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The Perceived Influence of Value-Added Metrics on Urban Middle School Teachers' Job Satisfaction and Motivation

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Walden University
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Abstract

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MA, Walden University, 2010

BS, Indiana University-Purdue University Indianapolis, 1999

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Value-added metrics or models (VAMs) are an important component of the teacher evaluation process that evaluators use to determine the value teachers add to their students' academic achievement. VAMs are used to arrive at a score that is derived from the number of the teachers' students who pass and/or fail a standardized assessment. While prior research has focused on VAMs with respect to impact on student success and performance, little is known about how teachers experience the implementation of these metrics and how those experiences may influence teachers' job satisfaction and motivation. The purpose of this interpretive qualitative study was to explore the perceptions of urban middle school teachers in Indiana who were evaluated with embedded VAMs. Using a theoretical framework of Herzberg's theory of motivation-hygiene to analyze teachers' job satisfaction and dissatisfaction that influence motivation, this study explored the influence that teachers perceived VAMs as having on their job satisfaction and motivation. Fifteen Indiana urban middle school teachers who experienced being evaluated with embedded VAMs as part of the teacher evaluation process were interviewed. The findings for this study indicated that in spite of the hygiene factors that existed in the teachers' jobs, the teachers were satisfied with their jobs. The teachers who participated in this study described building relationships with their students and watching their students learn as more important than the use of VAMs in their evaluation process. The findings of this study can provide legislators, educators, and policymakers with valuable insights to make more informed decisions about teacher evaluation policies that may promote better education and thus positive social change.

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Dedication

I would like to dedicate this endeavor to the ones who came before me and paved the way, and to the ones who will follow in my footsteps.

Acknowledgments

I would like to praise Jesus Christ for allowing me to put Him first to see my dreams fulfilled. I thank every family member and friend who asked me how I was doing and encouraged me to keep reaching for my dreams. I want to thank my wee ones who grew up to be young men while I finished this journey. I never could have finished without your constant support and encouragement. Thank you for loving me enough to allow me to soar and forcing me to remember you needed me to be your mom. Lydia, thanks for reading and reading and reading my drafts to help me edit my writing. Thanks, Sis Chambers, for checking up on me and encouraging me. I so appreciate you. Your encouragement was always right on time. Thank you, Uncle Wayne. Words cannot express how much I appreciate your kind words that reminded me that God did not bring me here not to finish what He started. Thanks to all of my professors, mentors, colleagues, and students who insisted I would finish when I could not see the end. Thanks, Mom. Without you showing me I could do anything regardless of the obstacles placed before me, I never would have started this journey or any other journey in my life. You have always been my biggest fan.

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Chapter 1: Introduction to the Study

Value-added metrics or models (VAMs) are an important component of the teacher evaluation process. Value-added models are the measurement tools that evaluators use to determine the value that teachers add to their students' academic achievement over the course of every year (Close et al., 2020; Lavery et al., 2020). This study explored how the measurement tools used by evaluators influence teachers' job satisfaction and motivation. The determination of a teacher's VAMs score is based primarily on the number of students who pass and/or fail standardized tests (Goldhaber, 2015; Smith et al., 2015). While prior research has focused on VAMs with respect to their impact on student success and performance, little is known about how these metrics, when added to the evaluation process, may influence teachers' motivation and job satisfaction (Goldhaber, 2015; Kenney, 2017; Koedel et al., 2015; Smith et al., 2015). Without knowledge of how VAMs may influence teachers' motivation and job satisfaction, questions arise about teachers' motivation and job satisfaction that should not remain unanswered. This study explored the impact of the use of VAMs on Midwestern middle school teachers' job satisfaction and motivation since the implementation of VAMs as a component of the teacher evaluation process.

The reception of VAMs has been varied. While research supports the benefits of VAMs, "their application toward identifying the contributions of individual teachers has been particularly contentious" (Koedel et al., 2015, p. 180). These perceptions, regardless of whether positive or negative in nature, may, in turn, affect various aspects of how teachers operate in their roles as educators, including their job satisfaction and how that

relates to motivation. This basic qualitative interpretive study explored the influence of VAMs as part of the teacher evaluation process and the possible influence of the implementation of VAMs on teachers' job satisfaction as it relates to motivation. The findings of this study can provide legislators, educators, and policy-makers useful research to make informed decisions about teacher evaluation policies. In this chapter, I address the background for the study, the problem statement, the purpose of the study, the research questions, the theoretical framework, the nature of the study, the definitions used in this study, the assumptions made, the scope and delimitations examined, the limitations, and the significance of this study, concluding with a summary.

Background

With the call for greater educational reform methods from educators, legislators, parents, and policymakers, education has experienced policy changes (Goldhaber, 2015). States have implemented VAMs as a component of teacher evaluations to assure that teachers and schools are held accountable for students' achievement (Goldhaber, 2015; Smith et al., 2015). With the implementation of the 2009 Race To The Top (RTTT) initiative, states submitted applications for federal grants to assure that states and schools would be able to create teacher evaluation tools that held teachers and schools accountable for students' achievement on standardized tests (Kraft & Gilmour, 2017; Lacireno-Paquet et al., 2014). With the reauthorization of the Every Student Succeeds Act (ESSA), states and schools alike continued the use of achievement data to further assess and hold schools accountable for students' achievement (Klein, 2016; U.S. Department of Education, n.d., 2017; Young & Goings, 2018).

Since the implementation of VAMs, very little empirical research has been conducted to explore how the addition of the VAM tools to the evaluation process influences the teachers themselves. While there is existing research focused on the benefits and challenges of the implementation of VAMs, many of these studies focused on students, examining statistical data, such as pass or fail scores on standardized tests (Smith et al., 2015; Stuit et al., 2014). Other types of research analyzed the validity of the data collected through the use of VAMs and the possible impact of these data on teachers' future as educators (Amrein-Beardsley & Holloway-Libell, 2019; Berliner, 2013; Goldhaber, 2015; Holloway-Libell & Amrein-Beardsley, 2015). While these studies may be helpful in understanding the influence of VAMs on students, little is known about their influence on teachers' motivation and job satisfaction, which was the focus of this study. Specifically, this study explored teachers' perceptions of the VAMs as an addition to the evaluation process through the lens of teacher motivation. Herzberg's motivation-hygiene theory (Herzberg et al., 2017) guided this study, which examined areas relevant to the potential relationship between motivators and job satisfaction, and the role that VAMs had within this context.

Problem Statement

At the start of the 2017-2018 school year, 94% of the district superintendents in a Midwestern state reported teacher shortages ("Survey: Indiana School Districts Seeing Teacher Shortages," 2017). This study explored the teachers' perception in a Midwestern state's urban middle schools by exploring the potential influence that VAMs had on teachers' motivation and job satisfaction since their implementation as part of the teacher

evaluation process. Researchers have conducted extensive research on the use of VAMs in teacher evaluations (Goldhaber, 2015; Harris et al., 2015), but few of these studies have focused on their potential influence on teachers. For example, researchers have studied the purpose of VAMs and how they can inform schools about the areas in which teachers may need additional professional development (Dvorak et al., 2014). Other researchers have credited the use of VAMs as a way to identify teachers who are effective or ineffective based on their students' performance on standardized tests (Aldeman & Chuong, 2014; Amrein-Beardsley & Holloway, 2019; Blazar et al., 2016; Close et al., 2019; Dvorak et al., 2014). Some researchers have studied the methodology behind VAMs and cited evidence against the use of VAMs to make employment decisions because the VAMs have been deemed to have errors (Amrein-Beardsley & Holloway-Libell, 2019; Holloway-Libell & Amrein-Beardsley, 2015; Paige & Amrein-Beardsley, 2020). Because of the lack of understanding of how being evaluated by VAMs may affect teachers' perceptions of their motivation and job satisfaction, this study built upon what was already known about the benefits and drawbacks of VAMs, specifically from the standpoint of their influence on the teachers' perceptions of VAMs as either motivation and/or as hygiene factors, with a focus on teacher motivation and its relationship to job satisfaction with the potential to lead to further understanding of teachers' plans for leaving or staying in their classroom.

Purpose of Study

The purpose of this basic interpretive qualitative study was to explore urban middle school teachers' perceptions of VAMs as part of the teacher evaluation process as

it relates to teachers' job satisfaction and motivation. Herzberg's motivation-hygiene theory has two factors—motivator factors and hygiene factors (Bryant 2018; Herzberg, 1968; Herzberg et al., 2017; Tan & Waheed, 2011). Herzberg's motivation-hygiene theory provided a framework toward understanding urban middle school teachers' perceptions by situating VAMs within the context of criteria relevant to motivators (the work itself and responsibility) and hygiene factors (company policies, work conditions, salary, and security) as they relate to teachers' motivation and job satisfaction in the workplace, as outlined by Herzberg. Urban middle school teachers in a Midwestern state were interviewed to gather their perceptions of VAMs as a component of the teacher evaluation process.

Research Questions

The following research questions guided this study:

- RQ1: What are urban middle school teachers' perceptions of the influence of VAMs on their job motivation, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security?
- RQ2: How do urban middle school teachers perceive the influence of VAMs in relationship to their satisfaction in their jobs, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security?

Theoretical Framework

Research supports the assertion that motivation is closely connected with job satisfaction (Afshar & Doosti, 2016; Ajayi & Olatunji, 2017; Can, 2015). Herzberg's theory of motivation-hygiene (Herzberg, 1968; Herzberg et al., 2017) served as the theoretical framework guiding this study to explore the influence that VAMs had on teachers' motivation and/or job satisfaction. By exploring how VAMs influenced teachers' motivation and/or job satisfaction, it was my intent in this study to gain a deeper understanding of how teachers experienced their evaluation process, and if VAMs contributed to or distracted from the teachers' motivation and/or job satisfaction with VAMs either being a motivator or a hygiene factor. The motivation-hygiene theory may be used to explore the factors that influence workers' job satisfaction and their connection to motivation in their jobs (Bryant, 2018; Herzberg, 1968; Herzberg et al., 2017). Herzberg asked participants in his research to describe times when they felt good or bad about their jobs. Herzberg described factors that contributed to respondents' job satisfaction as motivators and termed those that contributed to dissatisfaction as hygiene factors. Examples of motivators include achievement, recognition, the work itself, responsibility, advancement, and growth. Dissatisfaction factors (i.e., hygiene factors) include company policies, supervision, relationships with supervisor and peers, work conditions, salary, status, and security (Herzberg, 1968; Herzberg et al., 2017). This study focused on job satisfaction and motivation and whether or not VAMs were motivators or hygiene factors. According to Herzberg's theory, satisfaction and dissatisfaction are not opposites, per se, but two separate, unique types of factors. They operate on two separate

continuums. Removing the factors that influence dissatisfaction does not necessarily cause a person to have job satisfaction, while increasing the factors that contribute to job satisfaction alone will not cause a person to be satisfied with their job (Herzberg, 1968; Herzberg et al., 2017).

Key elements of Herzberg's theory were valuable to the interpretation of data in this study, particularly how job motivation factors connect with job satisfaction and the influence that VAMs had in this context. Responses of teachers were assigned codes based on whether they were motivators (intrinsically motivated) or hygiene (extrinsically motivated) responses to interview questions about how teachers perceived VAMs. The responses were compared to Herzberg's job satisfaction and dissatisfaction continuum. The terms used by participants to describe their perception of VAMs were analyzed to determine VAMs' influence on teachers as motivator (intrinsic) or hygiene (extrinsic) factors. According to Han and Yin (2016), "motivation has been generally viewed as energy or drive that moves people to do something by nature" (p. 3). Other researchers have defined teacher motivation as the reason that teachers are willing to exhibit action to complete teaching-related tasks that is influenced by the teachers' perception of the potential effectiveness of their efforts or efficacy (Abós et al., 2018; Bas, 2021). Teacher motivation has potential implications for various aspects of their jobs. For example, research shows that a teacher who is highly satisfied with their job is more likely to be more highly motivated to remain in their teaching position compared to those with low job satisfaction and low motivation for their job (Shockley, 2016; Skaalvik & Skaalvik, 2011, 2014, 2017b). This study explored the way that teachers perceived their experience

with VAMs and beliefs about their effectiveness to determine whether VAMs influence teachers' perceptions of their motivation and job satisfaction. Additionally, teacher motivation may influence how teachers experience working in their workplace, including their job satisfaction and the effort exerted to complete teaching-related tasks (Anghelache, 2015; Bilim, 2014; Claudia, 2015; Lozano, 2014; Tran & Smith; 2020; Tustiawati, 2017; Wang & Fwu, 2014). Teacher motivation may also manifest through the level of effort that teachers put into completing teaching-related tasks (Anghelache, 2015; Han et al., 2016). Teachers' motivation is said to be influenced by teachers' efficacy, and teachers' efficacy is said to influence teachers' job satisfaction, which influences teacher motivation (Barbarin & Aikens, 2015; Gilbert et al., 2014; Skaalvik & Skaalvik, 2017b; von der Embse, Sandilos et al., 2016). With this being said, teacher motivation and teacher efficacy go hand in hand. This study focused on teacher motivation as it relates to job satisfaction and whether VAMs influence teachers' effort exerted, which may influence teachers.

Researchers have indicated that job satisfaction can have a positive or negative influence on teachers' motivation (Gilbert et al., 2014). According to Gilbert et al. (2014), higher job satisfaction could result in higher teacher motivation to remain in their teaching position, whereas lower job satisfaction could result in lower teacher motivation to remain in their teaching position. Researchers have commented on teachers' workload and stress as stressors that influence teacher efficacy, which influences teachers' job satisfaction (Skaalvik & Skaalvik, 2017b). This study explored the influence that the implementation of VAMs—and the potential positive or negative influences—had on

teachers' motivation and job satisfaction. As Herzberg explored job satisfaction by examining the motivator and hygiene factors that influence employees' satisfaction and dissatisfaction, this study explored teachers' perception of VAMs and whether their expressed perception of VAMs showed VAMs to be motivator or hygiene factors.

By exploring the research through the lens of job satisfaction and teachers' motivation, through the lens of Herzberg's theory of motivation-hygiene in particular, this study provides useful information about many factors that are influenced by these areas, particularly in light of the implementation of VAMs. Additionally, findings revealed whether VAMs had any influence on teachers' job satisfaction and/or motivation, which may, in turn, influence areas relevant to teachers' motivation. The theoretical framework for this study will be further explored in Chapter 2.

Nature of the Study

This qualitative interpretive study explored teachers' perception of the influence of VAMs on motivation as it relates to job satisfaction. The perceptions of urban middle school teachers being evaluated using teacher evaluation tools, which include embedded VAMs, were analyzed using the Herzberg theory of motivation-hygiene as a guiding theoretical framework. Qualitative studies allow researchers to explore the perceptions of participants from the participants' points of view (Merriam & Tisdell, 2016; Roger et al., 2018). The researcher is afforded the opportunity to gain understanding of the participants' experiences in the way that the participants define the experience (Merriam & Tisdell, 2016). According to Hennink et al. (2017), meaning saturation occurs when 16-24 participants are interviewed and one understands all that the participants have to

share. I collected data through individual, semistructured interviews with 15 urban middle school teachers who worked in a Midwestern state's schools and whose job performance was evaluated by metrics that included embedded VAMs. For this study, meaning saturation occurred when 14 participants were interviewed. An additional interview occurred to assure that meaning saturation had been reached. The interviews were conducted using semistructured interview questions to obtain depth of perception through the respondents' interview responses (Merriam & Tisdell, 2016; Patton, 2015; Roger et al., 2018). The interview questions can be found in Appendix A. Participants' responses were assigned codes based on whether they were motivators (intrinsically motivated) or hygiene (extrinsically motivated) responses to interview questions about how teachers perceive VAMs. The responses were compared to Herzberg's job satisfaction and dissatisfaction continuum. The terms used by participants to describe their perception of VAMs were analyzed to determine VAMs' influence whether they were intrinsic or extrinsic or motivators or hygiene factors.

The data were analyzed using descriptive thematic analysis by identifying reoccurring relevant themes that emerged during the interview and data collection process (Merriam & Tisdell, 2016). The theoretical framework was used to create categories to classify the participants' responses to the structured and unstructured interview questions based on Herzberg's motivator and hygiene categories. The responses were further coded based on the themes that emerged as a result of the participants' responses. Like responses were categorized based on their similarities and analyzed using the Herzberg motivation-hygiene theory. The data derived from the

interviews were analyzed based on the context in which the teachers experienced being evaluated by evaluation tools with embedded VAMs. The questions that I asked during each interview focused on how teachers experienced the implementation of these tools, particularly with regard to job satisfaction and motivation to remain in their jobs. The data were coded based on the participants' responses to the interview questions and placed in categories identified by Herzberg's motivation-hygiene theory.

Definitions

The terms used in this study are defined below.

Altruistic motivation is defined as completing a task because it offers a greater good (Shockley, 2016).

Extrinsic motivation is defined by doing something because one is getting something in exchange for one's actions (Study.com, 2020).

