is my last year. I can retire with 25 years and I am 60 years old. I would have continued for 5 more years but,the workload and stress is not worth it.
22	at retirement age now....will retire when I no longer am excited about the job
23	n/a
24	I have to at this point; I am single and have too many years in to walk away. I would strongly recommend younger people leave NC to teach for more pay and better working conditions. However, when I can retire I plan to continue teaching, either out-of-state or in Catholic schools. I am deeply passionate about what I do.
25	I feel after six years of teaching, I am finally getting it right to benefit all students.
26	I am at an age that a career change is not feasible and I am very devoted to helping improve the lives of special needs children.
27	I will stay in teaching because I feel it is what I am called to do. I can't say that I agree with the way education is going, but I will keep trying to do what I think is best for children.
28	I love this school, fellow teachers, and the leadership here. I also love working with children. I'm hoping my body and mind can stand the long hours so that I can make it to retirement age.
29	I enjoy working with children
30	I like my job and where I live. I do not want to move and I would like to work as long as I can. I entered education late so I will not reach full retirement, but I need to work and I really appreciate a job that I find joy in doing. That is extremely important to me. I also like to know that I can make a difference in the life of a child and hopefully make the world a better, happier place.
31	I need the retirement benefits to survive.
32	I am less than 4 years from full retirement.
33	Because I'm too close now to do something different.

(continued)

34	I am too close to retirement to give it up now - I like being with the children and helping them learn but the demands on teachers at present and the lack of respect and understanding by our government leaders make me question my decision ...
35	I still like my job most of the time. Hands down, it is positive interactions with students that make my job rewarding.
36	3-4 years to go!
37	I did work until retirement. Have come back to work part-time.
38	I feel that you are called to teach and to work with children. I strongly believe in what I do in the support of building educated, responsible adults that will mold the society in which we live.
39	close to retirement now
40	I have put to many years in towards my retirement to give up my pension and health care. If the State would offer a reasonable early retirement package I would be out now.
41	close to retirement
42	Rewarding and hopefully the time I have given has made a difference in our youth and their education. Love what I do.
43	I have taught in a different state but will not receive my full retirement from there, so I want to make sure I have something in place. But my real reason for coming to NC was being sent by God to care for aging family. I know He put me in this district for a purpose, and I'll stay until it is clearly achieved. He will direct my path. He brought me here, and He will take me out at the right time.
44	I only have a few years left before I can retire. So no matter how awful the conditions are and how sad the pay is, I can not just throw them away on principle and try to find another job that will pay me what I am worth. So I, in fact, am stuck to a degree. I do enjoy my job but there is way too much testing. Our pay is pitiful and the state continues to screw us time and time again.
45	I like it.
46	I love my job
47	I feel that I made a commitment to teach until I am unable to teach.

Appendix H:

Baby Boomers' Responses to Item 32: No

1	Already retired from another state. not worth staying for NC retirement.
2	The current situation in my elementary school is becoming less and less professional, and I feel harassed by administration.
3	I have taught for over 30 years. It is time to take a break and do something else.
4	Getting paid a decent salary for 25 years and more

Appendix I:

Baby Boomers' Responses to Item 32: Unsure

1	See answers to question #30.
2	I have 2 years in and am 57 so I won't have enough time in to retire
3	A workplace environment that respects and understands my profession. Support from the administration. Manageable schedule, time to plan and time to actually do my job.
4	Higher salary.

Appendix J:

Generation Xers' Responses to Item 32: Yes

Generation Xers - Yes	
	Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.
1	Because there is no place I would rather be. Great friends and staff.
2	I am retiring with 30 years this year. The question for me, is what would make me CONTINUE to teach. Monetary compensation would help me consider staying in, but also the acknowledgement that my experience, knowledge and loyalty is appreciated at the school, county and state level would be nice. Instead, of appreciating and rewarding senior teachers, the state freezes our pay, and at the school level I feel like I am overlooked, and underappreciated.
3	Because I have lived in NC my whole life as did the 4 generations above me. I have 12 more years until retirement. I started this career in the hopes of making a difference in the lives of children and I believe I am still doing that.
4	Only a few years away
5	Love of teaching, too invested to leave and start over
6	I have 21 years with the school system. Even though I don't feel valued as a teacher any longer due to my age and experience, I have too much time vested in my career to switch jobs.
7	At this point in my career I have very few years until retirement so I am in it til the end. It would be a very unwise career choice to switch to another job. Also, I want to keep in touch with academic expectations for my own children so that I can help them better as they move forward. I enjoy teaching and helping children. Teaching is like any job, it has it's ups and downs. I have seen many things change over the years, some good and some not so good, but I do enjoy what I do and want to continue to help children grow.
8	To get full benefits
9	I'm only a year away from full retirement. With the explosion of paperwork in the last few years, I would consider leaving if I weren't that close.
10	No plan to move out of state.
11	I love working with children. There is no other place that I think I would be as valued.
12	I love teaching! I love working with children and helping them to set and achieve goals! It is the most rewarding part of the job
13	I will continue teaching until retirement age because I need full retirement benefits.
14	Full Retirement Benefits, fulfilling commitment, finishing what I started.
15	Too old to change profession, can retire in 9 years.
16	Still enjoy teaching

(continued)

17	I enjoy my work !!
18	To reach retirement years for compensation
19	Changing now would not allow me to accumulate any benefits. I've only been in the state for less than 6 years.
20	Too close to retirement to change my profession now.
21	I would be stupid to not get my full retirement benefits when I'm only two years away! Plus, I still enjoy reading books to students in library and getting kids to LOVE books! (which is harder this day and age of computer games!)
22	I'm too close to retirement to change careers. Although the State of NC has not treated me or paid me as a professional as I have gained experience throughout the years, I love children and want to help them succeed in the future. I will not, however, encourage others to start a career in teaching because once they invest time in the education system, the system takes advantage of them and ignores their need for pay raises and cost of living expense.
23	to get the full benefits, Love of teaching
24	I have spent half my career in education and feel I have mastered being an excellent teacher. I have grown as a person and teacher and look forward to becoming even better and love on the kiddos.
25	I love what I do, and enjoy seeing my students grow each year. I can't imagine doing anything else.
26	to reach full retirement benefits
27	Teaching is what I love and NC is home.
28	It is what I love. I teach because of the children - in hopes that I am helping to ensure a better education based on a solid foundation.
29	I have to have retirement in order to make it financially when I retire from education.
30	I have come this far and have made a strong commitment to the students I teach.
31	I love working with children, but I grow weary of state and district expectations that take time, but don't seem to directly affect student learning.
32	Two children who will be entering college.
33	I love my job
34	na
35	I love what I do.
36	I like teaching at my school. I have a family to support and two children to get thru college.
37	The main reason I will continue to work in NC until retirement is the retirement benefits.

