

UNSUNG HEROES: TEACHERS SPEAK OUT ABOUT TEACHING, LEARNING, AND JOB SATISFACTION

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Abstract

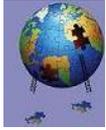
Teaching is a challenging profession in itself, but coupled with high stakes testing and scrutiny by politicians and the media, it has become a discouraging and insecure profession. This research study sought to identify beliefs of teachers about teaching and learning in today's culture of accountability. Eighty-one of the participants (88%) taking the survey were currently employed. Of those participants currently employed, sixty-four of the participants (70%) taught in a K-12 public school district, eight (9%) taught in K-12 private non-parochial school districts, and thirteen (14%) taught in a parochial school setting. Fifty-five participants (60%) were relative beginners to teaching, having taught 1-6 years. Sixteen participants (18%) had taught 7-10 years, eleven participants (12%) had been in the teaching profession 11-20 years and two participants (2%) had taught more than twenty years. Even though most of the teachers in this study felt valued in their community, they felt their profession, namely teaching, was not highly respected. This would seem to indicate that the individuals who responded felt personally valued, although they saw their profession overall as one that lacked respect.

Keywords: teacher opinions, workplace stress, teacher attrition.

Unsung Heroes: Teachers Speak Out about Teaching, Learning, and Job Satisfaction

As education becomes less about local control and more about how students perform on a test, inflammatory and sometimes inaccurate statements in the news media about teachers and public education go unchallenged. However, as federal and state legislatures and state boards of education enact bills and reforms that change the face of education, it is important to seek out the opinions and beliefs of those carrying them out --- teachers. The purpose of this study was to explore the perspectives held by teachers concerning how they teach, and about how they help children learn in an environment where assessment scores are often considered the benchmark of 'quality education.'

From No Child Left Behind in 2001 to The Race to the Top Initiative in 2009, education reform makes political headlines as federal and state governments pass legislation (often unfunded) to increase student achievement (Fleisher, 2012). This leads to issues such as low morale and high anxiety for teachers. (Nolan & Stitzlein, 2011).



LITERATURE REVIEW

Teacher Morale

Willis and Varner (2008) found the following: teacher morale is a factor that is crucial to school success; contributing factors to this low morale are often controlled by extrinsic forces such as an administrator or the news media; and teacher motivation remains low when teachers perceive themselves as having little or no control over the content they teach.

Lumsden (1998) asserted that low teacher morale lowers overall achievement, promotes teacher burnout, and increases stress on teachers and students. Andrews found a positive correlation between student achievement and teacher morale, especially between teacher attendance and student achievement (as cited in Willis & Varner, 2010). Willis and Varner, 2010 also found that teachers with low morale took personal and sick days at a high rate because of their state of mind and that this same state of mind could indirectly contribute to lower student achievement (Willis & Varner, 2010).

Huysman (2008) reported that motivation, effort, and job satisfaction were also related to teacher morale. His study conducted in a rural Florida school district concluded that job satisfaction was linked to intrinsic factors such as security and overall school climate. This was reinforced by Byrd-Blake (2010) who examined teacher morale in low-income schools.

Teacher Attrition

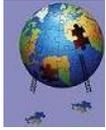
With pressures such as the number of observations and evaluations from administration, challenging student behavior and constant new initiatives and mandates by state or federal legislation, it is not surprising that half of all teachers quit within their first five years. (Carroll, 2010).

A MetLife Survey (2012) reported that the percentage of teachers who would like to leave the profession increased from 17% in 2009 to 29% in 2012. Other major findings in the survey include the following:

- 34% of teachers felt their jobs were not secure;
- 65% of teachers felt that the public school teachers' salaries were not fair for the work they do;
- 34% of teachers reported that resources like technology and learning materials were not up to date, and
- 21% said that school facilities were not clean or kept in good condition.

Teacher attitudes trickle down to the students. Tom Carroll, President of The National Commission on Teacher and America's Future, says we do not have a teacher shortage, but "we have a horrendous turnover and attrition problem. We are constantly trying to replace teachers who are leaving. We need to change the conditions that teachers tell us are driving them out of school (as cited in Vail, 2005)."

According to Trujillo (2012), the federal school turn-around program exacerbates the problem by mandating that low-scoring schools fire principals and teachers and change management strategies. He also reported that such reforms engender the exact conditions that research has linked with persistent low performance—high turnover, instability, poor climate, inexperienced teachers, and racial and socioeconomic segregation (Trujillo, 2012). In some instances teachers have actually boycotted standardized testing that they perceive is too intensive for students (Kalwaic, 2013). A similar study by Loeb and Darling-Hammons (2005) found turnover rates for teachers who teach in high poverty schools were twice those of teachers in low poverty schools.