Intrinsic motivation is defined as doing something because one enjoys or is interested in doing the task (Study.com, 2020).

Job satisfaction is defined as a "key affective reaction to working conditions and an important predictor of teacher attrition" (Ford et al., 2018, p. 1).

Motivation-hygiene theory is defined as the factors that influence job satisfaction and job dissatisfaction, set within the context of job motivation (Herzberg, 1968; Herzberg et al., 2017).

Teacher attrition is defined as the rate of teachers leaving their current teaching positions voluntarily and involuntarily (Clandinin et al., 2015; Mason & Matas, 2015; Merriam-Webster, n.d.; O'Harroll, 2016; von der Embse, Sandilos et al., 2016).

Teacher motivation is defined as the reason that teachers put a degree of energy and effort into teaching-related tasks and teachers' perception of their success, based on their perceptions of the potential outcomes of their efforts, which may have a positive or negative influence on teachers (Claudia, 2015).

Teacher self-efficacy (efficacy) is defined as a teacher's perception of their ability to effectively engage, motivate, and educate students (Bandura, 1978, 1997, 2006; Bandura & Adams, 1977).

Value-added metrics are defined as "the components of teacher evaluations that are calculated to give a numerical score to the perceived value teachers add to their students' academic success" (Koedel et al., 2015, p. 1).

Value-added score is defined as "the criteria set by a state to measure the percentage of the number of students who pass standardized tests that are approved by the school district and/or state" (Polikoff & Porter, 2014, p. 406).

Assumptions

For this study, I assumed that teachers had some sort of response or opinion regarding the implementation of VAMs as part of the teacher evaluation process. In order to glean meaningful data, this assumption must be true. Specifically, I assumed that teachers had either a positive, negative, or neutral opinion regarding the use of VAMs as part of the teacher evaluation process. Also, I assumed that these perceptions had some bearing on job motivation and job satisfaction. I further assumed that teacher motivation had some sort of connection to the use of VAMs as a component of teacher evaluations. A potential connection between teacher motivation and the use of VAMs as a component

of teacher evaluations could influence areas relevant to teachers' job satisfaction. The final assumption was that the responses that the teachers provided me were their true perceptions.

Scope and Delimitations

The scope of this research study was to explore the influence of the addition of VAMs as part of the teacher evaluation process on teacher job satisfaction and motivation. This was chosen as the focus of this study because job satisfaction and motivation are closely related. According to Herzberg, job satisfaction has motivators that influence the level of an employee's satisfaction (Bryant, 2018; Herzberg, 1968; Herzberg et al., 2017). Exploring teachers' perception of VAMs as either motivators or hygiene factors that possibly influence teachers' job satisfaction was the focus of this study. The problem is there is little known about how teachers perceive the use of VAMs as a component of their teacher evaluation and if teachers perceive VAMs as motivation or hygiene factors. The purpose of the study was to explore how teachers evaluated by VAMs perceived their experience with their evaluation process and in what ways VAMs may influence teachers' job satisfaction and motivation to remain in their positions. Herzberg's theory of motivation-hygiene was used to analyze teachers' job satisfaction with respect to their roles, and how the experience with VAMs was perceived by the teachers as either a motivator and/or a hygiene factor.

There were countless conceptual and theoretical frameworks that could have been used to provide a lens through which to analyze teachers' job satisfaction and motivation. Teacher efficacy was a potential conceptual framework that could have been used as a

lens through which to explore the perceptions of middle school teachers evaluated using teacher evaluation tools with embedded VAMs. Teacher efficacy explores teachers' perceptions of their ability to complete teaching-related tasks (Ford et al., 2017; von der Embse, Sandilos et al., 2016). Teacher efficacy was not chosen as the conceptual framework because the focus of teacher efficacy is more limited, as it relates to how teachers perceive their ability to complete teaching-related tasks. Teacher motivation is more focused on the exerted efforts of teachers to participate in or complete teaching-related tasks.

For this study, motivation and its relationship to job satisfaction had a wider scope regarding how teachers experienced the implementation of VAMs and how the implementation may influence teachers' job satisfaction and motivation using Herzberg's motivation-hygiene theory to analyze the data collected. With Herzberg's motivation-hygiene theory, one can explore the intrinsic motivating factors that influence job satisfaction (Herzberg et al., 2017). Teacher motivation involves various types of motivations, such as intrinsic, extrinsic, and/or altruistic, as previously explained. Due to the various types of motivation, I was able to explore participants' experiences from those various perspectives all within the context of teacher motivation. This study was more focused on a wider scope of understanding the connection between VAMS and how they are experienced.

The data collected via teacher interviews for this study were analyzed using the categories and continuum explained by Herzberg's motivation-hygiene theory (Herzberg, 1968; Herzberg et al., 2017) because teacher motivation explores the level of effort that a

teacher is willing to exhibit to complete teaching-related tasks versus whether teachers believe they will be successful in completing the teaching-related tasks like that observed through the use of teacher efficacy as a potential conceptual framework. Motivation-hygiene theory as a theoretical framework allowed for exploration of participants' experiences from the various perspectives within the context of job satisfaction and/or job dissatisfaction, which influences motivation. Teachers' motivation was explored to determine the type of motivation at work, such as intrinsic motivation, extrinsic motivation, and altruistic motivation, and if the teachers' motivation and/or job satisfaction was influenced by the implementation of VAMs as explored by the motivation-hygiene theory. The data collected from semistructured teacher interviews were explored to determine whether teachers' experience with VAMs influenced their motivation to remain in their current teaching position.

This study had boundaries based on identifying the population of teachers to include and exclude. Indiana has many districts, but the scope of this study did not allow for all urban middle school teachers in Indiana to be interviewed. As urban middle school teachers self-selected to participate in this study, some urban middle school teachers chose not to participate in this study, which left out the perceptions of all urban Indiana middle school teachers. The K-12 teachers in Indiana are evaluated using embedded VAMs; therefore, the experience of being evaluated by teacher evaluation tools with embedded VAMs is not limited to middle school teachers. This study focused specifically on urban middle school teachers' experiences in relation to the teacher evaluation process, which can be transferred to K-12 teachers who are evaluated with embedded

VAMs. Through the documentation process of this study, the steps to replicate this study in the context of K-12 settings allow for transferability.

Limitations

This study has limitations related to design and methodology, specifically with respect to the intended participant pool. Because the participants in this study represent numbers of self-selected participants from Indiana urban middle school teachers who are evaluated using teacher evaluation tools with embedded VAMs, the results cannot be explicitly generalized to all teachers in Indiana, but they could inform how VAMs may influence any school teacher who is subject to evaluation using the VAM tool. The process used to collect the data analyzed in this study and the analysis conducted using the theoretical framework can be transferred to a different context. To support transferability, detailed notes were taken to explain the social context, data collection, and analysis process utilized in this study. Because there were a limited number of participants in this study, the process of triangulation was not employed. To further ensure transferability, the steps used to analyze the data and the collection process were formally documented, so that researchers would able to duplicate the steps used to conduct the research for this study. The results of this study represent the perception of the teachers interviewed as participants for this study.

My bias from being a former middle school teacher was limited by ensuring that I did not conduct interviews with teachers whom I had discussed VAMs with in the past. Also, I did not interview teachers where I work or where I had worked. I conducted three mock interview sessions to ensure that I did not ask leading questions that elicited

responses based on my biases. Teachers who did not participate in the study participated in mock interviews. These individuals fit the criteria of intended participants to ensure that they could reflect on and provide feedback pertaining to the quality and validity of the interview questions.

Mock interviews helped me examine my nonverbal cues to ensure that I was not inadvertently directing the responses of the participants by my actions and to prevent interjecting my biases during the data collection process. As a researcher, my role was that of an interviewer and not a participant in the study. I attentively listened to the participants' responses and took notes on the respondents' nonverbals cues as they answered the interview questions, as supported by researchers (Elliott et al., 2017; Patton, 2015). The same individuals who participated in the mock interviews read the prewritten structured interview questions to provide insights and feedback on potential issues, making sure that questions adhered to proper qualitative interview questioning protocols and were appropriate to allow the consistent free flow of ideas around specific points. Researchers have emphasized the need for consistent interview questions that allow for the free flow of ideas around specific points (McGrath et al., 2019; Patton, 2015). As suggested by researchers, interviewees read their individual interview transcripts to assess whether what they said and meant to say was captured appropriately (Merriam & Tisdell, 2016; Patton, 2015). I listened to the interview audio recordings to ensure that I adhered to proper interviewing protocols. The effect of latent biases within the formulation of this study was minimized by having guiding, prewritten structured interview questions for me to use to allow participants to tell their story without

interjecting my story. Structured as well as unstructured interview questions designed to encourage participants to fully describe their experiences with VAMs were asked to ensure a free flow of conversation and promote structure to the interviews so that similar questions were asked of all participants to allow for collection of data based on the scope of the study (Merriam & Tisdell, 2016).

Significance

This study has potential to provide contributions in the advancement of knowledge in the field of middle school education policy. By exploring how VAMs influence teachers, particularly within the framework of job satisfaction and motivation, teachers, legislators, administrators, and policymakers may have additional knowledge to determine the next steps needed to create and/or improve teacher evaluation policies. Any further changes to the evaluation process as a result of this study may impact areas relevant to teachers' job satisfaction and motivation—not only in Indiana, but also in other states where VAMs are part of the teacher evaluation process. The results of this study have further potential to contribute to the body of research literature relevant to the implementation of VAMs as part of the teacher evaluation process. It is possible that the results and conclusion of this study may be useful to administrators and policymakers in Indiana when creating new policies for teachers that may positively impact the teachers' job satisfaction and motivation.

Summary

In Chapter 1, I provided details about the background of this study, explaining historical information pertinent to the topic of the implementation of VAMs as a

component of the teacher evaluation process. This chapter explored the problem that prompted this study, including the gap in research related to VAMs and their influence on teachers, as opposed to students. The purpose of this study was to provide additional relevant research that explored teachers' experience with implementation of VAMs, with particular focus on the connection between motivation and job satisfaction.

The guiding research questions for this study were focused on middle school teachers' experiences with regard to the implementation of VAMs as part of the teacher evaluation process, and how those experiences influence motivation as it relates to job satisfaction. This chapter also described Herzberg's theory of motivation-hygiene, the guiding theoretical framework, as it relates to the factors that contribute to job satisfaction and job dissatisfaction. The design of this study was basic qualitative interpretive, with limitations related primarily to the limited number of participants participating in the study and the particular type of educators who were interviewed. A detailed exploration of the current literature available relevant to key concepts and terms related to this study is presented in Chapter 2.

Chapter 2: Literature Review

An expanded search of current literature was conducted relevant to teachers' perceptions related to the implementation of VAMs as part of the teacher evaluation process. One way to better understand teachers' experiences with respect to VAMs was through further examination of factors connected to motivation, and how these relate to job satisfaction. Examining the role, if any, the use of VAMs as a component of the teacher evaluation process has in factors affecting motivation and job satisfaction may provide insights and possible solutions toward increasing areas of dissatisfaction relevant to teachers' roles (Darling-Hammond, 2015; Dvorak et al., 2014; Koedel et al., 2015; Stuit et al., 2014; Sumipo, 2020). In this literature review, I explore the literature related to the topic of this study that was available at the time of this study. Chapter 2 details the search strategies employed to find relevant research that informed this study. This chapter explores the theoretical framework, research that explains motivation, and the various types of motivation that exist. It also explores teacher efficacy and teacher motivation, VAMs, teacher retention, attrition, and job satisfaction. Additionally, I examine the use of VAMs in Indiana, which was the setting of this study, along with retention and attrition in Indiana.

Literature Search Strategy

The process for conducting research for this study began with using the ERIC and Education Source combined search databases. In these databases, the terms *evaluate* and *teacher* were searched and yielded 3,007 sources. When the search was refined to include teachers as the intended audience with dates since 2012, as well as sources written in the

English language, it yielded 696 results. After further refinement, VAMs were added to the search criteria, yielding one article. Using Education Source, the search terms *evaluate*, *teacher*, and *value-added metrics* were filtered to peer-reviewed sources since 2012, yielding one article.

Using the Education Source search database, the terms *teacher evaluation* and *teacher* were used and filtered for only peer-reviewed sources since 2012, yielding 2,551 sources. The search was refined to sources that used the keywords *teacher effectiveness* and yielded 213 sources. To further refine the search, the key term *teacher evaluation* was included to further filter these sources, yielding 102 sources. With further refinement, *value-added assessment (evaluation)* key terms were included, and the search yielded 16 articles that were directly relevant and furthered the understanding of teacher evaluation and the major concepts of this study.

Continuing with this process, I began a new search using key terms based on topics covered in the peer-reviewed articles from my first search described above. In my first search, the phrase *school governance* was prevalent in many of the articles; therefore, I conducted an additional search using Education Source for the phrase *school governance*, including only peer-reviewed sources since 2012, which yielded 479 sources. The search was filtered to include *education policy* and yielded 63 sources. The search was further refined to include the key term *teacher evaluation* and yielded eight sources, with one source being an opinion poll that was excluded due to the topic not being closely related to this study. After removing the teacher evaluation terms from the search, the search was further refined to filter sources that included the key term

teachers' attitudes and yielded two sources. A total of eight sources were identified from the final two refinements. One source appeared in both searches, and one source was excluded due to the nature of the source to bring the total number of sources to eight that were directly relevant and furthered the understanding of school governance and the major concepts of this study.

In addition, I conducted a search using the phrase *teacher efficacy* using the Education Source databases, which yielded 3,093 peer-reviewed sources with dates since 2012. The search was refined to filter sources using the key term *teacher effectiveness* and yielded 1,693 sources. After further filtering the sources, the key term *teacher evaluation* was searched, yielding 102 sources. Further refinement of the search by filtering the sources to include sources with the key *terms value-added models (education)* yielded the same 16 sources found in the prior search for the term *teacher evaluation*. A new search was conducted (still using Education Source) with the term *teacher efficacy*, narrowed to peer-reviewed sources with dates since 2012 and refined by filtering the sources to include the key term *self-efficacy* (which yielded 516 sources). With further refinement by filtering the sources to include the key term *teacher effectiveness*, 36 sources were yielded. Of the 36 sources, only seven sources were relevant and furthered the understanding of teacher efficacy as it relates to the research questions guiding this study.

The term *teacher motivation* was researched using ERIC, Education Source, and Academic Search Complete as combined databases. The search yielded 2,538 peer-reviewed sources published since 2012. The search was refined to filter the sources to

include the key term *teacher motivation*, which yielded 622 sources. The research was further refined to filter the sources to include the key term *teachers' attitudes*. The search yielded 298 sources. With further refinement to filter the sources to include the key term *job satisfaction*, the search yielded 42 sources. Of the 42 sources, eight sources were relevant and furthered the understanding of teacher motivation as it relates to the major concepts of this study.

One particular key phrase—*teacher retention*—resulted in a significant number of articles being discovered through the literature review process. The topic was also refined to peer-reviewed research and research published in the English language since 2012. The search yielded 761 articles that fit the search criteria using ERIC and Education Source. To further refine this search, the sources were filtered to include sources that used the key term *teacher retention*; the search yielded 57 sources. With the key term *teacher effectiveness*, the sources were further refined to include the key term *teacher persistence*, which yielded 21 sources. Of the 21 sources found, only 10 sources were relevant and furthered the understanding of teacher retention as it relates to the major concepts of this study.

Finding research specific to Herzberg's motivators and hygiene factors yielded five peer-reviewed articles using Education Source. The search yielded the two seminal works of Herzberg and three journal articles published between 1996 and 2014. Additional research was conducted using Google Scholar focusing on scholarly works referencing Herzberg's motivators and hygiene factors. The search yielded 17 scholarly journal articles and/or books about Herzberg's motivators and hygiene factors. Seven of

the items found were written by Herzberg. The remaining 10 books and journal articles referenced Herzberg's seminal work and/or applied the motivators and hygiene factors theory to the researchers' study.

I searched for the terms *teachers' motivation* and *assessments* using Education Source, looking for peer-reviewed sources from 2012; this search yielded 94 articles. The majority of the sources found related to students' motivation. The articles were filtered to only include articles with the key terms *teachers* and *performance evaluation*. The search yield two articles. The articles were ultimately found using ScienceDirect, which led to four articles with similar keywords. A keyword search of *accountability policies* yielded an additional article that related to the topic of teachers' motivation and assessments found in Sage Journals. An additional search was conducted to further filter the term *teachers' motivation* to include *evaluation* and *performance*, which yielded eight more articles. The total number of sources yielded was 14.

The terms *job satisfaction* and *motivation* were researched using Education Source. The search yielded 242 peer-reviewed sources since 2012. The sources were filtered to include the keyword term *job satisfaction of teachers*. The search yielded 32 sources. Of the 32 sources found, only 13 were related to this study. To further delve into the literature in this area, the terms *job satisfaction* and *teacher motivation* were researched using Education Source. The search for peer-reviewed sources since 2012 yielded 45 sources. The search was filtered to include the key term *job satisfaction of teachers*. The searched yielded 20 sources. Of the 20 sources found, only 13 were related

to this study, and they were the same 13 from the previous search for *job satisfaction* and *motivation*.