(continued)

38	I plan to continue to retirement because I have too much time invested in my career.
39	I have over 17 years experience in the educational setting. I was an assistant and went back to obtain my EC certification. I feel like I have to retire as to how many years I have invested.
40	I enjoy teaching teaching children who will one day be our future leaders.
41	I only have 6 years left to reach retirement age.
42	My child is very young and I will need to continue to work until she graduates from school/college.
43	I am close to retirement (within 6-9 years) depending on when I decide to. I have children in college and need to continue working.
44	I will continue teaching to receive my full benefits.
45	Because I have the education in this field, I grow children, and I am so close to retirement
46	I have changed careers 3 times and this is the last.
47	I'm established with my family in North Carolina and they have jobs here.
48	I love my colleagues and the children I work with. However, that does not mean there is nothing needed to make the climate for education in NC better.
49	My husband and I are settled here forever. We have business here and our children go to school here.
50	I am 24 years in. I still feel like I am called to do the job and am still effective in the classroom. As long as these two statements remain true, I'm going to hold out for 30 years.
51	I enjoy the teaching aspect of my job. It is the meetings and extra duties I am expected to do that bother me.
52	I would like to receive my full medical benefits and pension.
53	Retirement benefits
54	I will continue teaching until retirement because this is a rewarding career. There's nothing like getting a new group of learners at the beginning of the year and facing the challenge together!
55	Full retirement benefits.
56	This is where my family is which is why I would stay in North Carolina.
57	I like teaching
58	Even though there are often challenges, I truly love what I do.
59	I love my job and I love teaching children. They are the reason I am here. They are our future!
60	I love working with children and making a difference in their life.

(continued)

61	I am too close to the end to give it up, but working 16 or more hours outside of my school hours to do lesson plans, prep work is getting old as I am getting older, but I continue to do it.
62	I don't know what else I would do
63	I love teaching and the impact that it has on my students. My classroom is my mission field and I keep my focus on my students and the importance that a positive, safe learning environment for each student every day.
64	I have worked in NC for many years and it would be difficult to retire somewhere else.
65	For the benefits I will get that many other jobs do not offer when you retire
66	I enjoy what I do.
67	I love my kids, colleagues, and administration. I feel that this administration truly has the "child -first" vision that so many claim to have. I love that we push our kids as a county to become productive citizens.
68	not to far away
69	Given I truly love working with the children and my age, it does not make sense for me to do something else at this point in my life.
70	I am close to early retirement.
71	Retirement benefits
72	I am making a difference.
73	I only have a year left. I enjoy working with children and teaching.
74	I've invested 22 years in State service.
75	Retirement benefits; too much time invested in state system
76	I do plan to continue because I love the kids I work with/for!
77	Retirement, insurance, salary
78	Less than 5 years to go
79	I love it so much! It makes me happy every day.
80	I like my job. It's fun and challenging.
81	I like our school. I like working with the students. My family wants me to leave due to the lack of pay, so it is difficult to justify it to those who know how poorly we are paid in NC
82	Already close to retirement and I love teaching!
83	I love my school!!!!
84	too far in my career to start something else salary that seems to take a teacher's time and duties into effect
85	I love what I do and want to help as many students achieve their goal as possible. I love children of all ages!

(continued)

86	I am on year 25. It is my home.
87	I am still very passionate about teaching even after 21 years in the classroom. I am very thankful that God chose me to be a teacher. I can't imagine doing anything else. Thank goodness there are enough people just like me or our education system would be in real trouble.
88	I need a retirement
89	I love the children that I teach
90	So I can get retirement benefits.
91	I am close to retirement
92	I plan to teach until I reach at least 30 years of service, because despite the challenges, I like my job. Teaching is not like any other career I know of. It can be frustrating one moment and then highly rewarding the next. There is variety in every day and every year. You get to meet many kids that you can watch grow up before your eyes. You can make a difference and not even know what you did. Teaching has its issues, but I still love what I do and plan to do it until it is time for me to retire and do something else.
93	I LOVE TO see the light bulb come on and their little eyes realize they have learned something today! AND many years later they see you in the community and YOU realize - WOW - i DO make a difference.....something you said or did - - - you may not even remember made a DIFFERENCE! I have chills right now! thank you for making me think on these things :)
94	I love teaching!
95	My job is not done. We are still not 90% proficient. If I truly believe that all children can learn and be successful, then there is still work to be done. As long as I can be effective and impact students' and teachers' lives, then I'll continue to work.
96	My children attend public schools and I have invested over 20 years in my school system. I am invested in my students and teachers.
97	Yes, because I'm single and have to have a career / work, plus I'm getting too old for something else, plus, I do love teaching students... Changes: hold parents and students accountable for their learning - not me based on a test! A competitive salary that moves with the cost of living - not asking to be paid like a physician or anything - but I should not have to scrape by to pay bills.
98	There is no better way to spend the day than making a difference in the lives of our students.
99	My heart is in teaching.
100	This is my career and I have a strong desire to see students succeed. I enjoy the "aha" moments students have when they get something. It is what makes everything worthwhile daily.
101	Yes, because I love teaching and I am dedicated to our children.
102	Too far into my career