In *Daytona Beach News*, Richard Ingersoll, an associate professor of teacher education and sociology, found teachers' four top reasons for leaving were low pay, lack of administrative support, student discipline problems and a feeling they had little voice in how their schools were run (Trimble, 2003). The article quoted Suzy Smith, President of Volusia Teachers Organization, agreed "the real, actual teaching is getting put in the back seat for many of our folks and that's what they got into this for." (Trimble,2003.)

Teacher Stress

The MetLife Survey (2012) showed that teachers were sensitive to students' needs beyond the classroom and that these needs were barriers to student achievement. Educators listed the biggest challenges facing the teaching profession as:(1) meeting the needs of all students, (2) dealing with unfunded mandates, and (3) lack of parental involvement. According to Liu and Meyer (2005), teachers have recognized for many years that teaching students who are underperforming and/or economically disadvantaged results in students' missing out on educational and learning opportunities. (as cited in Nolan &Stitzlein, 2011).

When teachers experience stress, they often feel angry, frustrated, nervous, depressed and anxious because the pressure is more than their ability to cope (Kyriacou, 1989). These negative feelings result in a sense of powerlessness (Mathison& Freeman, 2006). Buckner (2012), stated that "there is a tug of war between those who want school to be about learning and growing and those who want high test scores." According to Buckner, teachers are feeling pressure to raise test scores. As a fourth grade teacher, she stated the following: "I feel most accountable for a test I don't take, a test I didn't help write, and a test I don't support." She further stated that when teachers make instructional decisions based on a test, they become powerless to do what is best for the students in their classrooms.

A nationwide survey of 514 kindergarten through 12th grade teachers from rural, suburban and urban schools by CompassLearning found that that leading indicator of teacher stress was all the assessment and testing created by the No Child left Behind Act of 2001(Tartar & McDonald, 2006). Further, 91% of teachers in the survey stated that they were under a fair to significant amount of stress.

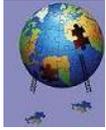
LaNicaFailey, a sixth grade teacher at Kealing Middle School in Austin, Texas said, "I used to think that my biggest problem would be kids who fell behind, or who acted up in class," she explained. "I never dreamed that our entire district's funding structure would be relying on the test results of my classroom of 11-year-olds. That's a lot of pressure." (as cited in Tarter & McDonald, 2006).

Workplace Conditions

Clavel (2004) stated there is low morale and apathy among teachers, especially in public schools that are failing. He believes teachers are crushed under bureaucracy, are not treated like professionals, and have little power.

Sometimes you have to wait for supplies for months and are allocated little money to buy items for the classroom. That is never enough. Your hands are often tied in the matter of how you teach, and in the process you stop caring so much. Many kids have behavior problems, especially if you are teaching in an inner city (p. 61).

He compared his experience in an inner city classroom to "fighting to preserve a rare, fragile plant in the wilderness from a herd of elephants that think nothing of trampling it" (Clavel, 2004).When teachers discipline students, time is taken away from teaching, which results in the



teacher being less effective. In their study, Malone, Bonitz & Rickett (1998) stated that teachers reported that disruptive behavior destroyed their morale. According to Liu & Meyer (2005), teachers in some school districts deal everyday with poor or difficult teaching conditions, student discipline issues, low pay and the lack of resources (as cited in Nolan & Stitzlein, 2011).

According to Weiss (1999) workplace conditions appear to play a key role in keeping teachers in the field. Yee (1990) found that supportive workplace conditions were the main reason experienced teachers stayed while unsupported workplace conditions were the main reason some teachers left the field (as cited in Weiss, 1999). Weiss defined supportive workplace conditions to include such factors as appropriate workload, opportunities for collegial collaboration, ongoing professional development, participation in decision making, and administrative support for student discipline (Weiss, 1999).

METHOD

This research study sought to identify beliefs of teachers about teaching and learning in today's culture of accountability. A mixed study method was chosen, and data were collected from an online survey that was emailed to participants. An online survey instrument was developed which consisted of 23 researcher-designed questions with a comments section at the end where participants were able to share additional thoughts and opinions. To develop the questions focus groups were designed consisting of students in a teacher education graduate program. Issues and concerns were elicited in four graduate classes over a time span of four semesters from 2012-2014. Seventy-six graduate students were asked to respond to the following questions:

- What issues and concerns do you have about teaching and learning?
- What issues and concerns do you have about the teaching profession?