Theoretical Framework

Herzberg's motivation-hygiene theory served as the theoretical framework guiding the analysis of the data collected for this study. In 1958, Herzberg et al. (1959) interviewed 203 accountants and engineers to determine which factors contribute to job satisfaction. After conducting the explorative qualitative research, the data were analyzed, and categories were revealed. The categories that emerged were explored based on the Herzberg's motivation-hygiene theory to determine the job satisfaction of employees based on the factors that contribute to job satisfaction and dissatisfaction, as they relate to motivation (Herzberg, 1968; Herzberg et al., 1959, 2017). The factors that contribute to job satisfaction are called motivators, and the factors that contribute to job dissatisfaction are called hygiene. The motivation-hygiene theory is also referred to as the two-factor theory because job satisfaction and job dissatisfaction are not opposites on a continuum—they are viewed as two separate elements that influence employees' motivation (Herzberg, 1968; Herzberg et al., 1959, 2017). According to Herzberg (1968; Herzberg et al., 2017), the motivator factors that contribute to job satisfaction are achievement, recognition, the work itself, responsibility, advancement, and growth. The hygiene factors that contribute to job dissatisfaction are company policies, supervision, relationship with supervisors and peers, work conditions, salary, status, and security (Herzberg, 1968; Herzberg et al., 2017). As a theoretical framework for this study, the motivation-hygiene theory used to analyze teachers' perceptions data related to the use of

VAMs as part of the teacher evaluation process on job motivation, as it relates to job satisfaction.

According to Skaalvik and Skaalvik (2017b), job satisfaction and motivation are connected, as job satisfaction influences motivation and motivation influences job satisfaction (Afshar & Doosti, 2016; Ajayi & Olatunji, 2017; Can, 2015; Gilbert et al., 2014). For example, a highly motivated teacher may choose to remain in their teaching position overall compared to those with low motivation for their job, their workplace, and teacher-related tasks (Anghelache, 2015; Bilim, 2014; Claudia, 2015; Lozano, 2014; Tustiawati, 2017; Wang & Fwu, 2014). In addition, teacher motivation may also manifest through the level of effort that teachers put into to completing teaching-related tasks (Anghelache, 2015; Han & Yin, 2016). According to researchers, teachers can be motivated extrinsically, intrinsically, and altruistically (Anghelache, 2015; Chiong et al., 2017; Han & Yin, 2016). Analyzing motivation and job satisfaction should provide data on how teachers experience their job-related task, and how they perceive the use of VAMs as part of the teacher evaluation process.

Critics of the motivation-hygiene theory cite issues with the definition of salary as a hygiene factor only (Ataliç et al., 2016; Holmberg et al., 2018). Some researchers condemn labeling of salary as a hygiene factor that cannot be used as a motivator to increase job satisfaction (Holmberg et al., 2018). Ataliç et al. (2016) and Holmberg et al. 2018 cited evidence of salary being used as a motivator for employee retention. According Herzberg et al. (2017), other researchers have described job satisfaction as being the opposite of job dissatisfaction, whereas Herzberg et al. (1959, 2017) described

job satisfaction as not being the opposite of job dissatisfaction. In fact, Herzberg et al. (2017) stated just removing the hygiene factors does not in itself influence job satisfaction, and the implementation of motivators coupled with minimizing of hygiene factors positively influences job satisfaction.

The theoretical framework for this study, motivation-hygiene theory (Herzberg et al., 2017), provided a lens from which to frame interview responses from teachers with respect to their work and professional activities. The perception of teachers' ability to achieve success in teaching their students is shaped by how motivated teachers are to participate in the task of teaching students (Anghelache, 2015; Han & Yin, 2016). Teachers' motivation is influenced by teachers' perception of how successful they are when performing teaching-related tasks (Ford et al., 2017; Mahler et al., 2017). Some researchers have concluded there are factors that influence teachers' motivation, which can contribute to teachers' perceptions of their teacher-related tasks (Baglama & Uzunboylu, 2017; Claudia, 2015; Espinet et al., 1992; Tustiawati, 2017). In the sections that follow, the term *teacher motivation* is explained as it relates to this study, defined, and explored more fully based on existing peer-reviewed literature.

Tran and Smith (2020) researched career choice theory and Herzberg's motivation-hygiene theory along with empirical literature to examine the varied needs of teachers throughout their care life cycle. Their recommendation was that based on teachers' needs at the various stages of their careers, human resources approaches to support teachers should be based on the teachers' needs at the various stages. They asserted that Herzberg's motivation-hygiene theory explains the need for professional

development to focus on motivating teachers intrinsically and extrinsically to increase teachers' job satisfaction (Tran & Smith, 2020). The assertion was that at different stages in teachers' careers, they need different things to increase job satisfaction. For example, novice teachers are concerned about their pay and are working multiple jobs to pay their bills and need the support of their administration to help them build self-efficacy in their role as a teacher, whereas veteran teachers need autonomy and the opportunity to mentor teachers to experience job satisfaction.

The Work Itself

Herzberg et al. (2017) defined the work itself the actual nature of the work or task related to the job. Herzberg et al. (2017) added to the definition the work itself as a client relationship where the employee completes a job for a client or a group of clients within or outside the organization like the jobs performed by teachers, nurses, and salespeople. According to Sumipo (2020), motivation factors such as meaningfulness of the work (in this study called "the work itself") contribute to the perceived benefits of working the job. This study defined the nature of the work with or without the description of reward, the task related to the job, and client relationship as the work itself to explore teachers' perception of VAMs and their influence on job satisfaction and motivation to understand whether teachers perceive VAMs as a motivation or a hygiene factor. According to Sumipo (2020), teachers' positive feelings toward the work itself such as "love of teaching and feeling a sense of fulfilment" (p. 259) have the strongest influence on teachers' decision to remain in their schools. In Alghamdi (2017), the work itself was a strong predictor of job satisfaction. Herzberg et al. (2017) described the work itself in

conjunction with responsibility and advancement as factors that were associated with long-term changes in job attitudes. Teachers' perceptions of VAMs and how VAMs relate to the work itself were what was explored through this study to better under the influence that the work itself had on teachers' job satisfaction and motivation.

Employees' Responsibilities

Employees' responsibilities can be defined as the employees' responsibility to their work and/or the work of others or being given new responsibility (Bušatlić & Mujabašić, 2018; Herzberg et al., 2017). Employees' responsibilities have a role in how they perceive their job satisfaction (Ataliç et al., 2016; Chiat & Panatik, 2019; Herzberg et al., 2017; Sumipo, 2020). For this study, employees' responsibility was defined as their actual work, the work of others, and any new responsibilities that teachers have since the implementation of VAMs as a component of the teacher evaluation process. In this study, employees' responsibility was explored as it relates to the use of VAMs in the teacher evaluation process and the influence VAMs may or may not have on teachers' motivation and job satisfaction.

Company Policies

Herzberg et al. (2017) discussed company policies or administrative practices from the description of study participants who had high and low job satisfaction. Participants with high job satisfaction described company policies as being favorable in relation to recognition for a task completed or the work that was given to the employee (Bušatlić & Mujabašić, 2018; Herzberg et al., 2017). The team of Herzberg et al. (2017) also noted that bad company policies along with bad working conditions, administration,

and supervision will lead to job dissatisfaction. Job dissatisfaction exists when hygiene factors such as company policies deteriorate (Herzberg et al., 2017). Yeboah and Abdulai (2016), however, determined that organizational policies have varying impacts on employees' motivation. Company policies were examined based on the regulations related to the teacher evaluation process and how VAMs are calculated or used in the teacher evaluation process to determine teachers' effect on student achievement.

Working Conditions

Herzberg et al. (2017) defined working conditions as the physical condition of work, the amount of work, or environment characteristics of the facility (i.e., lighting, tools, space). In this study working conditions were defined as the amount of work teachers were required to do in relation to VAMs. Yeboah and Abdulai (2016) concluded in their research of hotel workers that work conditions as hygiene factors play a significate role in employee's satisfaction. Their study showed 85% of the participating employees valued their conditions (Yeboah & Abdulai, 2016). Alghamdi (2017) found work environment (working condition in this study) is an important factor that increases job satisfaction. Working conditions were explored through this study to understand how urban middle school teachers perceive the use of VAMs as a component of their teacher evaluation process.

Salary

Salary can be defined as the pay and/or benefits paid to employees (Bušatlić & Mujabašić, 2018; Herzberg et al., 2017; Holmberg et al., 2018). Salary has been explored as both a hygiene factor and a motivator (Ataliç et al., 2016; Bevins, 2018; Herzberg et

al., 2017; Holmberg et al., 2018;). Bevins found that Millennials were motivated by salary (2018). The Holmberg et al. study of Swedish mental health nursing personnel determined that when incentives such as salary and compensation coupled with career advancement were perceived as lacking job satisfaction was negatively influence. Twenty-five mental health nursing employees employed at a psychiatric care facility were interviewed as part of an explorative qualitative study (Holmberg et al., 2018). The findings of the Holmberg et al. study utilized Herzberg's motivation-hygiene theory and determined salary was a motivating factor as it relates to job satisfaction and could be used motivate personnel under stressful circumstances. In this study, salary defined as pay or bonuses given as salary relates to VAMs as either a motivator or hygiene factor in relation to teachers' motivation and job satisfaction.

Job Security

Herzberg et al. (2017) defined security as a hygiene factor that relates to the concern in which an employee has about keeping their job. In the Prasad Kotni and Karumuri study of sales employee, it was determined that sales job security among other hygiene factors was not a motivating factor for salesmen in a retail outlet (2018). According to Filtvedt (2016), the findings of the mixed method study showed job security was ranked highest depending on educational levels of respondents. Filtved argued the more educated the respondents the more often they ranked job security higher. In this study, job security was defined using Herzberg's definition. It was understood in relation to how teachers perceive the state of their employment since the implementation of VAMs as a component of their teacher evaluation process.

Value-Added Metrics/Models

VAMs have been used in various professions for many years (Lavery et al., 2020; Lee & Heppner, 2015). Companies have been assessing the value they add to their clients' lives by the clients using the companies' products or services. Likewise, companies have used VAMs to evaluate the value their personnel add to the company based on the employees' work performance or production levels. In short, value-added metrics/models are a way to calculate how much a person, product, or service adds value to a company, client, or a community (Lavery et al., 2020; Lee & Heppner, 2015).

As early as the 1960s, discussions were held about the use of VAMs in schools as a method to calculate teachers' effectiveness (Amrein-Beardsley, 2014). Currently, VAMs are used in teacher evaluations to calculate the value teachers add to their students' achievement based on the scores students earn on standardized tests (Lavery et al., 2020; Darling-Hammond, 2015; Dvorak et al., 2014; Koedel et al., 2015; Stuit et al., 2014). In this method of evaluation, a value-added score is calculated for each teacher based on his or her students' year-to-year growth on standardized tests, and this number is factored into the teacher's overall evaluation, which also may include other data on the teacher's performance. Depending on the state or school districts' mandates, the VAM score could weigh as much as 60% of the teachers' overall evaluation rating (Everson, 2017; Kraft & Gilmour, 2017). The teachers' evaluation ratings are then interpreted as indicators of the teachers' overall effectiveness. Teachers are usually rated in categories, depending on their state or school district's evaluation system, such as: highly effective, proficient, needs improvement, or ineffective (Darling-Hammond, 2015; Kraft &

Gilmour, 2017; Paige & Amrein-Beardsley, 2020). Such a system of evaluation effectively makes the tests which students take to determine their achievement into "high-stakes" tests for teachers, since the results of these tests affect not just student learning opportunities, but also teachers' careers.

History of Value-Added Metrics as a Part of Teachers' Evaluation

The current use of VAMs was sparked by a push from the U.S. Department of Education's "Race to the Top" (RTTT) initiative, which was an approach to raise schools, teachers, and states' accountability for students' achievement (Lavery et al., 2020; Kraft & Gilmour, 2017; Lacireno-Paquet et al., 2014). Under the RTTT initiative, a state or school district could compete for federal funds by demonstrating that the state or school districts were creating a teacher evaluation tool which would improve teachers' accountability by evaluating them based on their students' achievement data. By implementing teacher evaluation tools with VAMs added to them, states and school districts attempt to determine which teachers make a positive impact on students' achievement, and which teachers negatively impact students' achievement (Aldeman & Chuong, 2014; Castellano & Ho, 2015; Dvorak et al., 2014; Paige & Amrein-Beardsley, 2020; 2009 IESA Research Conference--Secretary Duncan's Plenary Address, n.d.). Not only did RTTT ask states to create teacher evaluation systems, the initiative also required personnel decisions to be made based on the teachers' evaluation ratings. States and schools were expected to reward good teachers, while penalizing teachers who were deemed to be ineffective based on their evaluations (Duncan, 2009). Teachers could be offered or denied tenure or teaching assignments, or simply be fired from the school or

district if they were consistently rated ineffective (Aldeman & Chuong, 2014; Darling-Hammond, 2015; Paige et al., 2019; Paige & Amrein-Beardsley, 2020).

VAMs were implemented across the country to determine the value teachers add to students' achievement (Aldeman & Chuong, 2014). As part of a teacher's evaluation, VAMs were expected to show legislators, community members, parents, and administrators the value of the teachers who serve a given population of students (Barbarin & Aikens, 2015; Chetty et al., 2014). The implementation of VAMs as a part of the teacher evaluation process has researchers seeking to better understand how their implementation influence teachers' job satisfaction and motivation (Ford et al., 2017, 2018; Holloway & Brass, 2018).

History/Context of Value-Add Metrics in Indiana

Indiana, among other states, earned RTTT federal funds to create and implement a teacher evaluation tool which included a component that rated teachers' effectiveness based on students' achievement data (Aldeman & Chuong, 2014; Dvorak et al., 2014). Indiana piloted the "Rise" evaluation tool in the 2011-2012 school year (Aldeman & Chuong, 2014; Lacireno-Paquet et al., 2014; Stuit et al., 2014), and implemented it in the 2012-2013 school year (Stuit et al., 2014). The evaluation tool required teachers to create Student Learning Objectives (SLOs) for a class of students, and the teachers were required to create Targeted Learning Objectives (TLOs) for students who entered the class below the content level (Aldeman & Chuong, 2014; Lacireno-Paquet et al., 2014). The teachers were to be evaluated by the number of students in a class who demonstrated mastery on an approved assessment (Aldeman & Chuong, 2014; Lacireno-Paquet et al.,

2014). The students were grouped based on their proficiency levels measured on several baseline data points. The data points could be scores from previous data gathered from high stakes test and data from other approved assessments.

At the end of the year, students were assessed on approved assessments. Based on the students' achievement, the teacher would receive a score. In Indiana, a teacher's score of ineffective in 2 years out of 5 or consecutively for 2 years would be grounds to termination (Aldeman & Chuong, 2014; Stuit et al., 2014). Administrators were required to help a teacher deemed ineffective to develop an improvement plan the first year the teacher received an ineffective rating to help the teacher become an effective teacher (Aldeman & Chuong, 2014). If the teacher did not improve under the plan, the teacher would be dismissed. Under the Research Infrastructure Self-Evaluation (RISE) evaluation tool in 2012 less than 3% of the teachers were deemed ineffective (Aldeman & Chuong, 2014; Stuit et al., 2014). In Indiana depending on the school districts' mandates, the VAM score could weigh as much as 60% of the teachers' overall evaluation rating (Kraft & Gilmour, 2017).

On November 19, 2019, thousands of educators from over half of the school districts in Indiana took to the state capital to voice their concerns about the state of education in Indiana (Herron, 2019; Herron & Slaby, 2019b; Lanich, 2019; Thorbecke, 2019). Due to the number of teachers who attended the RedForEd Rally, over 100 school districts throughout Indiana cancelled school (Herron, 2019; Herron & Slaby, 2019b; Lanich, 2019; Thorbecke, 2019). During RedForEd Rally, teachers carried signs demanding higher pay, a hold-harmless (a moratorium) from using the iLearn results

(Indiana's new standardize test) to assess students' achievement and to evaluate teachers' effectiveness, the teacher externship (new teacher licensing renewal requirement), and concerns about teacher shortages (Herron, 2019; Herron & Slaby, 2019a). Teachers, educational leaders, union representatives, and educational supporters spoke with legislators to express their concerns about education in Indiana.

Since the implementation of the RISE, questions have arisen regarding the equability of the results derived from the teacher evaluation tools. While these factors are not unique in the state of Indiana, factors such as students' socio-economic status, or the number of students a given teacher has who qualify for free and reduce lunch may influence the final results (Murphy & Cole, 2017). While these factors are not unique in the state of Indiana, other concerns exist about the ability to cross-compare classrooms, teachers, schools, and districts to determine which groups are making positive or negative impacts on students' achievement (Murphy & Cole, 2017).