(continued)

103	Purchasing a home here in NC.
104	Teaching students and helping them learn and explore their world is the most rewarding job a person could do. Recognition and support and being evaluated by others constantly - not so much.
105	I have chosen this as my career and have to take care of myself, working until retirement.
106	I love what I do and the opportunities for personal growth.
107	I am close to retirement age and it just makes since financially to continue to teach until retirement age. I am good at what I do.
108	I have too many years in to try something new
109	I have one more year and will be at retirement age. I have no plans on stopping at this point.
110	Enjoy my school and staff I work with
111	It is my career.
112	I enjoy working with those who work with students to help them become better teachers.
113	I like teaching and retirement isn't that far away. Although the salary is barely enough to make ends meet, it is worth it for the kids. Anyway, I can't imagine changing careers at this point in my life.
114	I chose to live in this beautiful part of the state, and I want to finish here giving and sharing what I can to better the lives of others.
115	I am too close to retirement to start a new career path.
116	I love teaching and I would not change my occupation.
117	I feel am a positive role model in the lives of the students that I teach.
118	need the stability of income and the retirement
119	Because I love what I do. I love working with children.
120	I have 17 years with North Carolina. It would not be in my best interest to leave now.
121	Because it's too late to change now!
122	My family lives here and my children attend school. When I retire, I may still work in the NC school system if possible. I love the kids and I love people. My best day is when a child lights up!
123	I am dedicated to the job but also do not have state retirement since the charter chose it before I became a part of the school. I couldn't sit around and do nothing so I will probably stay longer.
124	Insurance coverage
125	I love my school and my students.
126	I love teaching Pre-k. I find it very rewarding when the light bulb goes off and they realize that they can do something by themselves. They are so excited.
127	I enjoy my job

(continued)

128	I love working in the education field.
129	I love my job and the kids i work with. My family is here.
130	Insurance, job stability, retirement benefits.
131	I want to have state retirement benefits in NC
132	I am in to far to go and get another job.
133	This is the work that the Lord has called me to do. I have positive rewards daily when I take the time to acknowledge them. That can be in little “ah ha” moments for kids or colleagues. The hardest part of teaching is battling the adults who aren’t teaching for the right reasons or not having the professional respect to share opinions about what is best for kids. The documentation doesn’t always support what the experienced teacher knows about how a kid is learning or not learning. I will continue to teach for the kids!
134	I love what I do most of the time and I enjoy living in NC
135	I am so close to retirement.
136	Too close to quit.
137	I consider teaching a calling. I plan to continue to run my race as long as I am able.
138	retirement
139	That is what I am supposed to do. My expectations were to work in education for 30 years and then retire.
140	I have to stay in education because I am already 20 years into a 30 year retirement plan. I’m already too vested in the State of North Carolina. Would I like to leave the state and move to a state that supports teachers, listens to teachers and respects our profession in general? HECK YES! But I can’t and I won’t. Like I said, I’m too far in to leave. I’m raising my children here and they are close to graduation. AND, I love teaching! I love the kids and what we have to offer each other daily. Everything else behind my closed classroom door, well, I could leave that! :))
141	To complete my career as a teacher.
142	Too far in, can’t do anything else. Need retirement and insurance.
143	Too much time in to not stay until retirement, can’t afford to quit before then
144	I live close to the school I teach in and have no desire to live and start over.
145	Im in too deep to turn around and I enjoy what I am doing.
146	Because I’m somewhat close to retirement and if I moved there would be less job security.
147	I only have 8 more years until retirement.
148	I have less than 15 years before full retirement
149	continue to make a difference in lives of others

(continued)

150	Teaching young children is a passion. It would be nice, though, to be treated as a professional with better pay.
151	My recent position change caused me to change my mind. After several years as a 3rd grade teacher, the assessments piled on my shoulders caused me to seriously reconsider my retirement plans. Since I am now working with small groups of struggling students, and supporting teachers, I feel like I can stay until retirement.
152	Obviously because I have 22 years invested in NC schools. However, I still enjoy my job. I like teaching children.
153	I am eligible to retire now. This is year 31. I will continue to teach because I like what I do and feel I can continue to make a difference for my students.
154	I love teaching. So far, I've been able to navigate added stresses and requirements placed on the profession.
155	so I can get full benefits at retirement
156	retirement benefits
157	I must secure retirement benefits for myself and I am halfway there with teaching.
158	I have 3.5 years left. It is too late for me, but I would not encourage anyone to go into public education at the K-5 level.
159	I love my job. I work at a great school with amazing staff, students and parents. I am in the fortunate position of being able to collaborate and support my colleagues every day.
160	I enjoy what I do.
161	Its my life.
162	I loving teaching; I love the children and the impact I have their lives
163	I was made to teach it is my gift
164	I made a commitment and I believe wholeheartedly in public education.
165	Retirement and benefits
166	I love my job and working with children to help them in some way.

Appendix K:

Generation Xers' Responses to Item 32: No

Q31: No	
Regarding your answer to Question 31: If you answered “Yes,” please say why; if you answered “No,” please say why not; if you answered “Unsure,” please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.	
1	I agree less and less with what we are doing to our young children. Their daily schedule, curriculum, and expectations are increasingly less developmentally appropriate. The top down approach that has taken over education has put so much pressure on young children that a FIVE year old in OCTOBER of kindergarten told me last week....”I don’t know how to do good at school.” When I am dealing with burnout two months in to his education, I know that I no longer believe in what I do.
2	Educators are not valued in North Carolina
3	Burnt out
4	The students that come into my classroom have changed over the years with regards to motivation and entitlement. The kids I have now are not self-starters--they want someone else to do it for them. They believe they deserve to not work in order to be successful--thus the entitlement label. I’m not interested in continuing to bang my head against the proverbial wall with these students.
5	NC does not value public school and is now making it into a “charter or private” model of the people with more resources will get a top notch education.
6	No, because of the low paying salary and the unnecessary work load with no support.
7	This job is extremely stressful. It affects all other areas of my life.
8	I am very close to retirement.
9	It is just too hard to juggle so many initiatives and the needs of the students. It is exhausting for one person to manage it all and to also try to be a pleasant, positive role model for young children. It would be impossible for me to remain in this job until retirement due to the toll it takes on my family and my health. I really love parts of the job, so it makes me feel sad to admit that I will have to leave it within the next 2-3 years. In order for me to stay in the job, the number of assessments would have to be reduced and the pressure to attain unreasonable goals would have to be decreased.
10	Outdated pay scale, few advancement opportunities, lack of incentives for jobs well done (growth), not proficiency.
(continued)	