The main issues and concerns with teaching and learning reported by the graduate students were the following: high stakes testing, student discipline/behavior, overcrowded classrooms, and responsibility for teaching students with varying backgrounds and ability levels. The main issues and concerns about the teaching profession were the following: value of the teacher/teaching profession, stress, teacher morale and uncertainty about the future. The researchers used these main concerns to create the questions on the survey.

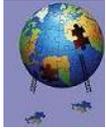
In order to gain the "insider perspective" (Suter, 2012, p. 344), an online survey was designed by the researchers to delve deeply into the beliefs and opinions of teachers about teaching and learning. (See Appendix A) The survey data yielded quantitative data, while participant comments were analyzed qualitatively.

Participants

The survey was emailed to 435 participants in rural, urban, and suburban school districts, drawn from the records of those enrolled in the university's graduate program in education from 2008-2014. The survey took approximately 15 minutes for each participant to complete.

After sending the initial email invitation, a check of the email database found 60 of the mail addresses to be invalid (14%), indicating that 375 surveys were actually delivered. At one week, the researchers sent a reminder email to those who had not responded. At two weeks, a second reminder was sent. Of the teachers invited to participate, 92 (24.5%) responded.

Determining acceptable response rates for email surveys poses a problem. There is no consensus in the literature as to what poses an acceptable rate (Truell, 2003). Acceptable rates of response have been identified as low as 19% (Schuldt & Totten, 1994) and as high as 76% (Walsh, et al, 1992). Higher response rates are generally reported when an incentive, such as cash, is offered



to respondents. We offered no incentives for completing this survey, so we have chosen to consider the response rate of 24.5% as acceptable.

Data Analysis

Survey data were analyzed using descriptive statistics (Appendix A). The researchers coded the comment section data individually and then collapsed their findings. Responses that were positive, negative, emotional, and insightful were coded with different colored highlighters (Glen, 1996). Those that would be appropriate quotes to use in the manuscript were underlined. The researchers then compared the data for recurring opinions and beliefs. As the different themes emerged from the comment section, the data were sorted by the questions asked on the survey.

FINDINGS

Eighty-one of the participants (88%) taking the survey were currently employed. Of those participants currently employed, sixty-four of the participants (70%) taught in a K-12 public school district, eight (9%) taught in K-12 private non-parochial school districts, and thirteen (14%) taught in a parochial school setting. Fifty-five participants (60%) were relative beginners to teaching, having taught 1-6 years. Sixteen participants (18%) had taught 7-10 years, eleven participants (12%) had been in the teaching profession 11-20 years and two participants (2%) had taught more than twenty years. Eight participants (8%) did not indicate the number of years taught.

Of the 92 participants, 64 participants (70%) reported that they felt valued in their communities, but 43 of the participants (47%) disagreed or strongly disagreed with the statement: "Teaching is a profession that is highly respected today." One participant said:

In the last year or so, I have found myself very discouraged at times and even somewhat depressed for a while. It seems as though teachers have been bombarded with the idea that they are inadequate and incompetent employees who need to be booted from their jobs. The picture frequently portrayed has a tendency to weigh heavily on one's shoulders when you are working endless hours, not only teaching, but planning lessons, making exams and rubrics, grading homework, projects, and exams, contacting parents, sponsoring clubs, and taking classes to further your education.

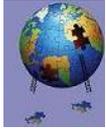
Sixty-two participants (67%) felt valued by their school administration. Among those who disagreed, one participant responded: "Administration and counselors routinely threaten and compare teachers, breaking up camaraderie and collaboration. They are the subject and cause of poisonous air in the teacher lounge."

Forty-seven participants (51%) agreed or strongly agreed with the statement that job stress impacted their health or quality of life. One participant commented: "Over the past five years, my joy in teaching has disappeared due to the stress of documentation and standards that the state has placed on schools." Another responded:

Part of the survival technique of teachers who stay in their profession is they learn to shut out the outside forces (governors, state legislators) who devalue their position daily. Those good teachers stay in their profession for one reason and one reason only – their students.

Only 30 participants (20%) disagreed or strongly disagreed that stress impacted their health or quality of life. Forty-five participants (49%) admitted to having thought about changing professions, and 9 participants (10%) were not sure whether they had thought about it. A participant explained in this way:

In the past several years, I have been considering other options for my profession. I



truly enjoy working with the students, and I feel that I am a good teacher, but changes in state requirements and expectations from administration continue to make my job more difficult each year.