Value-Added Metrics/Models and Teacher Evaluations

Researchers have varied views about the use of VAMs as a component of the teacher evaluation process. The use of VAMs makes it easier to identify teachers who are deemed ineffective or effective to provide sanctions, dismissals, or rewards (Dvorak et al., 2014). Other researchers claim using VAMs allows school leaders to assess the value of their teachers based on their students' achievement (Stuit et al., 2014). Some researchers propose using VAMs as a part of teachers' evaluations to provide administrators data necessary to provide effective meaningful professional development for teachers (Dvorak et al., 2014). The data from the tests and value-added models made

available to teachers can be used as means to provide teachers with necessary feedback to make appropriate decisions to increase students' achievement (Dvorak et al., 2014). While evaluating teachers based on their students' achievement allows teachers an opportunity to be more accountable for their students' achievement and showcase their success (Paige et al., 2019), there are still many concerns related to the effectiveness and purpose of these tools.

Researchers and teacher advocates have pointed to technical and methodological issues with the use of VAMs that make them problematic as a method for making employment decisions about who to fire and who to keep as a teacher (Lavery et al., 2020; Darling-Hammond, 2015; Holloway-Libell & Amrein-Beardsley, 2015). Many have argued because VAMs have errors in data analysis, they should not be used to make employment decisions (Amrein-Beardsley et al., 2020; Everson, 2017; Lavery et al., 2020; Paige & Amrein-Beardsley, 2020). Concerns exist about the possible dismissal of teachers who were deemed ineffective using evaluation tools with VAMs embedded in them, but found effective under other evaluation tools (Paige, 2014; Paige et al., 2019; Paige & Amrein-Beardsley, 2020). Concerns arise regarding school context and the use of VAMs scores from one school, district, and/or across a state to compare teacher effectiveness ratings (Blazer et al., 2016). Advocates against the use of VAMs in teacher evaluations have voiced concerns about the standardized tests not being aligned to actual classroom instruction or only testing one type of learning (Castellano & Ho, 2015; Evans, 2015).

Researchers also questioned whether the quality of the data being collected by high stakes assessments are accurate snapshots of students' achievement (Everson, 2017; Paige, 2014; Paige et al., 2019; Paige & Amrein-Beardsley, 2020). For example, issues exist with regards to classroom disparities, which have not been adequately taken into account, class size, students' prior academic success, number of students with learning disabilities, number of English language learners, and the use of nonrandom student assignments (Holloway-Libell & Amrein-Beardsley, 2015; Paige, 2014; Paige et al., 2019). These issues may influence teachers' job satisfaction which may influence teachers' motivation.

Literature Review Related to Key Variables or Concepts

The literature review explores the related key variables and concepts which relate to teachers' job satisfaction such as teacher motivation factors, teacher efficacy, job satisfaction, attrition and retention. It also explored Indiana's (the context for this study) use of VAMs, teacher attrition and teacher retention. By exploring the aforementioned variables and concepts, a deeper understanding was established of the factors which contribute to teachers' job satisfaction and motivation.

Teacher Motivation

The meaning of the term teacher motivation can be interpreted in many ways. Many researchers described the phenomena called teacher motivation, but more often in the terms of how teacher motivation influenced student achievement (Claudia, 2015; Han & Yin, 2016; Pourtoussi et al., 2018; Sajid et al., 2018). A review of research focused on teacher motivation supports the development of a definition for teacher motivation in the

context of this study. For the proposed study, teacher motivation is defined as the degree of energy and effort a teacher puts into teaching-related tasks and the teachers' perception of their success, based on their perceptions of the potential outcomes of their efforts which may have a positive or negative influence on teachers (Börü, 2018; Claudia, 2015; Pourtoussi et al., 2018; Han & Yin, 2016).

Research confirmed that teachers have both positive and/or negative feelings about teaching students (Claudia, 2015; Han & Yin, 2016). In addition to feelings about their teaching, teachers are concerned about their students' achievement (Börü, 2018; Claudia, 2015). As a result of these feelings and concerns about their role (as a teacher) and subsequent influence on student success, teachers are, in many ways, governed by either motivation and/or their own perceptions related to their ability to help students achieve (Anghelache, 2015; Claudia, 2015; Mintrop & Ordenes, 2017; Pourtoussi et al., 2018). Along these lines, research showed that teachers believe their actions (or inactions) influence students' achievement (Han & Yin, 2016). Teachers' perception of their motivation and effectiveness in job-related tasks like influencing students' achievement may influence teacher decision-making. Depending on teachers' motivation, teachers may potentially make decisions to either remain in their current position, change schools, and/or leave the teaching profession altogether. With teachers' motivation in mind, this study was conducted to explore how teachers described their motivation and job satisfaction.

Intrinsic, Extrinsic, and Altruistic Motivation

According to Han and Yin (2016), intrinsic motivation is defined as doing something because one enjoys or is interested in doing the task. For example, a teacher may enjoy delivering instruction to students because delivering instruction is considered enjoyable to the teacher (Fidan & Oztürk, 2015). Teachers' intrinsic motivation has been considered important as it relates to educational performance (Klaeijsen et al., 2018). Han and Yin defined extrinsic motivation as doing something because one is getting something in exchange for one's actions. An example of this is the compensation, promotion, or stability opportunities one receives for doing their job (Adams et al., 2016; Bauer et al., 2017). For teachers, some examples from research of extrinsic motivators are teachers who choose to teach for work/life balances or for a stable career opportunity (Bauer et al., 2017).

Altruistic motivation is a bit more difficult to define, as it manifests differently compared to intrinsic and extrinsic motivation. Completing a task because it offers a greater good is one way to view altruistic motivation (Chiong et al., 2017; Han & Yin, 2016). For example, an instructor chooses to teach because the teacher wants to help young people have a better life or give back to their community (Bauer et al., 2017; Daniels, 2017; Tustiawati, 2017). Researchers have provided examples from interviews with preservice teachers and active teachers where the educators stated they choose to teach because they wanted to help young people (Bauer et al., 2017; Daniels, 2017; Heinz, 2015; Tustiawati, 2017).

According to Han and Yin (2016), educators teach for a combination of types of motivation. These three types of motivation - intrinsic, extrinsic, and altruistic - can all influence one's decisions. Han and Yin also stated different types of motivation influence teachers at varying levels and in different ways. Depending on the teacher, some educational professionals may be more intrinsically and altruistically motivated. The teachers' motivation may be based on a combination of intrinsic motivators coupled with altruistic motivators. For example, one teacher may be motivated by the desire to feel good because they work with young people, and also be motivated by the joy of helping young people (Bauer et al., 2017). Whereas, another teacher may be more extrinsically motivated coupled with intrinsic motivation. For example, the teacher may enjoy the weekends off for work/life balance, and the joy felt when working with children (Bauer et al., 2017). The combination of motivations differs as much as the teachers. Teachers' past experiences help to shape their motivation and determine which form of motivation influences them (Kenney, 2017; Olsen, 2016). Because motivation in general influence people, this study explored the various types of motivations at work and explored how motivation in general influence teachers' job satisfaction or dissatisfaction. By analyzing teachers' job satisfaction and dissatisfaction using Herzberg's theory of motivation-hygiene, an understanding of how the teachers' motivation is influenced was explored as it relates to the implementation of VAMs.

Teacher Efficacy and Motivation

The concept of self-efficacy is closely tied to furthering the understanding of motivation and job satisfaction. Teacher self-efficacy (teacher efficacy) gets its roots

from Bandura's (1978) self-efficacy theory (Baglama & Uzunboylu, 2017). Under the self-efficacy theory, a person's level of arousal could stop a person's performance (Bandura & Adams, 1977). This means that whatever causes stress or an emotional response has the potential to stop a person from performing the task set before them (Bandura, 1978, 1997; Bandura & Adams, 1977; Mahler et al., 2017). Understandings of how self-efficacy can influence a person to either perform or cease from preforming a task is vital to the understanding of teacher motivation and job satisfaction.

Teacher efficacy is defined as a teachers' perception of their ability to effectively engage, motivate, and educate students (Malinen & Savolainen, 2016). Based on teachers' beliefs about their abilities to do their jobs under their current conditions, researchers have used the phrase teacher efficacy to explain the phenomena (Malinen & Savolainen, 2016). Teacher efficacy is based on teachers' perceptions not necessarily based on teachers' actual ability to provide instruction to ensure students' achievement (Ford et al., 2017). Under teacher efficacy, researchers have attempted to explain why some teachers either remain in their current positions, choose to change positions, or leave the teaching profession all together.

Researchers have examined the influence teacher self-efficacy has on teachers (Klaeijsen et al., 2018; Skaalvik & Skaalvik, 2017a). According to Ford et al. (2017), teachers with a high self-efficacy are less likely to leave their positions, whereas teachers with a low self-efficacy are more likely to leave their jobs. A teacher, who has a high self-efficacy and sees their potential for successfully accomplishing their teaching task as plausible, will tend to remain in their teaching position (Baglama & Uzunboylu, 2017;

Ford et al., 2017). Whereas, teachers with a low self-efficacy perceive their ability to perform their teaching responsibilities with little to no success will tend to leave their teaching positions or education altogether (Ford et al., 2017). Self-efficacy plays a vital role in teachers' perception of their potential to succeed.

While not the guiding theoretical framework for my study for reasons detailed in Chapter 1, teacher self-efficacy, as a concept, ties in closely to teacher motivation and job satisfaction, and should be considered, but was not chosen due to the scope of this study. Teacher self-efficacy deals with whether teachers feel they can be successful completing a teacher related task. Whereas motivation-hygiene theory focusses on whether teachers are satisfied or dissatisfied with their jobs which may influence their motivation to do their job since the implementation of VAMs as a component of teachers' evaluation process. As Skaalvik and Skaalvik described, there are connections among teacher stress, self-efficacy, and motivation to leave the teaching profession (2014). In addition, low teacher self-efficacy has been tied to other behaviors which, in tandem with motivation, may influence a teacher's enthusiasm and commitment to their practice (Klassen & Tze, 2014). According to Cerino, self-efficacy and motivation have been linked (2014). Based on teachers' efficacy, teachers' perception of their ability to complete teaching-related task, and teachers' motivation can be influence both positively and negatively (Klassen & Tze, 2014; Skaalvik & Skaalvik, 2014).

Teacher Motivation, Job Satisfaction, Attrition, and Retention

Research indicates a connection between teacher motivation and potential negative implications such as attrition and turnover (Anghelache, 2015; Can, 2015;

Condliffe et al., 2015; Han & Yin, 2016; Kelchtermans, 2017). Specific states, including Indiana (the context for this study), are examining ways to retain teachers, with a particular focus on factors affecting job satisfaction, reasons for leaving the profession, and other areas (Aragon, 2016; Bušatlić & Mujabašić, 2018; Donnelly, 2017; Great Lakes Comprehensive Center, 2015; Kenney, 2016; Morello, 2014; The Blue Ribbon Teacher Commission Indiana Department of Education, 2016). Because of these connections, it is important to review the literature which focuses on the connection among these topics, which are relevant to the purpose of my study. Understanding how teacher motivation, job satisfaction, attrition, and retention relate, provided a deeper understanding for how VAMs may influence teachers' job satisfaction.

Employers across the country attempt to keep quality employees (Cappelli & Keller, 2014), and schools are no different. For a variety of reasons, schools struggle to retain novice teachers, seasoned teachers, and teachers in hard-to-fill positions, particularly in content areas in the math and sciences, or special education (Lindqvist & Nordänger, 2016; Mason & Matas, 2015). Extensive research has sought to identify the factors that explain why teachers chose to remain in the teaching profession or to leave classrooms altogether (Chiong et al., 2017; Gaias et al., 2018; Holmes et al., 2019; Schaefer et al., 2014; Struyven & Vanthournout, 2014; Tran & Smith, 2020). More broadly, researchers also have examined the key factors that positively and negatively influence teachers' decisions (Lindqvist & Nordänger, 2016). Some argued teachers' decisions can be traced to the preparation the classroom teachers' received at their postsecondary educational institutions (Clandinin et al., 2015). Other researchers argued

that school climate has a larger influence on teachers' retention and attrition rates (Dupriez et al., 2016; Eldor & Shoshani, 2017; Reaves & Cozzens, 2018).

Because school climates can foster both healthy and/or toxic learning environments, improving school climates for teachers and students may decrease the number of educators who choose to leave education (Ajayi & Olatunji; Eldor & Shoshani, 2017; Holmes et al., 2019; Johnson, 2015). The implementation of a new evaluative tool like the VAMs may contribute to the school climate as well. Job satisfaction is said to influence teachers' motivation to remain in their current teaching positions (Skaalvik & Skaalvik, 2017b). Factors, like stress, have been shown to influence teachers' burnout and motivation (Ajayi & Olatunji, 2017; Kenney, 2017; Ryan & Deci, 2017; Skaalvik & Skaalvik, 2014, 2017b). Some researchers have asserted that teachers have left teaching due to issues with work/life balance, appreciation for their innovations, and/or ability to build relationships (Manning, 2017; Schaefer et al., 2014).

Teacher Job Satisfaction

Low job satisfaction has been said to influence teachers' motivation to leave their current teaching position (Afshar & Doosti, 2016; Chiat & Panatik, 2019; Ford et al., 2018; Gaias et al., 2018; Kenney, 2017; Skaalvik & Skaalvik, 2017b). Low teacher turnover in schools is associated with stability, cohesiveness, and a positive school climate. When teachers leave schools, the cohesiveness of the school is disrupted. Also, the loss of key staff members strains the remaining staff's attempts to take over the roles of missing staff members (Condliffe et al., 2015; Gaias et al., 2018; Kenney, 2017; Lindqvist & Nordänger, 2016). Until vacant positions have been filled and/or new

teachers have been properly socialized in the school culture, existing teaching staff members experience increase stress, workloads, and larger class sizes (Holmes et al., 2019; Kenney, 2017; Sutcher et al., 2016).

Often, when teachers are lost, remaining teachers must teach more students to make up for the lack of staff members, which stretches their ability to meet the needs of all their students (Clandinin et al., 2015). The increase of workload decreases the teachers' ability to meet the needs of each student they serve, which increases the possible risk of losing more teachers (Kenney, 2017; Sutcher et al., 2016). By retaining the teaching staff, a school can increase students' achievement (Sutcher et al., 2016). Teachers will have to serve fewer students, have less responsibility, and decreased stress (Podolsky et al., 2017). While some teachers may be less influenced by the use of VAMs than others, exploring how the implementation of VAMs as a part of teacher evaluation tools, can provide educators an understanding of how and if the implementation of VAMs influence teachers with regards to attrition.

Retaining teachers in schools decreases a school's and/or district's cost to train new staff members (Bryant, 2018; Clandinin et al., 2015; Chiong et al., 2017; Condliffe et al., 2015; Kenney, 2017; Simon & Johnson, 2015). Each time a new employee is hired, the school or district must train a new staff member to work with the students they are to serve (Bryant 2018; Clandinin et al., 2015). The new staff member must be taught the initiatives and educational strategies the school is utilizing. The school and/or district must provide training to educate the new staff member of the school's norms and cultural tendency (Chiong et al., 2017; Sutcher et al., 2016).

Teachers who remain in schools over extended periods establish connections with students. Staff members who are a part of the school culture know their students and what it takes to help their students achieve academic success (Kenney, 2017; Johnson, 2015). Being familiar with the students helps teachers create lesson plans to increase students' achievement (Johnson, 2015; Podolsky et al., 2017; Sutcher et al., 2016), whereas new teachers must learn about the students' needs while learning about the new school culture, which limits their initial effectiveness. They also must develop their teaching strategies and relationships with the existing school staff while attempting to help their students learn the content necessary to demonstrate academic mastery (Sutcher et al., 2016; Yu et al., 2019). The existing school staff works in existing collaborative workgroups to provide the necessary services to increase students' achievement (Sutcher et al., 2016), but new teachers need to join these workgroups and become active in the school culture, which takes time. A final benefit of veteran teachers are these teachers often make connections not just with students, but with the families of their students to build home-school relationships which helps students increase academic achievement (Clandinin et al., 2015).