11	ABSOLUTELY NOT!!!! I am a teacher of excellence. I have a master's degree and have taught 27 years with outstanding observations. The testing and how classroom teachers are treated, make me want to retire and find another career. I will be 54 when I retire. I have plenty of time to find another career where my talents and ideas are valued. My daughter went to college this year, my husband and I told her we wouldn't pay if she went into education. She didn't want to anyway but I would not encourage any young person to choose education. HOW SAD!
12	More and more paperwork and demands of teaching concepts outside the curriculum (sex education, character education, etc.) are being put on teachers. The home doesn't back the teacher anymore and neither does the Central office.
13	I want to teach in an environment where children come first. Not test scores. I want to help make a difference and with all the degrees and experience I have, I know that we are doing things that are negatively impacting a child's desire to learn. We should not teach to a test, but teach individual children. For me, it has nothing to do with my salary, benefits, time off, but everything to do with the ability to effectively impact the lives of students.
14	All the extra work requirements that my district wants, including exactly what and how we are to teach it, has taken a toll on me. My district seems more concerned with being in the top of the state in scores than in developing life long skills in each student. I have noticed a lot of the teachers, including myself, seem weighted down with burdens and the joy of teaching is diminishing. My pay is not nearly enough for all the long extra hours I put into my daily lesson planning, collecting data on paper and on google docs, going to data talk meetings only to be compared to my PLC team, and the other many meetings we have during instructional time. I know my district's intent is good but I know they are going about in a negative way.

Appendix L:

Generation Xers' Responses to Item 32: Unsure

Q31: Unsure	
Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.	
1	If I can find a job up north where there is better pay and a union.
2	Major changes in how teachers are treated (professionally); salary increase to where it would be before 2008 when salaries were frozen; giving teachers the autonomy to do what is best for children.
3	I will be completing my 20th year this school year. With the pay and direction of my district and state I will be looking at other opportunities starting with the new calendar year.
4	More money and better benefits the salary is too low and the day is too long
5	I'm not sure what changes could be made. I would like to explore other career avenues in education; such as curriculum coach, title I teacher; or possibly teach/train future teachers working at the college level.
6	I may obtain a Masters in School Psychology and leave the classroom. I will look for work where there are openings.
7	If the climate was more positive, I would definitely stay. I have reached over twenty -five years of experience so I am not expecting any pay raises. It would be great but unexpected. Our state does not value public schools, public educators and seems to want to demolish the whole public school endeavor. It is very sad and is a great disservice to the citizens of our state.
8	Less testing more teaching and better pay
9	Respect. Competitive salary.
10	Teachers are not respected for the work that goes into it. Charter schools are now taking great students/parents and public schools have the more challenging students in public schools to deal with behavior and learning challenges.
11	I am overwhelmed at the expectations that are placed on teachers and the scarifies that good/great teachers have to make to be just that and what it takes away from their own families. It is a defiant sacrifice and calling, and even though it's not about the money, to know that finances weren't an issue for providing for what so often is a classroom full of students whose parents can't or won't provide the exceptional opportunities for them and when you are trying to do that also for your own family as well and 20-30 students in your classroom, who lets all face it become your family as well. It's very overwhelming at times. I love my kiddos (students) very much and we are a family, but the sacrifice to my family and the financial stress that can occur because of what exceptional means with mostly time and sometimes finances, really makes me questions if I will be able to maintain until retirement.

(continued)

12	increase in pay, treated with respect and not a servant & expected to work unreasonable hours that interfere with personal/family life (required tutoring academy, workshops on Saturdays, frequent evening events that require participation)...respect of time and being compensated are very important with such a challenging job
13	Poor money, more difficult behavior procedures and students, larger class sizes all make me want to find a new profession.
14	Teaching YES in NC possible not. I do not feel that this state is very teacher friendly. Luckily I am in a great school, that is what will make me continue teaching. If an opportunity opened up in another state that valued teachers more or had a union, I could probably take it.
15	I have a family to support, kids to send to college, and retirement to think about. 42k a year isn't going to accomplish that.
16	Being able to continue to teach the way children learn best
17	I stay due to lack of other options and loving the summer vacation, but I'm tired of the long hours at school and into my personalize at weekends and weeknights. I don't know how much longer I can give up my life for a job.
18	Smaller class sizes Effective communication More respect for the profession Sufficient classroom materials and supplies
19	I teach for children not because of where I live. Borders and a State to do not make my decisions for my work. It is just where I am at this time and if somewhere else comes up in the same field with a better opportunity to serve students, then I will go!
20	I feel like I am still trying to find "my place" or niche in the teaching world. I love working with kids, but I still feel like that I am not 100% effective for my students. I know that I am a reflective teacher, and I only want what is best for all of my students.
21	I honestly am burned out! I am half way to retirement but I don't see myself making it to 30 years. Once you hit the 10-year mark, you are one of the teachers that are no longer respected. I also feel like we are more concerned about test scores than the whole child!!!
22	tired of all the politics that come with the job now
23	less pressure and less focus on academic outcomes for preschool students
24	I would like to see the public schools not focusing so much on testing.
25	more and more mandates and paperwork make it challenging. I plan to stay until I can afford to leave which could be 3 years early and go to a job in a different field. Stress is killing my joy!
26	Better leadership at the state level.
27	NA

(continued)