Asked about their certainty for their futures as teachers, 44 of the participants (47.8%) agreed or strongly agreed that they felt uncertain. Fifty-six participants (60%) indicated that they would still choose teaching as a profession, even if they could go back in time. One participant remarked: "The fact that I get up every day excited to come to school validates that I made the right decision in choosing my profession." Another stated: "I love my job. I have to or I wouldn't still be doing it."

Another participant commented:

I have found that I have little or no autonomy to make decisions in the best interest of my students. I cannot imagine continuing in this profession where I am unable to make decisions based on my students' needs while barely earning enough money to make ends meet.

A third participant stated, "I have to think about whether I can survive as a teacher in a system that seems to be out to get me."

Thirty-two participants (35.16%) agreed or strongly agreed that they would recommend the profession and 34 (37.36%) were not sure they would recommend teaching. Twenty-five (27.47%) either disagreed or strongly disagreed that they would recommend the profession to others. One participant explained:

It's hard to encourage others to enter the teaching profession simply because there are not enough jobs in the area for them. I graduated in 1990 with my BS; all of us (roommates) were education majors. Only two out of the four were able to obtain teaching jobs.

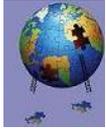
Forty-seven participants (51.09%) reported that student misbehavior disrupted their teaching, but 76 of the participants (82.6%) agreed with the statement and indicated that maintaining discipline was part of their jobs as teachers. One participant explained:

"Our principal feels it is important to lead like you want to be led. We share in decision-making and the way we deliver instruction. Conquering test scores is just an obstacle we clear so that we can teach kids what they need to know to be better people."

Eighty-four participants (91.3%) agreed with the statement that teaching has changed in a negative way, placing too much emphasis on test scores. "The field of education is changing for the worse, and it's hard for me to be a part of something I don't agree with." Fifty-four participants (60%) admitted that they were forced to teach to the test as opposed to teaching the content they believed their students needed. One participant commented: "Students are no smarter for testing. They are becoming immune to education and zone out because the teacher is no longer engaged in teaching." Another remarked: "I believe it is wrong to teach to standardized testing. Students are individuals who need individual instruction."

Seventy-one of the participants (78%) agreed or strongly agreed that they found personal satisfaction in teaching, and 81 (88%) believed they were making a lasting impression on their students. One participant commented:

"I worked for one year in a public school, got RIF'd (laid off), then left teaching to make more money in the private sector. I hated the job but was promoted numerous times. I could not wait to get back to teaching. I believe teaching is a calling, and I feel very satisfied with my attempts at helping



students learn to love to learn. I feel that is the best I can do – treat students with respect, and live my life in such a way as to serve as a positive example.”

Another responded with “I am passionate about what I do and love every minute of it. I could not see myself in any other profession.”

Limitations of Study

This study was limited to teachers in a single Mid-western three-state region in rural, urban, and suburban school districts of the United States and cannot be generalized to the larger population of teachers in America. A second limitation is that all participants were drawn from a pool of recent university graduate students. However, when the results are coupled with what other researchers in other parts of the country report about teachers in the field, the current state of the teaching profession seems to be suffering rather than benefitting from public scrutiny and governmental reform mandates.

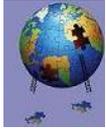
DISCUSSION

Teaching is a challenging profession in itself, but coupled with high stakes testing and scrutiny by politicians and the media, it has become a discouraging and insecure profession. Even though most of the teachers in this study felt valued in their community, they felt their profession, namely teaching, was not highly respected. This would seem to indicate that the individuals who responded felt personally valued, although they saw their profession overall as one that lacked respect. The joy of teaching children and young adults is being compromised because of extrinsic forces that devalue teachers and the profession itself. DeBose, serving as Department of Education teaching ambassador fellow, heard from many teachers that the field has lost its luster. In meetings with teachers from a wide cross-section of the country in town halls and smaller discussion groups he heard real despondency over the constraints of the No Child Left Behind Act that have caused schools to focus on testing and teacher evaluation in ways that are oppressive and rob our profession of much of the joy of teaching and learning (Issues & Controversies On File, 2000, p. 23). Almost half of the teachers agreed that they were uncertain about their future and sadly, only one-third of the teachers in this study would recommend the teaching profession.