Teacher Attrition

Retaining teachers in classrooms across America has become a serious issue. Teacher pay, school climate, the level of support for teachers, pupils' behavioral issues, teachers' stress levels, teachers' workload, class size, job satisfaction, and teachers' accountability for students' standardized test results are all factors to which teacher attrition has been attributed (Bušatlić & Mujabašić, 2018; Clandinin et al., 2015; Dunn,

2018; Kenney, 2017; Manning, 2017; Mason & Matas, 2015; Thibodeaux et al., 2015). Some researchers have stated teachers can make more money by working in other industries as their peers with similar degree levels (Clandinin et al., 2015). The amount of work teachers are required to do during the day and outside of their school hours are said to influence teachers' desire to change professions (Schaefer et al., 2014; Thibodeaux et al., 2015). Some researchers have stated the teachers' workload may be the reason teachers are leaving schools (Barbarin & Aikens, 2015; Crawford, 2017; Kenney, 2017; Robertson-Kraft & Duckworth, 2014; Schaefer et al., 2014; Thibodeaux et al., 2015). Other researchers commented on the level of stress teachers face daily with excessive workloads and pressure to have their students demonstrate mastery on standardize test (Dunn, 2018; Thibodeaux et al., 2015). Some researchers argued teacher motivation influences teachers (Claudia, 2015). While other researchers pointed to teacher efficacy as an influencer of teachers (Ford et al., 2017; von der Embse, Sandilos et al., 2016), it is not clear if VAMs influence teacher motivation. Other researchers argued teachers' decisions to leave school vary, but the fact attrition is increasing leaves schools, districts, and states attempting to find creative ways to retain their teaching force, so they can educate the students they agreed to serve (Ford et al., 2018; Mason & Matas, 2015; O'Harroll, 2016).

Retaining Teachers

Without teachers in the classrooms, students will not develop academically and demonstrate mastery on standardized test (Gray, 2018; Simon & Johnson, 2015; Thibodeaux et al., 2015). Questions exist about the influence of teacher motivation on

educators (Condliffe et al., 2015). The concerns are based on whether contributing factors such as pay, class size, and/or school climate may help or hinder teachers' motivation (von der Embse, Pendergast et al., 2016). One of the problems schools face is how to pay teachers enough to retain them (Clandinin et al., 2015; Kelchtermans, 2017). With school budgets being cut and the cost to educate students going up, many schools and/or districts do not have the funds to pay teachers more to teach children (Yu et al., 2019).

Another problem schools are struggling to solve when attempting to retain teachers is figuring out how to staff buildings where the students have the greatest need (Condliffe et al., 2015; Simon & Johnson, 2015; Thibodeaux et al., 2015). Schools where there are large numbers of students with learning disabilities, located in high crime areas, with limited parental support, increase number of students who are English language learners, high number of students with low social economic status, and where there is low community involvement in the schools (Condliffe et al., 2015). Concerns exist about the number of teachers leaving schools (Condliffe et al., 2015; Thibodeaux et al., 2015). The students with greatest needs have the fewest teachers available to teach them. Because there are fewer teachers and more students in the hard to staff schools, the students tend to have past struggles with demonstrating academic achievement on high-stakes standardized test (Condliffe et al., 2015; Holmes et al., 2019). In addition to attempting to retain staff in hard to staff buildings, school administrators are seeking to recruit teachers where the number of available educators are shrinking due to societies views of the teaching profession (Clandinin et al., 2015). The number of recent college graduates who have chosen to go into teaching has declined (Barbarin & Aikens, 2015; Kenney, 2016).

When teachers are hired, there is no guarantee they will finish out the year teaching in the schools with the greatest need. School officials have their work cut out for them when trying to tackle the problem of teacher attrition. Being able to retain teachers in schools in America is going to take some creative strategies on the part of schools, districts, and state agencies.

Teacher Retention in a Midwestern State

Indiana, like many other states across the country, is struggling to retain teachers. Indiana is third in the country in terms of number of teachers leaving schools annually (Kenney, 2016). Arizona was stated to have the most struggles with teacher recruitment and retention, and Texas and Colorado were both tied for the second place (Sutcher et al., 2016). Twenty-four percent of the teachers across the state left Indiana classrooms in 2015 (Kenney, 2016; Sutcher et al., 2016). With greater issues with teachers leaving the classroom, Indiana schools are struggling with lower students' achievement, and higher teacher vacancies (Kenney, 2016). Indiana schools are having a difficult time attracting and retaining teachers in classrooms. The numbers have been rising since 2014 which was a staggering 20% of the teaching staff left their classrooms (Morello, 2014). With the start of the 2017-2018 school year, schools in Indiana were still struggling to fill classrooms with licensed teachers (Donnelly, 2017). At the start of the 2017-2018 school year, district superintendents in Indiana were surveyed regarding teacher shortages. 94% of the district superintendents reported teacher shortages (Survey, 2017). 23% of school districts surveyed reported using full-time substitutes to staff their vacant positions (Survey, 2017). Understanding why teachers are leaving their classrooms since the

implementation of VAMs as a component of teacher evaluations may provide additional insights as to how to retain teachers in their classrooms.

Summary

K-12 schools in America are faced with many challenges and opportunities. Teachers in schools are being evaluated by teacher evaluation tools with embedded VAMs. Educational leaders are being forced to determine what is causing teachers to leave the classrooms, and what can be done to keep teachers in schools. The task of retaining teachers requires educational leaders to examine how teachers experience the teacher evaluation process which uses VAMs. Exploring the perceptions of teachers evaluated by teacher evaluation tools with embedded VAMs can provide insight to teachers' motivation and job satisfaction. This chapter explained the process used to search for relevant research to further explain the factors that influence teachers' motivation and job satisfaction or dissatisfaction. Teacher motivation and job satisfaction were defined in the context of current research and how it relates to this study. The motivation-hygiene theory was explored and how it relates to this current study. A historical perspective was provided for the implementation of VAMs in education as it relates to Indiana's schools. Through examining the literature search strategies, theoretical framework, and current research literature, insight is provided to investigate what researchers have learned about teachers' motivation and factors that relate to teachers' job satisfaction. In Chapter 3, the research design for this study will be explained, along with my role as the researcher and methodology as it relates to this study.

Chapter 3: Research Method

The focus of this study was the influence of the implementation of VAMs as part of the teacher evaluation process on middle school teachers' perceptions and the influence of their experience on their motivation and job satisfaction. In this chapter, I describe the research questions, my role as the researcher, the methodology of this study, and the participation selection logic process. This chapter also covers the instrumentation procedure; the procedures for recruitment, participation, and data collection; the data analysis plan; issues of trustworthiness; and ethical procedures.

Research Design and Rationale

The research questions guiding this study addressed urban middle school teachers' perceptions of the influence of VAMs on their job motivation as it relates to Herzberg's motivators, as well as how urban middle school teachers perceive the influence of VAMs in relationship to their satisfaction in their jobs as it relates to Herzberg's motivators.

In this study, I examined the perceptions of middle school teachers in Indiana who were evaluated using teacher evaluation tools with an embedded VAM and the influence that VAMs had on the teachers' job satisfaction and motivation. To understand and frame the data, Herzberg's motivation-hygiene theory was used as the theoretical framework and provided a lens with which to connect the data collected from the teacher interviews. The study was conducted using the basic interpretive qualitative methodology to explore how urban middle school teachers in Indiana perceived being evaluated with teacher evaluation tools with embedded VAMs. By conducting a basic qualitative study, I held

in-depth, semistructured interviews with middle school teachers to understand their perceptions of VAMs, and whether VAMs influenced their job satisfaction and motivation. By conducting a basic qualitative study, researchers are provided the opportunity to hear from participants directly (McGrath et al., 2019; Roger et al., 2018). I was able to see and hear how the participants described their experience, and how the participants explained their perceptions of the experience (Merriam & Tisdell, 2016; Oltmann, 2016; Roger et al., 2018). Qualitative studies produce rich insight into participants' perceptions (McGrath et al., 2019; Merriam & Tisdell, 2016; Roger et al., 2018).

Role of the Researcher

My role as the researcher in this study was that of an interviewer. I interviewed the participants to collect data that were analyzed. I did not have any personal or professional relationships with the participants. I interviewed teachers whom I had never met or interacted with prior to this study. My bias of being a previous middle school teacher was monitored by using a structured approved interview protocol to make sure the questions that I asked as the interviewer were asked in an objective manner. The interview questions were vetted by conducting mock interviews with teachers who did not participate in the study. The mock interview participants read the structured interview questions and discussed the interview process to make sure that the questions and interview process were appropriate for the study. There were no other ethical issues applicable to this study because I did conduct this study within my own work environment, and no incentives were offered to participants for participating in this study.

Methodology

This study was conducted using a basic interpretive qualitative approach. Basic qualitative studies explore the perceptions of participants as they relate to an experience (Merriam & Tisdell, 2016; Roger et al., 2018). Using an interpretive qualitative approach allows for in-depth research into the perspectives of participants. The researcher is able to hear the participants' thoughts, views, and opinions about an experience. Through the use of the participants' authentic voices, the researcher is able to gain insight into the way the participants perceive an experience (Roger et al., 2018). In this study, participants were interviewed to explore their perceptions of being evaluated by teacher evaluation tools with embedded VAMs. As discussed later, for the purpose of coding the data, a codebook was created with the codes used and an explanation for each code term. The codebook was established using data-driven themes and theory-based concepts that were defined to make it easy to determine into which categories participants' responses fit (Saldana, 2016). Herzberg's categories were used to create labels for interviewees' responses which were related to the motivation factors of the work itself and responsibility. Herzberg's categories for hygiene factors were used to label interviewees' responses which were related to company policies, work conditions, salary, and security. Labels were adjusted and/or new labels were created based on the responses of participants. The definition of themes was reviewed often to make sure participants' responses were labeled based on the appropriateness of themes (Saldana, 2016).

Participant Selection Logic

All schools in Indiana which receive state funding must evaluate their teachers using an evaluation tool that has an embedded VAM. For this study, the population of participants consisted of urban middle school teachers in Indiana who were evaluated by teacher evaluation tools with embedded VAMs. The sampling strategy employed for this study was based on teachers' self-selection to participate in this study. The reason the strategy for sampling was used was so I could gain access to teachers who taught in urban middle schools and who wanted to participate in the study. Teachers were excluded from the study if they had participated in the teacher evaluation process, chose not to participate in the interviews, or did not teach in urban settings, or if their principals chose not to allow teachers to participate in the study.

The anticipated number of participants was between 16 and 24 in order to collect adequate data to reach meaning saturation as recommended by Hennink et al. (2017). The actual number of participants was 15. The procedure to identify, contact, and recruit participants for this study was to submit a written request for nonassessment data with a brief description of the study via email for the professional email addresses of Indiana urban middle school teachers to the Indiana State Department of Education (IDOE). Urban areas were identified as those districts in Indiana that serve students who live in "a contiguous area of census blocks or block groups that have, at its core, a population density of at least 1,000 persons per square mile and a total population of 2,500 or more residents" as defined by the U.S. Census Bureau (n.d.; Waldorf, n.d., p. 2). Upon receiving the professional email addresses for the IDOE, I sent an email request to middle

school teachers asking them to volunteer to be interviewed about their experience being evaluated with embedded VAMs as a component of the teacher evaluation process with my contact information and an overview of the study parameters. The procedure was used so I could get access to teachers who taught in middle schools and were evaluated with embedded VAMs as a component of their teacher evaluation. Teachers were excluded from the study if they chose not to participate in the interviews. The rationale for the number was to make sure to achieve data saturation (Elliot et al., 2017; Merriam & Tisdell, 2016). The plan was to interview 16-24 participants for meaning saturation, which is described as the point where the researcher understands the information that the participants are sharing (Hennink et al., 2017). The plan was to maintain a manageable amount of data to be analyzed and to reach the point of data saturation of the research topic by interviewing urban middle school teachers in a Midwestern state who had experience being evaluated using VAMs a tool embedded in their teacher evaluations. Recognizing the point where no new data are being collected from additional interviews is a vital part of data collection for qualitative studies (Elliot et al., 2017; Merriam & Tisdell, 2016). In this study, when 15 participants had been interviewed, no new data were collected from participants, and it was assumed data saturation had occurred.

Instrumentation

The data collection instrument used for this study was semistructured interviews that were audio recorded using individual interviews with participants. The interview protocol was sent to participants prior to their interview once they had agreed to participate in the study so they could make an informed decision about participating in

the interview. The protocol used for this study can be found on Appendix B. Participants were provided with a brief description of the purpose of the study with an explanation about how their data would be utilized for the study and how their identities would be protected to ensure their privacy was maintained prior to the interview. The data collected in this study were researcher produced from participants' responses to interview questions. The interviews were transcribed and imported into Dedoose, a qualitative data analysis software, and coded using directed and inductive approach content analysis procedures to identify the emerging themes based on Herzberg's motivation-hygiene theory to include the work itself and responsibility as motivation categories; the hygiene categories included company policies, work conditions, salary, and security.

The interview questions I created were used to allow the free flow of ideas about specific points for this study. The interview questions were created based on Herzberg's data collection tool (Herzberg et al., 1959, 2017). The data for this study were gathered either in-person or through virtual audio/video conferencing based on the preference of the participants being interviewed. I collected the data through audio recordings of the interviews; notes about participants' expressions as they answered the interview questions, where possible; and any follow-up questions to ensure accurate data were collected based on the participants' responses and nonverbal cues. The data were collected during approximately 13- to 45-minute interview sessions. The recruitment results did not yield too few participants (participant numbers under 10) after the initial five email requests were sent to urban middle school teachers using their professional email addresses provided by the state department of education to request their

participation in the study and assure the teachers that their responses would be kept confidential. Participants were thanked for their participation in the study. They were provided with contact information should they have any questions or wish to provide additional information. Participants were also reminded their data would be free from identifying information, and their privacy would be protected. Participants were assured all reporting of data would be free of participants' identifying information. The reporting of data were based on the group as a whole without singling out individual participants using identifiable participant data. The data collected were secured in a locked file cabinet and only viewed by those who needed to review the data for the purpose of determining the validity of this study; these data will be destroyed after 5 years. All identifiable data have been kept separate from the participants' responses to interview questions to maintain participants' privacy.

Data Analysis Plan

To analyze the data collected through interviews conducted as a part of this study, I transcribed the individual interviews. I used the directed (deductive) and the inductive (conventional) approaches to content analysis process. The directed (deductive) content analysis process uses a "theory or relevant research findings to guide the initial code" used (Hsieh & Shannon, 2005, p. 1277) and the use of new categories when data collected from participants' interviews do not relate to the initial categories (Armat et al., 2018; Hsieh & Shannon, 2005; Serafini & Reid, 2019). Herzberg's motivation-hygiene theory was used to guide the directed approach to content analysis to code data into common categories from the participants' perspectives on being evaluated with the

teacher evaluation tools that have embedded VAMs using Dedoose, a web-based platform, as a qualitative data analysis software tool. Using Dedoose based on the research questions that sparked this study, I analyzed each of the participants' responses to identify the themes present based on Herzberg's categories for motivators (the work itself and responsibility) and hygiene (company policies, work conditions, salary, and security) factors. The terms used by participants to describe their perception of VAMs were analyzed to determine VAMs' influence on teachers as a motivator (intrinsic) or a hygiene (extrinsic) factor. I used a word/phrase frequency approach to coding to identify words, thoughts, and responses that were similar in nature. To identify cross-sections of data that were related, a data tree was used to determine the relatedness of questions answered and the research question for this study. The responses of the study participants were used as the data collected. The sampling of data were organized based on the apparent themes and codes used to identify the various answers to interview questions that were similar in nature and scope. A codebook was used to define the data-driven themes that emerged from the teachers' responses to the interview questions and follow-up questions and the theory-based concepts.

The theoretical framework was used to help organize and analyze the data collected. The data were collected, analyzed, and organized based on the topics of job satisfaction and motivation as they related to the theoretical framework for this study. The participants' responses were analyzed to determine how they perceived VAMs—whether as a motivator or a hygiene factor as defined by Herzberg's motivation-hygiene theory. The theoretical framework was used as a guide to help organize the themes

identified. The participants' responses were organized based on how the participants perceived VAMs as they related to motivators or hygiene factors. The categories for the themes were based on Herzberg's motivation-hygiene theory using the interviewee responses, which were coded and placed in categories derived from the theoretical framework. The keywords derived from Herzberg's factors were used as category headings. Coding of the data collected from the participants interviewed was structured based on their similarities in nature and their differences in scope to create subheadings as needed for categories. For example, codes were assigned based on answers participants provided that demonstrated teachers' job satisfaction and a different heading created for motivation. Each interview was closely analyzed to make sure that authentic participant responses were expressed in the way the respondents intended. The treatment of discrepant cases was based on coding the outlying responses and classifying them as codes that related to prior related responses and/or storing them under a category for future research.

Issues of Trustworthiness

To assure internal validity, I used appropriate strategies to establish credibility. After the data collected were transcribed, I used member checks to make sure what I recorded and transcribed was what the participants intended by allowing participants to read their transcribed interview and data analysis notes. Merriam and Tisdell (2016) recommended using member checks to make sure participants' responses are accurately expressed. For this study, data saturation was defined as it related to the redundancy of data collected, in that no new data were being collected through the data collection

process (Saunders et al., 2018). I analyzed the data using Herzberg's motivation-hygiene theory as a guide for identifying themes and categories. I used a codebook and a reflective journal to notate the research process, described the category headings and subheadings used based Herzberg's themes as they emerged from participants' responses to the interview questions, and provided the rationale behind each category heading and subheading. I also explained how and when the point of data saturation was observed to make sure I was staying focused and not interjecting any biases in the data collection process and/or analysis phase of the study and ensured my steps could be duplicated by future researchers interested in this study's process and results. By recruiting middle school teachers from a variety of urban schools and districts throughout the state of Indiana, I established external validity. By having participants with diverse experiences, I ensured many voices were heard which represented the diverse teacher and student populations of urban districts in Indiana. To ensure dependability, an external audit was conducted to examine the validity of the data collection and data analysis process and the accuracy of the research findings to make sure the data collected and analyzed supported the interpretations and conclusions.