28	I am getting ready to do an add on to my masters in school administration. I know this could open doors for me and allow me some greater opportunities in the workforce. At this point I plan to stay with the state but I am open to a change of job if it was for the betterment of me and my family.
29	increase in salary
30	As for now no current plans to change careers
31	More career advancement opportunities, fresh, new work day, teaching is very routine
32	less paperwork and more time to teach and reflect with the students
33	Possibility of moving elsewhere
34	For teachers to be supported in their roles instead of being ask to do the impossible with no resources and very little pay.
35	Strong, Effective Leadership
36	More competitive salary would be a great start. More teacher work days built into the calendar
37	I would need to be financially motivated to stay. In other words, continued pay increases for years of service would help offset the obligation I feel toward moving out of state to help an aging parent.
38	I would like more autonomy in decision making for our individual school. I would like to stay in education but maybe not in the classroom.
39	Pursuit of higher pay and less stress that directly effects my health
40	Salary, respect for my time & my family obligations, respect for my competence, respect in general
41	Higher Pay as I stated above.
42	A continued increase in salary after year 25; less testing; administrators who are more involved
43	If I could move to an adjoining state and earn significantly more for doing the same work, while at the same time not being vilified in the media for not solving problems that I have no control over, what is my motivation to stay here?
44	Attainable expectations; discipline to promote respect from students
45	Never know if we might move to another State. Might find an area we like more that pays more.
46	Student behavior
47	More trust for the classroom teacher to do his/her job, less meetings and required paperwork that don't directly involve students, more freedom in teaching styles
48	More support, less micromanaging
49	I am unsure if my sanity and overall health can withstand the stress, workload and pressures of being a classroom teacher until I have been in the profession for 30 years. If I am given an opportunity to take a job outside the classroom and paid accordingly, I may consider a change within the field of education.

(continued)

50	I am from Jamaica and I am not sure if I will continue teaching here or Jamaica until retirement
51	The changes that could be made are shorter assessments for students and time to plan efficiently with PLC's.
52	The pay is a HUGE factor. We can teach in neighboring districts for more money.
53	Higher pay.
54	A pay increase would help but also a less stressful day where I clearly feel like I am making a difference.
55	My Visa status is not permanent Payment Scale is higher in other states open to bilingualism as well
56	Planning times that can actually be used for planning, not for all the required meetings we HAVE to attend. Salaries that are realistic, and take into consideration the cost of living. Last, but not least, less testing!
57	less testing and more teaching, higher salary, less micromanaging We are too top heavy!
58	Not sure if I could make more money somewhere else. I have a Master's Degree and may want to work at the college level.
59	Feeling valued for the job I perform and being given appropriate time to perform my job at a high .
60	Pay increase and a specific show of appreciation from administrators at the departmental, school or district level based on their observations or involvement.
61	Salary increases, NO pacing guides, more provided professional development that takes place during the school year (not during vacation days), more supply money to the schools, and improvements made to school buildings (such as air conditioning).
62	There may come a time when I would need to change jobs in order to provide the extra support services for my daughter that will make the difference in her life. I hope not as I love teaching to make a difference in my students' lives.
63	Life-work balance, less stress, more freedom to lead/collaborate, increase in salary
64	I would like to be able to do my job as a school counselor. I am not happy being on the master schedule just to cover teacher's daily planning time. I don't have time to do individual and small group counseling. Other duties are being thrown in on top of the everyday classes. I went to get my masters to help students grow in academics, personal social and career choices, not to be a filler/baby sitter. I am not doing my job as well as I could be with a more flexible schedule. (continued)

65	higher salary, more respect as a professional, much less testing and more opportunity to teach
66	Better pay; NC is towards the bottom of teacher pay and that does not give us the respect we deserve. I feel my job is important as are the students I teach, but I don't feel others see it as important.
67	Pay raise and less required testing of students
68	My current position is very demanding and I'm not sure I can see myself still performing optimally for my students in 20 years let alone in 27 when I retire. Not sure what can be done to increase my motivation to stay in a demanding role for a really long time.
69	I do not make enough money to support three kids.
70	Our family may relocate nothing against NC it would be for our son to do an internship while in high school
71	If there is an opportunity to to go teach in another state and it benefits my entire family and not just me, I would go! I teach for children...
72	Unsure because of the pressures and job stress. Changes would include more money, less testing and treatment of teachers as the professionals we are by those at the state level.
73	I'm an ESL teacher, yet I'm forced to teach students how to find the answers in extended reading passages. That's not what ESL is supposed to look like. If nothing changes, I will probably earn a Ph.D. and leave for a university position in ESL.
74	I am currently looking for a job in Virginia because the benefits NC once offered in comparison have become obsolete.
75	More work is demanded with less resources and less people. We are expected to show growth while having fewer TAs, tutors, no nurse, and no Social Worker. I now have to administer medicine and make phone calls and home visits instead of teaching and making lesson plans. It is almost impossible to feel successful at times and I don't see it getting better.
76	I am currently pursuing a higher degree that might lead to other positions.

Appendix M:

Millennials' Responses to Item 32: Yes

Q31: Yes	
Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.	
1	I love what I do. Not for the money, not for the insurance, but to be able to change the lives of children in my community. A lot of the children in our community lack support from loving homes due to many reasons. They find stability at school and I am happy to be a part of that safe and secure feeling!
2	I am only continuing to teach because I love my students and want the best for them. I am originally from NY and had I not gotten married and settled here, I would move back for the much higher salary.
3	I enjoy my job. I enjoy teaching children and making a difference in their lives.
4	Its easier than moving to another area.
5	I enjoy teaching and making a difference in the students' lives. Also, I am half way to retirement.
6	More technology and support with the curriculum.
7	I love teaching and do not plan to leave NC. I am devoted to serving others.
8	It is close to family.
9	I plan to continue because I'm "just getting started" and learning.
10	I teach to serve students. I plan to teach until I can no longer serve.
11	I have a passion to teach.
12	I love my job. My family is here.
13	I support public education and want to provide it to as many students as I can.
14	Family is in NC. I do not want to go back to college to get another degree and start all over.