This study also showed that teachers who had only been in the teaching profession 1-6 years were already feeling the impact of the stress of teaching in today's culture. Half of the teachers in the study felt that the stress of teaching was negatively affecting their health or quality of life. Teachers in this study pointed to documentation, standards and the devaluing of the profession as stressors. According to Carr (2012) many teachers feel beaten down by the media and by mean-spirited, anti-teacher articles and anti-public school legislation across the country. Almost half of the teachers agreed that teacher morale was not high in their buildings. Lumsden (1998) stated that low teacher morale increases teacher burnout and stress on teachers.

Student misbehavior and maintaining discipline was a challenge for half of the teachers in this study, even though most believed it was their job. One third of the teachers agreed that they seldom received support or help with student behavior from administration. Workplace conditions are causing some teachers to consider leaving the field. Malone, Bonitz, and Rickett (1998) found that “[T]eachers find disruptive behavior a major frustration that significantly reduces their effectiveness in facilitating student achievement. Most behavior problems in school interfere with teaching and learning to some degree” (para 4).

According to Buckner (2012), teachers want schools to be about learning and growing



while others, namely politicians, want high test scores. A teacher in this study noted that “Conquering test scores is just an obstacle we clear so that we can teach kids what they need to know to be better people.” Most teachers in this study admitted that they were forced to teach to the test as opposed to teaching the content they believed their students needed. Giroux (2003) stated that high stakes testing “puts enormous pressure on teachers to teach to the test” (p.86).

Some teachers in this study felt they had no voice:

“We currently feel we have no voice and nothing we do or say is recognized or heard. The media portrays us in a negative way at all opportunities and I feel the public has a skewed version of what we do. The union position is frustrating and our rights are being taken away. Our state is doing ‘sweeping changes’ for reforms that are unnecessary, as our state’s students have been overachieving for a decade.”

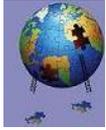
Most of the teachers felt that the profession had changed in a negative way, putting greater emphasis on standardized test scores. According to Giroux (2006) accountability through high stakes testing has “devastating consequences for undermining the autonomy of teachers” and also strips teachers of their authority (p. 85). According to Ingersoll (2006), there is a “direct relationship between the level of control teachers have in social and instructional decisions and the probability of turnover” (Curtis, 2012, p.786). Half of the teachers in this study admitted to thinking about the possibility of changing careers. One teacher said she felt she worked in a system “that was out to get” her.

The unsung heroes of today include teachers who understand that one test score does not define a student’s ability to achieve or a teacher’s ability to teach. Can we realistically compare students from rural Indiana with students from a private boarding school in New York or to students in an inner city school in Chicago? The obvious answer is “no.” However, that is exactly what is happening today under federal mandates such as No Child Left Behind and The Race to the Top. These mandates hold teachers accountable for student performance on a single test score, publishing them in newspapers and using them in their evaluations. It is interesting to note that even with stress being high and morale being low, most teachers in this study would still choose the profession. As one participant concluded in the comment section of the survey:

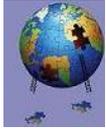
“Unfortunately today’s society has made the world of education more political than ever with accountability, testing, and standards. Not to say some of the changes haven’t been for the better, but when is enough simply enough? Let us do what we love to do, and that is simply to teach.”