To ensure confirmability, I used audit trails and reflexivity. By using audit trails, I was able to keep a record of the data collection process, data analysis process, and interpretation of data process. I was able to explain which codes were used and why, how categories were chosen, and which codes were merged. I was able to explain the decisions I made when coding the data and how various themes were categorized the way they were. I also was able to explain the themes themselves. The use of a reflective

research journal allowed me the opportunity to analyze my thoughts, motives, background, and positions as I conducted this study. I used reflexivity to ensure I was keeping my thoughts, motives, background, and positions out of the research to minimize the chance of my biases creeping into the data collection process, data analysis process, and/or the interpretation of the data in reporting the findings of the study.

Ethical Procedures

To ensure ethical procedures, I gained permission from Walden University's Institutional Review Board (IRB) to access participants and to collect data from participants. The IRB's approval number for this study was 02-09-21-0127454. I also contacted the Indiana Department of Education (IDOE) to assure I gained permission from them to recruit and interview urban middle school teachers. The participants were treated with the upmost respect by protecting their privacy, assuring the intent of their responses were appropriately communicated, and their time was valued. Their privacy was protected by not sharing any identifying information with anyone and storing data collected from participants in a safe manner as prescribed by Walden University's IRB. The participants were notified in advance of the interview date, time, and length of the interview, and an overview of the nature of questions that were asked of them, so they could make an informed decision about their participation in the study. All of Walden's IRB standards were followed to protect the participants in the study. Participants were able to leave the study at any point in the process. They had the option to refuse to answer any questions they deemed inappropriate, or they just chose not to answer. There were no predictable adverse events or reprisals for their decision not to participate in any

portion of the study. All data collected was kept confidential, and participant numbers were used to protect the identity of all participants. The data were kept on a password-protected secure server, and electronic files were stored with a password. All physical data, such as recordings, and interview notes, were secured in a locked file cabinet. All data were scrubbed of any identifiable data, and pseudonyms were used to protect the participants' privacy. All data will be stored for 5 years from the date the study is published and destroyed after the 5-year time period. The data will be destroyed in compliance with Walden University's policy for data collected. There were no conflicts of interest because no data were collected from my work environment or from anyone I knew. There was no use of incentives in this study to get participants to participate in this study.

Summary

In Chapter 3, I explained the research design for this study with the role of the researcher and the methodology used as it related to this study. Understanding the methodology used to conduct this study provided a clear direction for the data collection, data analysis, and data interpretation process. This study was conducted utilizing the basic qualitative approach. Clear roles for me were defined with an explanation of the logic used to select the participants for the study. A detailed explanation was provided to outline the use of the data collection instrument used in this study. The recruitment process was detailed along with how the data collected was analyzed. The trustworthiness of this study was protected, and ethical procedures were in place to protect the participants and the data being collected, analyzed, and interpreted. All steps were in

place to ensure the appropriateness of this study and to ensure the truthfulness of the results of this study. Chapter 4 covers the setting of the study and the demographics of the participants, the data collection process, the data analysis details, the evidence of the trustworthiness of this study, and the results.

Chapter 4: Results

The purpose of this basic interpretive qualitative study was to explore urban middle school teachers' perceptions of VAMs as part of the teacher evaluation process as it relates to teachers' job satisfaction and motivation. The study was guided by two research questions. The first question was the following: What are urban middle school teachers' perceptions of the influence of VAMs on their job motivation, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security? The second was the following: How do urban middle school teachers perceive the influence of VAMs in relation to their satisfaction in their jobs, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security? In this chapter, I address the setting for the study, the demographics of the participants, the data collected, how the data were analyzed, the evidence of trustworthiness, and the results of the study.

Setting

The study was conducted during the COVID-19 pandemic. Teachers were working both virtually and in-person and in some cases providing what has been called *hybrid instruction*. Some of their students attended virtually part of the week while others of their students attended in person. The students would flip their schedule the second half of the week and attend in person while their peers who were in school at the beginning of the week attended school virtually. There were some students who only attended virtually. Each school/district determined how the virtual-only students would

receive instruction. Most districts required the teachers to teach virtual and hybrid students at the same time. A few districts allowed teachers to teach the virtual-only students in a separate class period. Teachers were required to make videos of lessons to provide to virtual students. They held office hours for their students. There were a few schools/districts that only provided in-person instruction through the hybrid model. Teachers used some technology for the first time during the pandemic. Teachers attended professional development and staff meetings via virtual conferencing software.

Demographics

The participants of the study were urban middle school teachers from the state of Indiana. The teachers' years of experience as educators ranged from novice level (0-5 years of experience) to veteran level near retirement (21+ years of experience). The courses taught by the educators were algebra, computer science, English language arts, math, science, social studies, Spanish, and special education (see Table 1).

Table 1

Participant Demographic Data

Participant #	Gender	Years of experience	Subject taught
100	Female	0-5	Science
101	Female	0-5	Social studies
102	Female	11-15	Science
103	Male	16-20	Music
104	Female	11-15	Special education
105	Female	6-10	Language arts
106	Female	16-20	Math
107	Female	21+	Computer science
108	Female	0-5	Spanish
109	Female	6-10	Special education
110	Female	16-20	Language arts
111	Male	0-5	Science
112	Female	0-5	Social studies
113	Female	11-15	Science
114	Male	21+	Special education

Data Collection

The study consisted of 15 participants who participated in a single interview either in-person or virtually via Zoom. The participants were interviewed from March 2021 until June 2021. The data were recorded using a microrecorder. The original plan for transcription was to use the services of a transcriber, but the decision was made after the data were collected to use the data transcription software. The data were transcribed using Otter.ai, a transcription software, to further ensure transcription accuracy.

Data Analysis

To begin the process of coding the raw data, the interviews were transcribed using Otter.ai. The transcribed interviews were read, and codes were made based on similarities and differences found in the interview data. The transcribed data were imported into the Dedoose software for coding and analysis. The first round of coding of excerpts was based on participants' responses to interview questions (see Appendix A). The second round was based on the details participants shared in their responses to the interview questions. Codes were again broken down based on the types of responses given. For example, when a teacher described the challenges to teaching, the initial code was based on challenges (see Tables 2-7).

Table 2

Initial Categories and Themes for Motivators

Descriptors	Categories	Themes
Building relationships with the students	Rewards of teaching	Motivators
Developed friendships with colleagues		
Enjoyed working in urban education		
Exposing students to new learning, content, or ideas		
Family perception		
Feedback from administration		
Feedback from students		
Parental involvement		
Pay		
Professional development		
See the students in the future and hearing their success stories		
Seeing a spark		
Student population		
Student developing self-confidence		
Students' test scores		
Subject taught by teacher		
Support from administration		
Support from colleagues		
Watching students learn		
Working with students		

Note. Initial categories and themes used for motivators at the beginning of analysis process.

Table 3

Initial Categories and Themes for Hygiene Factors

Descriptors	Categories	Themes
Administration support	Challenges of teaching	Hygiene factors
Amount of testing		
Class size		
Desire to be treated as a professional		
Teachers' family's perceptions		
Limited amount of class time		
Limited exposure to resources		
Limited/lack of parental support		
Limited/lack of supplies		
Not being able to give students the academic support needed		
Other duties as assigned by supervisor/principal		
Parental expectations		
Parental involvement		
Responsibilities		
School budget		
Seeing how previous students' lives turned out		
Special education misdiagnosis		
Staffing issues		
Student achievement		
Student behavior		
Students' attendance		
Students' expectations		
Students' home life/lifestyles		
Students' social economic issues		
Students' test scores being part of the teacher's evaluation		
Supervising students		
Supporting parents as they raise their children		
Teaching a tested subject		
Diversity of needs of the student population		
Time commitment		
Work environment		
Workload		

Note. Initial categories and themes used for hygiene factors at the beginning of analysis process.

Table 4

Initial Categories and Themes for the Work Itself/Responsibilities as Hygiene Factors

Descriptors	Categories	Themes
Act as a counselor	Responsibilities	The work itself/ responsibilities
Act like a parent		
Administering test		
Attending PLCs		
Attending professional development		
Authority figure		
Be like a friend		
Build/foster relationships with students		
Contacting parents		
Creating test		
Delivering instruction		
Foster/build relationships with families		
Monitor social and emotional learning needs of students		
Monitor students' behavior		
Monitor students' motivation to complete assigned task		
Monitoring students' achievement		
Nurturing students		
Other duties as assigned by supervisor		
Provide a safe learning environment		
Working with children		
Writing lesson plans		

Note. Initial categories and themes used for the work itself and responsibilities at the beginning of analysis process.

Table 5

Initial Categories and Themes for Company Policies as Hygiene Factors

Descriptors	Categories	Themes
Administrator walkthrough	Evaluation process and factors that made up the evaluation	Company policies
Conference(s) conducted		
English and/or math scores counted in teacher's evaluation		
Length of observation		
Number of observations		
Observation score		
Student achievement data score		
Submit artifacts		
Teacher goals		
Experience being evaluated		
Administrator observations		
English and/or math scores counted teacher's evaluation		
Student achievement data		
Submitting artifacts		
Targeted student learning goals		

Note. Initial categories and themes used for company policies at the beginning of analysis process.

Table 6

Initial Categories and Themes for Salary and Security as Hygiene Factors

Descriptors	Categories	Themes
Pay	Pay	Salary
Concerned about being evaluated with student achievement data	Thoughts about keeping job	Security
Less job security for nontesting subject matter teachers		

Note. Initial categories and themes used for salary and security at the beginning of analysis process.

Table 7

Initial Categories and Themes for Working Conditions as Hygiene Factors

Descriptors	Categories	Themes
Work environment	Working	Working conditions
Behavior problems urban		
Educators' expectation of parents		
Higher crime		
Increase violence		
Increased communication with colleagues		
Increased communication with parents/guardians		
Issues due to lower socioeconomics		
Language barrier		
Limited exposure to resources outside of school		
Limited student engagement		
Other responsibilities as assigned by principal/supervisor		
Parental expectations		
Parental involvement		
Parental involvement urban		
Significant difference in student achievement data in urban school versus nonurban schools		
Student achievement level		
Student population		
Suburban higher socioeconomic standing		
Urban environments		
Urban parents not able to be as involved		
Urban students more accepting of different cultures than other school settings.		
Urban experience is the same as nonurban experience		

Note. Initial categories and themes used for working conditions at the beginning of analysis process.

On the second read and coding of the data, the challenges were listed as individual items the teachers deemed as a challenge. After the second round of codes were created, weights were assigned to the codes based on frequency, percentage of student achievement data factored into teachers' evaluation, and whether or not a teacher had a similar experience with a category coded. The final coding was done on paper, which allowed the creation of themes such as hygiene factors, motivations, job satisfaction, the work itself, responsibilities, company policy, and salary, security, and working conditions (see Table 8). After the final codes were created on paper, the codes were added to the code groupings based on the initial codes to represent the themes that emerged and the descriptors used (see Table 9).

The specific codes, categories, and themes emerged from the data were based on the stories that the teachers shared. When teachers shared stories about their experiences with evaluations, the experience with evaluation code was used. For example, Teacher A described being evaluated but not being pleased with the rating received; it was assigned the code experience with evaluation code and frustrated with the evaluation rating received. There were no discrepant cases observed during the interview or data analysis process.

Table 8

Themes, Categories, Descriptors for Motivators

RQs	Themes	Categories	Descriptors
Motivators	The work itself	Motivations	Motivation to teach
			Altruistic motivation
			Extrinsic motivation
			Intrinsic motivation
		Rewards of teaching	Work-life balance
			Build/foster relationships with students
			Foster/build relationships with families
			Nurturing students
			Developed friendships with colleagues
			Working in urban education
			Exposing students to new learning, content, and/or ideas
			Family perception
			Feedback from administration
			Feedback from students
			Parental involvement
			Attending professional development
			Seeing the students in the future and hearing their success stories
			Seeing a spark
			Student population
			Student(s) developing self-confidence
			Subject taught by the teacher
			Support from administration
			Watching students learn
			Working with students
			Believe able to succeed in teaching 50% or more of students
			Confident about being able to successfully teach current students
			Students are prepared for grade level learning materials
			Teaching has made a difference in my life
Motivators	The work itself	The reason for teaching	Watching students learn
			Working with students
			Support from administration
	Responsibilities	Responsibilities	Act as a counselor
			Act like a parent
			Administer test
			Attending PLCs
			Attending professional development
			Authority figure
			Be like a friend
			Build/foster relationships with students
			Contacting parents
			Creating test
			Delivering instruction
			Foster/build relationships with families
			Monitor social and emotional learning needs of students
			Monitor student's behavior
			Monitor students' motivation to complete assigned task
			Monitoring student's achievement
			Nurturing students
			Other duties as assigned by supervisor/principal
			Provide a safe learning environment
			Working with children
			Writing lesson plans
	Company policies	Evaluation process	Purpose of teacher evaluations
			Administrator(s)' feedback

RQs	Themes	Categories	Descriptors
		Factors that make up the teacher evaluation	Conference(s) conducted Submitting artifacts Effectiveness of administrator(s)' feedback
		Professional development	Attending professional development Attending PLCs My evaluation does not help me be better in practice
		Incentives	How teachers view incentives
	Working conditions	Environment	Environment
		Urban experience compared to nonurban counterparts	Increased communication with colleagues Increased communication with parents/guardians Urban students more accepting of different cultures than other school settings Urban experience is the same as nonurban experience
	Salary	Pay	Pay increase
	Job security	Career plans	Remain indefinitely in teaching Plans for promotion or change position (maybe 5-10 years from now) Plan to retire (maybe 5-10 years from now) Move to different type of school (maybe 5-10 years from now)

Note. Themes, categories, and descriptors used for motivators based on research questions for analysis process.

Table 9

Themes, Categories, Descriptors for Hygiene Factors—The Work Itself

RQs	Themes	Categories	Descriptors
Hygiene factors	The work itself	Challenges of teaching	Administration support Class size Colleagues' relationship Course(s) taught Limited teacher's family support Limited amount of class time Desire to be treated as a professional Limited exposure to resources outside of school Limited/lack of parental support Not able to give students the academic support needed Other duties as assigned by supervisor/principal Parental expectations Parental involvement Professional development Responsibilities Seeing how previous students' lives turned out Special education misdiagnosis Staffing issues Stress Students' achievement Students' attendance Students' behavior Students' expectations Students' home life/lifestyle Students' lack of motivation Students' social economic issues Supervising students Supporting parents as they support raise their children Teaching a tested subject Diversity of needs of the student population Time commitment/ work-life balance Competition between teachers based on tested subjects versus nontested subjects Choosing not to teach certain students due to the possible potential not pass high-stakes test Experience being evaluated Concerned about being able to successfully teach current students Believe able to successful teaching less than 50% of their students Concerned about being able to successfully teach current students Encourage students Evaluation process Significantly unprepared to access grade level learning materials Students not prepared to access grade level learning materials Teaching has not made a difference in my life
	Responsibilities	Responsibilities	Amount of testing Course(s) taught Other duties as assigned by supervisor/principal Parental involvement

RQs	Themes	Categories	Descriptors
			Attend professional development
			Students' achievement
			Students' attendance
			Students' behavior
			Supervising students
			Supporting parents as they support raise their children
			Teaching a tested subject
			Encourage students
	Company policies	Evaluation process	Purpose of teacher evaluation
			Students' test scores being part of the teacher's evaluation
			Administrators' walkthrough
			English and math scores count in all teachers' evaluations
			Length of observation
			Number of observations
			Observation score
			Submit artifacts
			Teacher goals
			Student learning objectives
			Evaluation process
			Concerned about being evaluated with student achievement data
			Frustrated about being evaluated with student achievement data
			Frustrated because not enough emphasis is placed on the subject the teacher teaches
			Frustrated because the feedback did not help with teacher's growth.
			Frustrated with evaluation rating
			Frustrated with evaluation scores (ratings) being lower based on math and ELA scores
			Frustrated with colleagues receiving evaluation scores the teacher viewed were not accurate.
			Frustrated with teachers being blamed for students' test scores
			Students' academic needs not being met by having the best teacher for them because teachers' fear of the impact on their evaluation
		Factors that make up the teacher evaluation	Conference(s) conducted
			Student achievement data
			English and/or math scores counted teacher's evaluation
			Submitting artifacts
			Student learning objectives
			Timeliness of administrator(s)' feedback
			Effectiveness of administrator(s)' feedback
		School budget	Limited exposure to resources with the school
			Limited/lack of supplies
			Other duties as assigned by supervisor/principal
		Professional development	Attending professional development
			Frustration with professional development provided
		Incentives	How teachers view incentives
		Student data left out of teacher evaluations	Student attitudes about their life experiences
			Student demographics
			Family structure
			Raised by family member other than grandparent or parent(s)

RQs	Themes	Categories	Descriptors
			Raised by grandparent
			Raised by someone not a family member
			Single parent home
			Home life of students
			Social-economics
			Students' preparation for accessing grade level learning materials
	Working conditions	Environment	Work environment
			Limited collaboration
			Pressure on tested subjects
			How students experience being tested
			Drug abuse within the family
			Urban environments
		Urban experience compared to nonurban counterparts	Behavior problems urban
			Educators' expectation of parents
			Higher crime
			Increase violence
			Issues due to lower socioeconomics
			Language barriers
			Limited exposure to resources outside of school
			Limited student engagement
			Other responsibilities as assigned by principal/supervisor
			Parental expectations
			Parental involvement
			Parental involvement urban—different modes of communication
			Significant difference in student achievement data in urban school versus nonurban schools
			Student achievement level
			Student population
			Suburban higher socioeconomic standing
			Urban parents not able to be as involved
	Salary	Pay	Pay
	Job security	Career plans	Less job security for nontesting subject matter teachers
			Move to different type of school (maybe 0-4 years from now)
			Plans for promotion or change position (maybe 0-4 years from now)
			Plans to retire (maybe 0-4 years from now)
			Left middle school and returned to elementary

Note. Themes, categories, and descriptors used for hygiene factors based on research questions for analysis process.