(continued)

15	<p>Yes, I am half way into my 30 years. Currently I am satisfied with where I work. My boss and administration makes my job fun and makes me feel appreciated. I will continue to teach because teaching is my lifelong dream since I was a small girl of age 4. I absolutely love it.</p> <p>I will also have to continue to teach in the public school system because I hold the insurance plan for my husband and two children. Insurance is a major cost out of my monthly check. I was completely discouraged when NCPS said that we had to begin paying for a part of our 80/20 plans.</p> <p>I have had to work hard over the past 13 years to increase my salary through obtaining a master's degree as well as NBCT. If the state were to take these pay incentives away I would be discouraged. Pay increases go along way in this profession where most of us do spend a lot of our own money on our students. I have friends who are new to the profession, where are their incentives to obtain a Masters degree?</p> <p>Pay incentives and pay increases do make individuals feel more appreciated and makes them want to do a better job. It all goes back to self efficacy. Public Education needs to be more competitive in how it obtains and retains teachers. We are teaching the future. The priorities need to be in order.</p>
16	This is where I live and I have an education degree.
17	This is where I grew up and I plan to stay local.
18	I do not give up.
19	I'm making a difference in my students lives
20	I love my job!
21	I enjoy having the time off that I have. I also have too many years (even though it is just 10) invested into teaching. I have started a family and don't see the opportunity to move careers right now.
22	I have invested my time with NC and will continue until I have reached my end. I have also fallen in love with my school and where I work. I strongly believe in being happy in your work environment. That does not mean we are always agreeing with everyone and everything, but in the big picture I am happy.
23	Teaching is about teaching students and making a difference in the lives of students.
24	I need a job that pays more so I can retire comfortably and so I can put my kids through college
25	I have already put in half the time.
26	Great benefits and awesome time spent with my children in the summer. I am also called by God to be a teacher. It is my life's calling.

(continued)

27	With benefits provided I will be able to retire earlier.
28	I am motivated to have a positive effect on the lives of my students and their families.
29	I am at a point where I am unsure what else I would do. I love teaching, and I love the children. I am, however, disappointed with the direction our education system is going.
30	I enjoy the impact I make with my students. It's a tangible reward and accomplishment when I can see the progress made with my students.
31	I love teaching. I have no desire to move higher to a principal or district administration job.
32	I want to be a teacher and I want to live in North Carolina.
33	My family is based in the area.
34	I love my job!
35	I'm happy with my job!
36	I love working with children and making a difference in their lives.
37	Yes, because I love teaching
38	It has been the best job and place to work. I love the county I am in
39	I love working with kids and having the opportunity to make a difference in their lives
40	I have no choice at another job making the same amount of money with good benefits without going back to school and getting more loans.
41	I plan to continue to teach in North Carolina because I grew up in the state and I have hope that this state will recapture the luster it once had in being a leading state in the education field. However, as time goes on, my answer may change due to less motivation and passion to settle for a state that will not motivate students to greater success.
42	Security
43	Benefits/pension
44	Invested in my school and its success
45	If I continue to live in NC, I plan to stay a teacher here.
46	I appreciate the autonomy that I have in my job and love being part of a school family

(continued)

47	Because I do not plan on moving out of state.
48	Teaching is hard. We are not only responsible for cramming all of the new skills into the students' heads- we are responsible for being a mother/father to some students, we are responsible for being a nurse some days (we only have our nurse twice a week), we are responsible for being a counselor to some of our students, we are responsible for paperwork, we are responsible for grading, we are responsible for communicating with parents, and MUCH more. Not only must we do ALL of that, we must listen to people that are NOT teachers tell us how to do our jobs better. We must be kind and respectful to parents that come into our classrooms yelling and angry about why their child got punished for so-and-so. I plan on continuing in this job because I LOVE the kids. I want to make a difference in their lives. Although that stuff makes me want to quit, the kids keep me here.
49	I'm essentially halfway there now :) Also, I believe that I am called to be a teacher, and unless that calling changes then I am here.
50	I like living in North Carolina and I like teaching. I also think retirement benefits are good (and hope they still are in 20 years).
51	Benefits and pension, and my husband lives here.
52	I enjoy what I do and I love seeing the impact my teaching has on children. I am looking forward to seeing the advancement in teaching and learning over the next couple of years.
53	I grew up here and I want to give back in honor of the teachers that impacted and made a difference in my life.
54	Because I enjoy my job and I want to help make Anson County Schools the best place it can be. I live and work here and I am vested in my community and the children that live here. If I don't help make it better, who else will?
55	I feel that teaching is what I was meant to do. I can not imagine myself at any other job despite some of the negatives (low pay, etc.)
56	I don't want to waste the years I have already put in, plus I was born and raised in the area where I work. I would like to see Common Core examined to determine the developmental appropriateness for each grade level.
57	Since I changed districts, I can honestly say I now enjoy my job and my administrators.
58	I've come too far to quit now and they have been trying to give teachers more raises.

(continued)

59	With 13 years invested, I feel I owe it to myself to continue this journey and receive the benefits. I also love what I do and the school I do it at. If something drastically changes in calendar, pay, job requirements, curriculum, politics/policies then I wouldn't be opposed to working in pre-k and/or day care in the private sector.
60	I believe teaching can still be a career and can continue to change lives.
61	At this time I feel like I am making a difference for children in the classroom and I have to remember that. I can't dwell on the negativity from state and local changes...most of those things are out of my control. I can control my attitude and the learning that takes place for my children.
62	There's no place like home!
63	To be financially set until I get ready for my next adventure.
64	I enjoy teaching but the benefits and insurance is a large factor in my choice as well.