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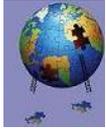
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1. Are you currently employed in an elementary or secondary school?					
Yes 88.04% (81)			No 11.96% (11)		
2. How long have you been teaching?					
I have never taught in an elementary or secondary school 6.52% (6)	I have taught in an elementary or secondary school for 1-3 years 25.00% (23)	I have taught in an elementary or secondary school for 4-6 years 34.78% (32)	I have taught in an elementary or secondary school for 7-10 years 18.48% (17)	I have taught in an elementary or secondary school for 11-20 years 13.04% (12)	I have taught in an elementary or secondary school for more than 20 years 2.17% (2)
3. Which best describes your teaching experience? (You may select more than one.)					
public elementary school 31.36% (37)	private elementary school 5.93% (7)	parochial elementary school 7.63% (9)	public middle school/junior high 11.86% (14)	private middle school/junior high 1.69% (2)	parochial middle school/junior high 5.08% (6)
public high school 27.12% (32)	private high school 1.69% (2)	parochial high school 2.54% (3)	N/A 5.08% (6)		
4. As a teacher, I feel valued by the community.					
strongly agree 10.87% (10)	agree 58.70% (54)	not sure 15.22% (14)	disagree 14.13% (13)	strongly disagree 1.09% (1)	
5. Teaching is a profession that is highly respected today.					
strongly agree 2.17% (2)	agree 30.43% (28)	not sure 20.65% (19)	disagree 41.30% (38)	strongly disagree 5.43% (5)	
6. I have thought about changing professions.					
strongly agree 11.96% (11)	agree 36.96% (34)	not sure 9.78% (9)	disagree 22.83% (21)	strongly disagree 18.48% (17)	
7. If I could go back in time, I would still choose teaching as a profession.					
strongly agree 31.52% (29)	agree 29.35% (27)	not sure 29.35% (27)	disagree 7.61% (7)	strongly disagree 2.17% (2)	
8. I feel valued by my school administration.					
strongly agree 28.26% (26)	agree 39.13% (36)	not sure 16.30% (15)	disagree 11.96% (11)	strongly disagree 4.35% (4)	
9. Stress from my job is adversely impacting my health or my quality of life.					
strongly agree 7.61% (7)	agree 43.48% (40)	not sure 16.30% (15)	disagree 27.17% (25)	strongly disagree 5.43% (5)	
10. Maintaining discipline is my job in the classroom.					
strongly agree 25.00% (23)	agree 57.61% (53)	not sure 1.09% (1)	disagree 14.13% (13)	strongly disagree 2.17% (2)	
11. I receive little help or support from school administration in handling discipline problems.					
strongly agree 6.52% (6)	agree 26.09% (24)	not sure 11.96% (11)	disagree 35.87% (33)	strongly disagree 19.57% (18)	
12. In my school, teacher morale is generally quite high.					
strongly agree 7.69% (7)	agree 28.57% (26)	not sure 20.88% (19)	disagree 25.27% (23)	strongly disagree 17.58% (16)	n/a 1.09% (1)
13. The teaching profession has changed in a negative way, putting too much emphasis on standardized testing.					
strongly agree 48.91% (45)	agree 42.39% (39)	not sure 4.35% (4)	disagree 3.26% (3)	strongly disagree 1.09% (1)	
14. Student behavior gets in the way of my teaching.					
strongly agree 11.96% (11)	agree 39.13% (36)	not sure 7.61% (7)	disagree 39.13% (36)	strongly disagree 2.17% (2)	
15. I teach at a low performing school and have considered transferring to a higher performing school.					
strongly agree 6.52% (6)	agree 10.87% (10)	not sure 4.35% (4)	disagree 22.83% (21)	strongly disagree 17.39% (16)	n/a 38.04% (35)
16. The emphasis on standardized testing results in my teaching to the test rather than focusing on content and skills I know my students need to be successful in life.					
strongly agree 18.48% (17)	agree 40.22% (37)	not sure 14.13% (13)	disagree 23.91% (22)	strongly disagree 3.26% (3)	
17. Overcrowding in my classroom impacts/lowers my ability to succeed as a teacher.					
strongly agree 20.65% (19)	agree 29.35% (27)	not sure 4.35% (4)	disagree 14.13% (13)	strongly disagree 7.61% (7)	n/a 23.91% (22)
18. I feel prepared and qualified to teach all students, including those with learning disabilities and those who are gifted and talented.					
strongly agree 14.13% (13)	agree 51.09% (47)	not sure 13.04% (12)	disagree 18.48% (17)	strongly disagree 3.26% (3)	
19. I feel uncertain about my future as a teacher.					
strongly agree 15.22% (14)	agree 32.61% (30)	not sure 16.30% (15)	disagree 28.26% (26)	strongly disagree 7.61% (7)	
20. I feel valued in my position as a teacher.					
strongly agree 4.40% (4)	agree 50.55% (46)	not sure 27.47% (25)	disagree 14.29% (13)	strongly disagree 3.30% (3)	No response 1.09% (1)
21. I believe I am making a lasting impression on my students.					
strongly agree 29.35% (27)	agree 58.70% (54)	not sure 9.78% (9)	disagree 2.17% (2)	strongly disagree 0.00% (0)	
22. I would recommend teaching as a profession for friends and/or family members.					
strongly agree 6.59% (6)	agree 28.57% (26)	not sure 37.36% (34)	disagree 18.68% (17)	strongly disagree 8.79% (8)	No response 1.09% (1)
23. How would you rate your personal satisfaction in your teaching position?					
very satisfied 19.78% (18)	satisfied 58.24% (53)	not sure 12.09% (11)	unsatisfied 8.79% (8)	very unsatisfied 1.09% (1)	No response 1.09% (1)
24. Please enter any comments you have about the teaching profession and your place in it.					
Number of Respondents 44			Number of respondents who skipped this question 48		

Appendix 1- Teacher Survey with Responses