Evidence of Trustworthiness

As described in Chapter 3, I used appropriate strategies to establish credibility to ensure internal validity. The transcribed data collected were provided to participants to allow them to read what I transcribed to ensure what the participants' intended was what was conveyed as part of the member check. Merriam and Tisdell (2016) recommended using member checks to make sure participants responses were accurately expressed. Data saturation was observed when the data collected was redundant and produced no new data. I used Herzberg's motivation-hygiene theory to analyze the data and to identify themes and categories. I used a codebook and a reflective journal to notate the research process, describe the category headings and subheadings used based Herzberg's themes as they emerged from participants' responses to the interview questions, and provided the rationale behind each category heading and subheading. I explained how and when I reached the point of data saturation. To stay focused and ensure I was not interjecting any biases in the data collection process and/or analysis phase of the study, and make sure my steps could be duplicated by future researchers interested in my study's process and results, I kept a reflective journal. I recruited middle school teachers from a variety of urban schools and districts throughout the state of Indiana to establish external validity. Having participants with diverse experiences, I ensured many voices were heard which represented the diverse teacher and student populations of urban districts in Indiana.

Transferability was through the use of detailed notes taken to explain the social context, data collection, and analysis process utilized in this study. Due to the limited number of participants in this study, the process of triangulation was not employed. To

further ensure transferability, the steps used to analyze the data and the collection process was formally documented, so researchers are able to duplicate the steps used to conduct the research for this study. The results of this study represented the perception of the teachers interviewed as participants for this study.

Dependability was established through the use of an external audit conducted to examine the validity of the data collection and data analysis process, and the accuracy of the research findings to make sure the data collected and analyzed supported the interpretations and conclusions.

Confirmability was established through the use of audit trails and reflexivity. By using audit trails, I was able to keep a record of the data collection process, data analysis process, and interpretation of data process. I was able to explain which codes were used and why, how categories were chosen, and which codes were merged. I was able to explain the decisions I made when coding the data and how various themes were categorized the way they were. I also was able to explain the themes themselves. The use of a reflective research journal allowed the opportunity to analyze my thoughts, motives, background, positions as I conducted this study. I used reflexivity to ensure I was keeping my thoughts, motives, background, and positions out of the research to minimize my biases from creeping into the data collection process, data analysis process, and/or the interpretation of the data to report the findings of the study.

Results

Results for Research Question 1

RQ1: What are urban middle school teachers' perceptions of the influence of VAMs on their job motivation, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security? To answer this question participants' responses to interview questions 2-12 were analyzed. The themes applied based on the participant's responses were work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security.

The first themes emerged from the participants' responses as it relates to their job motivation were the work itself and responsibility. All of the participants described the requirements of their jobs in length. P103 stated, "The biggest responsibility is to make sure my kids are learning the subject area". P114 said, "Make sure our students are loved and cared for because nobody cares what you know, till they know that you care".

> I feel like that's a big part of my roles and responsibilities that families understand what supports their students should be receiving, and how to advocate if they are not receiving those for any reason. So, to empower students and families to, yeah, advocate for their learning. (P109)

P113 stated, "Vast and varied. I have a lot of responsibility, and they're very different. The biggest responsibility that I have is to maintain a safe classroom environment". The teachers each described their students and the rewards of teaching their students. P105 said, "Just seeing them shine, seeing something sparked with them,

and then take off". P106 stated, "Kids. Point blank, helping the kids laughing with the kids just sharing. If you don't love children, you better not be a teacher. That's, that's all it is, is just working with the kids".

> I think the closeness that I have with my students. They feel as though they're not scared to tell you their life story. They're not scared to tell you that they love you. Or a lot of kids call me mom. You know, I got one the boy calls me auntie all the time. I'd never seen this child before this school year, but I love them just like they were my mine. Other than that, that's one of the things. I know it probably sounds like something that you would hear and it's rehearsed on TV. (P112)

P100 related, "my rewards for being able to show them different ways of thinking".

The participants discussed the company policies, work conditions, and career plans as they relate to job security.

> And I don't think it impacts my career decision. But it does bother me that teachers and schools and districts are evaluated often by these standardized tests, whatever they may be state, or sometimes even just district level data. And they don't, they look at that. And they always go straight to the teachers and say, 'Oh, you need to teach this more, or you need to remediate on this and all you need to differentiate.' I'm supposed to individualize a mini refresh lesson for 30 different kids in one room, seven times a day for 180-200 students. That's frustrating, because they're still not dealing with the root problem, which is things that are outside our control. It is the environment. It's all of the kids. I can't think of the word, but all of those adverse experiences that they have, and honestly, it's just

> poverty. It's not that their parents don't want to be engaged, and don't want to check on their homework, and don't want to contact the teacher. But some of their parents are working two jobs at odd hours. And they've got to stay with someone else for a while until mom gets home at midnight or whenever, when you're just struggling to get by. It's so hard to have the energy to be able to do anything about that. And I think that that's an important point that I wanted to make anyway. (P105)

When asked about the experience being evaluated, P108 responded,

> I just and actually, this year has been challenging because I got really good observations, because this year has been so challenging. They have been nice. But quite honestly, I feel like it's, it's so meaningless. Like, I just feel like they just filled up the paper with a bunch of crap telling me that I did a great job, but I need room to grow. I need actual feedback, I need you to tell me, what can I do better from your perspective. I want to be better at developing connections with my students. I want to be better at caring for kids who don't care about my class. I am like, if you don't care about my class, we okay. You sit there, I'm gonna sit back here, and as long as you do not disrupt those who do want to learn, I don't care. And I want to get better at that. And I will receive feedback in that sense. Um, there has been one administrator that has been helping me specifically in that area. And I have joined the group of like social emotional learning. And kind of like helped me develop that. But it has been one administrator in like, I don't know, I've had six different ones in the last 4 years.

P113 stated, “They are very supportive. My administrators are incredibly supportive and helpful. They gave me anecdotal feedback and the broad feedback of the Rise Rubric. I get a lot of really good positive feedback from the administrators.”

Security was discussed in the terms of the length of time the teachers anticipated they would remain a teacher in their current capacity.

> But I would like to do eventually is to become a coach. I would love to be a coach. But I would like to do in about 10 years is to become a professor, part-time to do evening class or Saturday class, something like that. I just want to be able to teach students realistically what's going on out here, and what is needed to be in an urban setting, to be available to our students, and what that looks like. More importantly to be resilient to take care of you while taking care of our kids because this is very demanding. (P101)

> So I do enjoy my grade level. I wouldn't it have no other way. I do enjoy my grade level. I contemplated after last year was going through COVID and everything. I really did. And I was like, yeah, I think I might need to look and see what elementary is talking about. But I had a long ponder of that over the summer. And I was like, yeah, no, I'm going back where I’m needed. I'm staying right where I'm at. So, I would not change middle school. I do. I absolutely love it. I'm just praying. The Good Lord takes me all the way through, and I'm being obedient in trying to follow through with His lead because I tell you at times, I just feel defeated. But at the end of the day, I go to sleep and the second day when

> I wake up, I do it again. So that's, that's about it. And that's me in a nutshell. (P112)
>
> One of the reasons that I work as well as a teacher here is because I have an amazing team. My team in this hallway backs me up, I back them up, we've got each other, we support each other, we talk about our kids, we know who needs help, and who's person a certain kid is. Without that, I would be looking for another place to work. (P100)
>
> Eight years ago, I was moved to (current) middle school. And that's where I'd be only because the principal is awesome. Or I would have been long gone". The changes in positions would be based on the change of colleagues or the change of their principal. (P106)

All teachers stated responsibilities and hygiene factors for their job. The one theme that received the least number of comments from participants was salary. In fact, only one participant talked about receiving a raise and choosing to remain a teacher because of the raise. The rest of the participants never mentioned salary.

The purpose of RQ1 was to determine how urban middle school teachers in Indiana perceived the influence VAMs had on their job motivation. As I analyzed the data, I found, in spite of all the hygiene factors that existed in the teachers' jobs, they still were motivated to continue to do their jobs. The two teachers planning to retire were not completely sure when they would retire. Each teacher described working with their students as the best part of doing their jobs. They want to continue working with their students. The five teachers who described wanting to be promoted or change positions

wanted positions which would allow them to impact students' achievement in a larger way. Three teachers wanted to be instructional coaches. One of the teachers wanted to go back to school to become a curriculum writer for her school district. The other teacher who was thinking of a promotion or a position change wanted to go back to school to be an administrator. The one teacher who returned to the elementary setting changed jobs to be at the same school as her child. One participant changed jobs after the study was completed, but nothing was stated during the interview which alluded to a job change in the near future by the participant. None of the participants described the use of VAMs in their evaluation as a reason not to be motivated to do their job. In fact, their students' achievement was what was driving them to continue to teach.

Results for Research Question 2

RQ2: How do urban middle school teachers perceive the influence of VAMs in relation to their satisfaction in their jobs, as it relates to Herzberg's motivators of the work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security? To answer this question participants' responses to interview questions 2-12 were analyzed. The themes applied based on the participant's responses were work itself and responsibility, and hygiene factors of company policies, work conditions, salary, and security.

The first themes emerged from the participants' responses as it relates to their job satisfaction were the work itself and responsibility. All of the participants described the requirements of their jobs in length. P104 stated, "I have another student that I had last

year, one year that I like, calls me on the phone all the time, you know, so I do feel like, those connections are really my reward".

> I'm in the classroom. Let's put it this way. When I'm in the classroom, when I'm teaching whether math or computer. I see my job as not only teaching the material, but I am also mom. I am also counselor. I am also I don't know. I don't know how to describe it. I tell my students. My job is to kick your butt and hug you at the same time. And they said you do a good job with that. I'm like, well, thank you. (P106)

The teachers each described their students and the rewards of teaching as what gave them satisfaction in their job.

> Oh, those kids really appreciate my love and compassion for them. And they know I care about them. They appreciate that. They respond well to that. I formed very close relationships with them. I and I loved that. It is hard to see them go in May. (P113)

P108 stated, "Rewards, I would say that the fact that I am a related arts teacher makes me see my students 6, 7, and 8th grade. So I kind of, they grow with me, they're like my kids". P111 remarked, "Rewards are if I can make a bond with the student. The bond is strong. And the willingness to do anything is effortless. For both me and the student. I don't get the groans or the moans". P105 relayed, "I'm in charge of the creative writing program. And so, students send me their poetry, and I'm always blown away by their talent. amazing talent, amazing insight, amazing depth of emotion, amazing honesty that

these students have". The teachers had challenges. The teachers listed challenges but dwelled on their rewards.

The participants discussed the company policies, work conditions, and career plans as they related to job security. The teachers described how their working conditions were different from their colleagues who teach in rural, suburban, parochial, and charter schools.

> The differences I've noticed is there's not as much parent involvement that has been the biggest. I have a hard time getting parents to reply to phone calls, emails, I get more response from text messages. But so it's, it is a lot harder for me to get a hold of a parent or adult. That has been really hard for me. That's a big one. I mean, there's, there's 1000 differences. That's been the biggest. (P113)

When asked about the experience being evaluated, P111 responded,

> I would say that I've talked to several of my colleagues about being evaluated at this level, especially in the math in the English departments, and they definitely feel like it is not equitable, to evaluate our teaching at these schools with the same benchmark that a rural school would get. Because, I mean, even doing research on those schools, you know, on the IDOE website, you can tell that some of the schools that I applied to a couple years ago, when I was making my transition. They have like 30% iLearn, passing scores, and then the rural schools that I applied to, they have like 60%, iLearn passing scores. And I still get evaluated on the same benchmarks that they do and we just, we don't find that equitable in

> education. We would like to be more realistic towards the actual clientele that we have and what we have to work with.

Security was discussed in terms of the length of time the teachers anticipated they would remain a teacher in their current capacity. The teachers' responses mirrored the responses for job motivation. P111 said, "I plan on teaching in a classroom, I would say for the next greater part of the decade".

> Well, right now, I'm currently planning on just kind of staying the course where I'm at. I am told on a daily basis, why are you not a principal? So, I think at some point, I will probably consider going back and doing that. It's not necessarily something I want to do. It's something I know I would be very good at. And so, I will probably capstone my career path. But I'm not ready to do that yet. Like I said, I get told on a daily basis, can you just go be a principal, but I'm not ready. I love teaching. I don't necessarily want the extra paycheck. So, I'm cool doing what I'm doing right now. And I'm not ready to get out of here and do that. But I will eventually. (P102)

Even with P102's comment about becoming an administrator in the future there was not an estimated time frame given.

> I mean, I don't have any like I don't have any plan to like I don't want to be administration. I have no plan to do that. They are districts had started offering like a special ed masters and or an ENL masters, which I would definitely do that for free if that was offered. (P104)

The changes in positions would be based on opportunities becoming available, not because they wanted to leave their classrooms.

All teachers stated responsibilities and hygiene factors for their job. The one theme that received the least number of comments from participants was salary. In fact, only one participant talked about receiving a raise and choosing to remain a teacher because of the raise.

> So quite honestly, for several years after I got my fancy letters. And before (employer) gave us that raise. I was looking to leave (employer) to get into a university situation because I wanted to teach up and coming teachers. And I was eligible to retire. I have to work for a nonprofit to get those student loans forgiven, so I was going to pull my TERF retirement and work for a college. Then (employer) gave us the raise. I'm like okay, well, I'm good now. I'm I don't know what could happen in 5 years, remarked P106.

The rest of the participants never mentioned salary with exception of P102 who stated, “I don't necessarily want the extra paycheck”. Teachers described hygiene factors such as students’ behavior issues, students’ achievement data being part of the teacher evaluation process, their working conditions as it relates to not being able to give students the support they needed.

The purpose of RQ2 was to determine how urban middle school teachers in Indiana perceived the influence VAMs had on their job satisfaction. As I analyzed the data, I found, in spite of all the hygiene factors that existed in the teachers’ jobs, the teachers still were satisfied with their jobs. The two teachers planning to retire were not

completely sure when they would retire. Each teacher described working with their students as the best part of doing their jobs. They want to continue working with their students. The five teachers who described wanting to be promoted or change positions wanted positions which would allow them to impact students' achievement in a larger way. Three teachers wanted to be instructional coaches. One of the teachers wanted to go back to school to become a curriculum writer for her school district. The other teacher who was thinking of a promotion or a position change wanted to go back to school to be an administrator. The one teacher who returned to the elementary setting changed jobs to be at the same school as her child. An additional teacher left their current teaching position after participating in this study, but never mention leaving their position during the interview. None of the participants described the use of VAMs in their evaluation as a reason not to be satisfied with their jobs. In fact, their students' achievement was what was driving them to continue to teach.

Summary

The themes which emerged as a result of the data analysis suggested teachers were performing many jobs under the umbrella of "teacher." The jobs ranged from counselor, friend, supporter, and even quasi parent. With all those things teachers were required to do, the teachers were not willing to leave their classrooms. The data analysis revealed there are many hygiene factors which exist in their jobs. The challenges the teachers faced were the area of the largest hygiene factors. The motivators seemed to be enough for the teachers. The motivators spanned categories such as the rewards of teaching, the reason for teaching, responsibilities, the evaluation process, and factors

which make up the teachers' evaluation. All were evaluated and frustrated with the use of student achievement data as part of their evaluation, but none saw the use of VAMs as a deterrent to job motivation or job satisfaction. The success of their students seemed to be the motivator which had the greatest influence on job motivation and job satisfaction. Looking forward to the next chapter, there will be an interpretation of the findings, a discussion of the limitations of the study, recommendations, a discussion of the implications on positive social change, and the conclusion to capture the essence of this study.