Appendix N

Millennials' Responses to Item 32: No

Q31: No	
Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.	
1	I am currently getting my masters in order to get out of the classroom. I am extremely unhappy with how the state of NC is treating their teachers, and there is going to be a huge teaching shortage soon. If I was paid more and treated with more respect, I would stay in as a teacher, but right now; I want out.
2	There is too much nonsense required. The kids are poorly mannered and lack skills they need to succeed more and more each year. Its becoming too much of a hassle.
3	I have other aspirations
4	I will return to my family in Florida
5	School is taking over my life, parents won't leave alone to let me do my job, and there isn't money to support all the work I do.
6	I've gathered all of my meaningful training and PD from CMS in Mecklenburg, once transferred, I'm having difficulty finding and learning new among peers or PD developers....
7	There is a huge pressure to work with kids AND their parents and with other teachers, several principals and the school district. Also to be observed ALL the time is a pain.
8	I am 32 and considering quitting my job right now. I might last a few more years, but it is highly unlikely I will teach in NC public schools for 30 more years.
9	increased pay and respect for teachers/school staff
10	Some major changes in how the state treats teachers (and how we are viewed by people in general here) would need to happen in order for me to want to stay. (See response to question 30.)
11	I am not satisfied with the direction NC is going with regards to education.
12	Family relocation in a few years to new state due to husband's job.
13	The state of education in North Carolina is deplorable and makes me unwilling to stay.
14	The demands of teachers are far too high given the lack of support we are given. There is no way to sustain being a teacher for 20+ years if things continue to go the way they are going.
15	No, will be PCSing with my husband most likely.

(continued)

16	<p>I want to quit teaching because I'm sick of working ALL THE TIME for barely any pay or appreciation. I work SO hard, but still do not have enough time to get everything done that is required of me. It is exhausting and it is hurting my mental health and personal life. I come in to work early every day. I stay at work late every day. I work every single Sunday. I am done. Every year my depression gets worse because no matter how hard I work, I can never get it all done and always feel like I'm struggling to keep my head above the water. I have to plan whole group plans for ALL subjects. I have to plan differentiated small group plans for reading, math and writing. I have to plan differentiated reading centers and math centers. I teach 1st grade and only have an assistant for ONE HOUR each day. Every year more of my planning time is taken away and more responsibilities and trainings are added to my plate. My district is on a 1:1 initiative with iPads. As a result we are allowed 1.5 copies per student per day. ARE YOU KIDDING ME? That's ridiculous in 1st grade. These children need to learn how to write, not use their finger to complete work on an iPad. I have spent so much of my own money printing copies at home, not to mention all of the other supplies I have to buy because I am not provided them at work. I have spent HUNDREDS of dollars this year and it is only October. These are just a few of the reasons that I am planning to quit teaching. I love the children and feel that I am good at teaching, but I just CANNOT take this anymore. This job is making me mental and sending me into a downward spiral of depression. I am quitting after this school year.</p>
17	<p>No, this state does not support teachers at all. I am here teaching by circumstance now, and I am enjoying it now because I work at a great school, but long term I know I will not stay here. The state does not respect, revere nor reward its teachers. I want to work in a unionized state where my time is respected and I know I will not be overworked on a consistent basis. Before working in North Carolina, I worked in a unionized state, and I know teaching anywhere is challenging and stressful, but without the support or security that a union offers its teachers, staying here long term is not a practical option for me.</p>
18	<p>I plan on pursuing graduate studies and would like to eventually become a professor or another role involving research.</p>
19	<p>I answered no because I am currently in the graduate program and will graduate in May. I hope to become an instructional specialist after graduating. In a few years, I would love to begin the doctorate program and eventually become a professor at a university.</p>

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Appendix O:

Millennials' Responses to Item 32: Unsure

Q31: Unsure	
Regarding your answer to Question 31: If you answered "Yes," please say why; if you answered "No," please say why not; if you answered "Unsure," please say what changes could be made to encourage you to continue teaching in North Carolina Public Schools.	
1	Teachers continue to be treated poorly in the state of NC. It's sad that we are not respected more. Sometimes it does not feel rewarding or worth it.
2	Higher salary and benefits would be a great start.
3	The reason I am unsure is because I feel that unless I spend most of my life working on school related tasks then I am going to do an inadequate job and a major injustice to my students. I feel that often we are set up to fail before we begin due to our large class sizes, lack of curriculum designed resources, and lack of time to plan, prep, and run a classroom.
4	More pay, less assessing, and consistent discipline
5	More respect in general for teachers-whether it is from the state level or district level. This could include- better pay, flexibility to teach rather than teach to a test
6	There are a LOT of extra things teachers have to do that have nothing to do with how they teach their students.
7	If I could find a way to work from home and make just as much income, I would do that to spend more time with my kids.
8	I would feel more encouraged to stay in the NC public school system if I were paid correctly (see answer to #30) and if I felt more respected as a school counselor.
9	I want to continue to work in education but the salary in NC is not up to par. Also, the state's emphasis on charter schools and lack of accountability, and a multitude of other factors hinder the public school system of NC.
10	I am earning my doctorate degree currently and may leave to teach at a university with reading classes for future teachers or work with student interns. If the above mentioned could be changed, I would stay forever probably.

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11	I answered unsure because I'm not sure NC public schools has the children of our state in mind. The political nature of our school system makes it difficult to trust. There's a lot that needs to be changed and question 30 is only the beginning. Law makers need to stay out of education and educators and local universities need to be at the forefront of decision making for our public schools. The future of our state depends on the skill levels and knowledge of our children. NC is becoming one of the leading technology states in the country and our capital is one of the fastest growing. Why are these large tech companies not required to help fund our public schools? Why wouldn't they invest in the future of their company by investing in our children's future? Schools need more technology, more qualified teachers, more interventionists in low-income and/or low-performing schools, more high quality training that also implements 21st century skills and technology training.
12	Less time spent at home working on school related things and more time spent with my husband and 3 children.
13	The pay first, not teaching for a test.
14	More competitive salary with other states
15	There is a lot of testing in education and sometimes I just want to teach.
16	If all schools could be like my current school where the culture is one of mutual respect among administration and staff members, where teachers feel empowered to teach in the ways they see best for their students, and if we all had ample protected planning time, with a living salary that is competitive with other states, I would have no problem with continuing to teach until retirement. I'm afraid not all schools are as great as mine and that I'll have to move.
17	Job security and knowing what school I will be at from year to year.
18	communication or lack thereof
19	Higher support from county and better benefits
20	Salary and paid personal leave.
21	<ol style="list-style-type: none"> 1. More funding for public education 2. Salary that reflects the hard work I do with my students. 3. Less micro-management in the workplace. 4. PD/general meetings that are beneficial, and not 'time wasters' when I could be planning for my class.
22	Not so much political things and useless paperwork/assessments and getting paid more.
23	Consistency in standard grade level curriculum (I like the common core but only if every state does it the same), less EC paperwork, higher salary, increase in part or full time TA positions for lower elementary and specialized areas, more accountability for students rather than placing it all on the teachers
24	Higher salary!

(continued)

25	Better morale through better pay and better understanding of the job teachers do.
26	Better work life balance, better support for teachers both in terms of resources and more people like for intervention support and teacher assistants, having more of a voice in the education system, better clear communication of expectations, a cutoff on the ever increasing workload and expectations being put on our shoulders
27	Because of the difficulties of teaching in low income schools, teaching can be very draining not because of teaching the content but because of class management. I have spent my previous 3 years in a tough school in another district and the behavior of the students was extremely difficult to manage. Since I have begun teaching a a charter school, behavior of students is not as bad as those from my previous school. In this setting I could see myself retiring from here.
28	Salary increase and job security It is important that we be appreciated for the work that we do and the State of NC to see that we are working hard.
29	I am unsure because I am interested in other ways to help students with disabilities and mental health diagnoses outside of the school environment.
30	I want to get paid more money so I am looking at other states
31	Improvement in student behavior and positive support with challenging students.
32	I marked unsure not because of the public schools, but because of the idea of teaching in general. It is very stressful. I also wonder if I could move on and get a Dr. and help other teachers grow.
33	I am military connected, so I may not be able to stay in North Carolina until retirement age.
34	Unsure because the goal is to get into administration and teach at the college level.
35	Unsure. I may pursue teaching at a collegiate level.
36	Not sure
37	Salary, resources/funding, support
38	Just depends on what comes up. I have other degrees in other fields I can pursue as a back-up option.
39	What is being required and expected of students needs to be developmentally appropriate.
40	Due to reasons outside my control, I might have to move.

(continued)

41	I am concerned about loss of benefits, dwindling salary, and test driven motivations. I feel that districts are moving away from teaching the whole child towards a data based business model approach that is not in the best interest of students.
42	More stable direction, more teacher say in politics, a better salary for how long and hard we work.
43	I need more support from my principal and district if I am going to continue with the teaching profession. I also need there to be more clear communication between the principal's expectations with teachers.
44	Changes that could be made would be an increase in pay more close to other district. Incentive for furthering my education (pay bump for my masters)
45	I am unsure if I will work in NC Public Schools until retirement because I do not like the direction the state is going in; testing has taken over, and we are pushing standards that are too abstract and difficult at younger and younger ages. Students have such a shaky foundation that they can not be successful. Also, I am considering moving back to SC to make more money in teaching.
46	I would very much to enjoy to stay right where I am, but financially I'm not sure I will be able to. I have worked a second job for all 11 years that I have taught, and at some point, I'd like to be able to comfortably only work 1 job. The pay has improved recently, but the freeze really took a toll on my salary. <p style="text-align: right;">(continued)</p>

47	<p>There are MANY changes that would need to occur in order for me to truly consider staying in North Carolina schools until retirement. First, my husband is the bread-winner. Therefore, his job dictates where we live. If we were able to stay here until retirement age, then it may be a possibility. However, if I were not married or my husband did not make as much as he does, there would be no way that I could financially stay here until retirement. The NC School system does not provide, in my opinion, any incentives for teachers to stay until that time. It is extremely difficult for our young teachers to even survive on what they make, and we are in a VERY affordable area. In my opinion, these issues are not related to the county AT ALL. They are solely an issue with the way the NC State Public school system is running things. Changes that would have to be made, in order for me to say YES, would be:</p> <ol style="list-style-type: none"> 1. An increase in pay for those with Master's Degrees, Doctoral Degrees, etc. 2. A significant increase in pay overall. Although we are not in this for the money, we should be compensated enough to provide for our families. If I were living on my own, supporting my two children, my pay would provide me state assistance. This is after I have taught for 11 years, have a Bachelor's Degree, and a Master's Degree. This is simply unjust. 3. Additional pay for those who take on more responsibilities than the regular teacher. (Ex. Grade Level Chairperson, Head of committees, Mentors, etc.). These people spend a lot of their time planning for meetings, meeting after school, helping other teachers, etc. They should be compensated for the additional time they put forth. 4. Payment for teachers should not decrease when they have been in the system the longest.
48	<p>Higher salary, more planning time to accomplish the piles of tasks that are placed on my shoulders everyday. To realign the school to allow teachers a work-life balance by placing meetings during the work day instead of after my contractual hours. To give me comp time for requiring me to stay late in the evening for school functions. To feel respected.</p>
49	<p>Increase in pay and less testing.</p>
50	<p>I have two children, and currently there are jobs that are higher paying with less education credentials. It's important to support my family financially and teaching makes it difficult to do that.</p>
51	<p>Transitioning from the classroom into the counseling role</p>
52	<p>more teaching, less assessing</p>
53	<p>I am unsure if I will continue to teach in NC public schools due to the salary. I would love to be able to continue to teach in NC, but in this world, I need to go where I am able to support my family on my salary instead of living pay check to pay check.</p>

(continued)

54	I am unsure due to the fact that I would like to move on to higher education. However, I feel that higher state salaries would entice younger teachers to stay in the profession longer.
55	Respect as a professional
56	Better pay
57	My answer to number 30 is the same answer for this question. Better pay, better benefits, less focus on state assessment.