Chapter 5: Summary, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore urban middle school teachers' perception of the use of VAMs as part of the teacher evaluation process as it relates to teachers' motivation and job satisfaction. The findings of the study were intriguing. The 15 teachers interviewed described the use of students' achievement data being used as part of their evaluation with an air of frustration, but they redefined it as the work itself. The teachers stated how in some cases, as many as 50% of their students were not on grade level when they entered their classes, but they were confident they could be successful in getting their students to achieve. The teachers were more focused on building relationships with their students and helping their students navigate their social-emotional learning than whether their evaluations would be lower because their students did not pass the standard measure used to determine teacher effectiveness. One teacher did express concern with the lowering of their overall evaluation score based on the buildings' English and math scores. Three teachers expressed concerns about not being treated as professionals when it came to determining the needs of their students and how to support those needs. In short, VAMs are a part of the job teachers agreed to do. They do not like them, but they would rather work with their students and find joy in watching the students learn than focus on how VAMs are used in their teacher evaluations.

Interpretation of the Findings

The findings of this study confirm and extend the knowledge of teachers' motivation in urban middle schools as it relates to teacher evaluation processes with

embedded VAMs as a component of the teacher evaluation. For this study, teachers' motivation was defined as the degree of energy and effort a teacher puts into teaching-related tasks and the teachers' perception of their success, based on their perceptions of the potential outcomes of their efforts, which have a positive or negative influence on teachers (Claudia, 2015; Han & Yin, 2016). As previously described, teachers have both positive and negative feelings about teaching students (Claudia, 2015; Han & Yin, 2016). Teachers are willing to exert the degree of energy and effort to perform teaching-related tasks and believe they are successful in their efforts. There were incidents where two teachers described not being able to help all of their students be successful, but they were willing to put in the effort to try to help them all be successful. The teachers did not like being judged by their test scores and felt as if there should be some type of way to measure their students' growth versus whether their students passed the standardized measure. The teachers described using students' feedback to a greater extent than administrators' feedback or even the results of the standardized measures used to inform their evaluation scores to shape the changes they made in instruction to support their students' academic and emotional growth.

According to Claudia (2015), teachers are concerned about their students' achievement. The teachers in this study voiced concerns about their students' achievement, but in terms of the deficits the students came to the teacher possessing. Anghelache (2015) and Claudia described the result of teachers' feelings and concerns about their role (as teacher) and subsequent influence on student success. They went on to describe how teachers, in many ways, are governed by either motivation and/or their

own perceptions related to their ability to help students achieve. The teachers in this study confirmed their perceptions of their students' academic success fueled their motivation to continue to teach. They believed they could get their students to learn new ideas and encourage their students to believe they could overcome their students' environments and academic shortcomings with enough support. As Han and Yin (2016) described, teachers believe their actions or inactions influence students' achievement, but the teachers in the study stated the students' environment, parental involvement, and students' motivation influenced students' achievement just as much if not more than the teachers' actions or inactions.

Teachers' perception of their effectiveness in job-related tasks such as influencing students' achievement sparked a desire in five of the teachers to learn more about teaching in their current position so they in the future could be promoted or change jobs to influence on a larger scale the achievement of students. Twelve of the teachers planned to remain in their urban middle school classrooms for the next 5 years. One teacher had already returned to elementary prior to participating in this study, and two teachers were thinking about retiring in the next 4-5 or indefinite years. Of the two teachers thinking of retiring, one had taught for 22 years and the other for 32 years. Two of the teachers had already applied for and/or accepted additional leadership opportunities at their schools, which would allow them to support their colleagues in hopes of increasing students' achievement while remaining in their current positions. The teachers were taking on extra responsibilities to support the learning initiative of their buildings. This study was conducted to explore teachers' motivation and job satisfaction, and the teachers in this

study were satisfied with their responsibility to lead instruction and motivated to continue to support their students' achievement.

Herzberg's motivation-hygiene theory served as the theoretical framework guiding the analysis of the data collected for this study. In the original study conducted in 1958, the team of Herzberg et al. (1959) interviewed 203 accountants and engineers to determine which factors contributed to job satisfaction. The explorative qualitative study consisted of data collected from participants which were analyzed, and the motivation and hygiene factors emerged (Herzberg, 1968; Herzberg et al., 1959, 2017). The factors which contribute to job satisfaction are called motivators, and the factors which contribute to job dissatisfaction are called hygiene factors. Because job satisfaction and job dissatisfaction are not opposites on a continuum—they are viewed as two separate elements which influence employees' motivation—the motivation-hygiene theory is also referred to as the two-factor theory (Herzberg, 1968, Herzberg et al., 1959, 2017). As described by Herzberg (1968; Herzberg et al., 2017), the motivator factors which contribute to job satisfaction are achievement, recognition, the work itself, responsibility, advancement, and growth. The hygiene factors which contribute to job dissatisfaction are company policies, supervision, relationship with supervisors and peers, work conditions, salary, status, and security (Herzberg, 1968; Herzberg et al., 2017). The motivation-hygiene theory was used as the theoretical framework for this study to guide the analysis of teachers' perceptions data related to the use of VAMs as part of the teacher evaluation process on job motivation, as it relates to job satisfaction.

Based on the findings of this study, teachers viewed the use of VAMs as part of the work itself and their responsibility. They described the use of students' achievement data as just a part of the job. They did not like it, but they understood the need for the VAMs to make sure schools were held accountable for students' achievement. As a hygiene factor, VAMs were seen as part of company policy which needed to be altered to reflect the efforts of the individual teachers and the growth of the students under their instruction. Eleven teachers commented on the need to be evaluated based on their efforts as nontested subject matter teachers more than on the English and math scores of their students. They wanted more support and resources for their students in their classrooms. The four remaining teachers (two English and two math) described the diverse needs of the students whose achievement scores impacted their teacher evaluation scores as areas of concern. Overall, the teachers who participated in this study were motivated to continue working in their chosen profession. They were satisfied with helping students improve their academic achievement. They described the rewards of teaching as outweighting the challenges of teaching. Even though the list of challenges included the use of VAMs, the teachers chose to focus on building relationships with their students, seeing a spark when their students learned something new and helping their students see opportunities for the future as greater than their feelings about VAMs.

Limitations of the Study

This study had limitations related to design and methodology, specifically with respect to the participant pool. Because the participants in this study only represented 15 self-selected participants from Indiana urban middle school teachers who were evaluated

using teacher evaluation tools with embedded VAMs while teaching during the COVID pandemic, the results cannot be explicitly generalized to all teachers in Indiana but could inform how VAMs may influence any school teacher who is subject to evaluation using the VAM tool. Fifteen of the participants who chose to be interviewed in person or using virtual conferencing software were visible, which meant I was able to observed their nonverbal cues, thus eliminating the limitation of not observing nonverbal cues. The process used to collect the data analyzed in this study and analysis conducted using the Herzberg's motivation-hygiene theoretical framework can be transferred to a different context. To support transferability, detailed notes were taken to explain the social context, data collection, and analysis process utilized in this study. Because there were a limited number of participants in this study, the process of triangulation was not employed. To further ensure transferability, the steps used to analyze the data and the collection process were formally documented, so that researchers will be able to duplicate the steps used to conduct the research for this study. The results of this study represent the perceptions of the teachers interviewed as participants for this study.

As a former middle school teacher, my bias was limited by ensuring I interviewed teachers I had never met or discussed VAMs with in the past. Also, I did not interview teachers where I work or where I have worked. I conducted three mock interviews sessions to ensure I was not asking leading questions that elicited the responses based on my biases. Teachers who did not participate in this study participated in the mock interviews. These individuals fit the criteria of intended participants to ensure they could

reflect on and provide feedback pertaining to the quality and validity of the interview questions.

Mock interviews helped me examine my nonverbal cues to ensure I was not inadvertently directing the responses of the participants by my actions and to prevent interjecting my biases during the data collection process. As a researcher, my role was that of an interviewer and not a participant in the study. I attentively listened to the participants' responses and took notes on the respondents nonverbals cues, as they answered the interview questions. The same individuals who participated in the mock interviews read the prewritten structured interview questions to provide insights and feedback on potential issues, make sure questions adhere to proper qualitative interview questioning protocols, and appropriate to allow the consistent free-flow of ideas around specific points. Interviewees read their individual interview transcripts to assess whether what they said and meant to say was captured. I listened to the interview audio recordings to ensure I adhered to proper interviewing protocols. The effect of latent biases within the formulation of this study was minimized by having guiding, prewritten structured interview questions for me to use to allow participants to tell their stories without interjecting my story. Structured, as well as unstructured interview questions designed to encourage participants to fully describe their experiences with VAMs, were asked to ensure a free flow of conversation and promote structure to the interviews, so similar questions are asked of all participants to allow for the collection of data based on the scope of the study (Merriam & Tisdell, 2016).

Recommendations

The recommendation for policymakers, administrators, and educators is to educate teachers on how students' achievement data is factored into the teacher evaluation process. Because each school and/or district uses different tools to measure teachers' value-added to students' achievement, it is recommended that the schools and/or districts educate their teachers about the value weights associated with students' achievement data and how the data impacts the teachers' overall evaluation score. Only one teacher out of the 15 interviewed knew how much of their teacher evaluation was based on their students' achievement data. The other 14 assumed students' achievement data were factored into their evaluation some kind of way, but they were not sure how or the percentage calculated in their teacher evaluation. None of the teachers who participated in this study knew their building's score was based on students' data as well as the teachers' individual standard measure, whether that was a district or individual subject matter assessment.

A further recommendation is to fully shift to the use of growth models to measure students' achievement instead of the varied use of students' pass/fail rate on standardized assessments per the request of the individual participants in this study. Some schools/districts in the state of Indiana have already shifted to growth models to assess students' achievement, but several are still assessing students' achievement based on whether or not the students passed a standardized assessment. The teachers in this study would like to be treated as professionals able to make the appropriate decisions based on their individual students' needs and expertise as educators. The teachers also would like

to receive continuous support with actionable feedback from their evaluators so they can continue to increase students' achievement and further develop as educators.

An additional recommendation is to encourage researcher to research the influence of COVID on teachers' and students' motivation and perseverance. Since this study was conducted during the COVID pandemic, each of the teachers had a COVID story to tell about how they were experiencing teaching during a pandemic and how their students were experiencing learning during a pandemic.

Implications

The potential implications of this study are to advance the knowledge in the field of urban middle school policy. The exploration of how VAMs influence teachers' job satisfaction and motivation provide teachers, legislators, administrators, and policymakers with the next steps to improve teacher evaluation policies. By acknowledging the need for policies that educate the educators about how their students' achievement data is used to inform their effectiveness rating. As an additional next step for teachers, legislators, administrators, and policymakers to aid in social change, policies should be created to limit or decrease the influence of the hygiene factor (the use of students' achievement based on students' pass/fail rates), it is recommended that teachers, legislators, administrators, and policymakers shift to using only growth models to determine students' achievement instead of students' mastery percentages. The results of this study can contribute to the relevant research literature as it relates to the implementation of VAMs as part of the teacher evaluation process and teachers' job motivation and satisfaction.

Conclusion

This study addressed the gap of how urban middle school teachers perceived the use of VAMs as a component of their teacher evaluation process, as it relates to their job motivation and satisfaction. By exploring teachers' perceptions of VAMs in relation to their job motivation and satisfaction, the data showed teachers viewed VAMs as both motivators and hygiene factors. As motivators, the use of students' achievement data helped teachers determine the needs of their students. As hygiene factors, the use of students' achievement data influenced their overall evaluation and score. The teachers described the work they contributed through their efforts was not necessarily represented effectively in their evaluation due to the use of the English and math scores of their students when they taught nontested subject matters. The teachers also described a need for additional support for nontested subjects. They also wanted less emphasis placed on English and math scores and more acknowledgment of the fact some of their students came to them unprepared to access grade-level content. The teachers interviewed as part of this study want to be treated as professionals capable of making informed decisions about their students' achievement data. They also want actionable feedback they can use to further develop their teaching and increase students' achievement.

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Appendix A: Interview Questions

1. Tell me a little about yourself.
2. What made you decide to become a teacher?
    a. How has being a teacher made a difference or not made a difference in your life?
3. Describe what it is like being a teacher in your urban middle school.
    a. Describe why you choose to be an urban middle school teacher.
    b. How would you describe your responsibilities as a teacher in an urban middle school?
    c. Describe if there is anything that you think makes your job different from teachers in other middle schools.
    d. What would you describe as the best part of your job?
    e. What, if anything, would you describe may not be your favorite part of your job?
    f. Describe what you consider to be rewarding or not rewarding about being an urban middle school teacher.
4. Describe how convinced or not convinced you are that you are able to successfully teach your students.
5. Describe the rewards or challenges you have experienced as an urban middle school teacher.
6. Describe your experience as an urban middle school teacher being evaluated.
7. How are teachers' evaluation scores determined in your school or district?

   a. Describe how student test scores are used as part of your teacher evaluation.

8. Describe your future as a teacher.
   a. What are some factors or nonfactors that may contribute to any decisions you would make or would not make about your career?
9. Describe how convinced or not convinced you are that you are able to successfully teach your students.
10. How prepared are your students to access grade level learning materials in your classroom?
11. How are students' achievement scores used as part of your teacher evaluation?
12. Is there anything else you would like to share before we close the interview?

Appendix B: Interview Protocol

1. Restate the research questions and define the phenomenon of interest
    a. **RQ1:** What are urban middle school teachers' perceptions of the influence of value-added models on their job motivation?
    b. **RQ2:** How do urban middle school teachers perceive the influence of value-added models in relationship to their satisfaction in their jobs?
    c. **Basic Interpretive Qualitative Study:** Teachers' perception of being evaluated using teacher evaluation tools with embedded value-added models as it relates to teachers' job satisfaction and motivation.
2. Invitation

Hello,

I hope this email finds you well.

As you know, I am in the Walden PhD program. As part of my coursework, I'm conducting qualitative research interviews. I'm seeking urban middle school teachers who teach in Indiana to participate as "interviewees" for one my study of teachers' perception of being evaluated with teacher evaluation with student achievement data embedded in the evaluation process. Would you be interested in participating in this study?

The participate in this study you need to complete an Informed Consent statement (I'll e-mail this to you). The interviews will take place in-person or via Zoom audio/video

conferencing based on your preference. The whole process should take no more than an hour of your time.

Please let me know if you would like to participate.

3. Informed Consent

To be emailed to the invited interviewee:

You are invited to take part in an interview for a research study that I am completing as part of my doctoral program. The purpose of the interview is to help me to collect and analyze data about teachers' perception of student achievement data being used as part of your evaluation process and how this may or may not influence your job satisfaction and motivation.

Interview Procedures:

I am requesting that you permit me to conduct an audio-recorded (in-person) or video-recording (via Zoom) interview for about 45 minutes. Transcriptions of interviews will be analyzed as part of my study. Copies of your interview recording and transcript are available from me upon request.

Voluntary Nature of the Interview:

This interview is voluntary. If you decide to take part now, you can still change your mind later.

Risks and Benefits of Being Interviewed:

Being in this interview would not pose any risks beyond those of typical daily life. There is no benefit to you.

Privacy:

Individual interview recordings and full transcripts will be shared with each interviewee, upon their request. Transcripts with identifiers redacted will be shared with my university faculty along with my analysis. The interview recording and transcript will be destroyed after 5 years per Walden University policy.

Contacts and Questions:

If you want to talk privately about your rights as an interviewee, you can call Walden University IRB. The Walden University representative can discuss this with you.

Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please reply to this email with the words, "I consent."

4. Interview Question Types
    a. Semistructured questions
        i. To define participants understanding of their school or district's teacher evaluation tool with an embedded VAM.
        ii. To determine teachers' job satisfaction.

iii. To determine teachers' motivation.

iv. To determine teachers' career decisions.

5. Initiation of Interview
    a. Welcome to interview and appreciation for participant participating in interview.
    b. Remind participant of the topic to be covered in the interview and determine if participant is still willing to participate in the study.
    c. Remind the participant of the assured confidentiality and their option to stop the interview or choose not to answer any question without reprisal.
    d. Remind the participant of the approximate length of time of the interview and determine if the participant is still willing to participate in the study.
6. Main interview
    a. Interviewer will initiate the interview by posing the semistructured questions.
    b. Interviewer will actively listen to participant providing only nonverbal cues to show interviewer is listening to the participants.
    c. Interviewer will make notes necessary as not to distract participant's answers.
    d. Interviewer will ask probing questions as necessary to allow the participant to provide additional details to fully answer the semistructured interview questions.

e. Interview will be asked is anything more information they would like to add.

7. Conclusion of Interview

    a. Interviewer will thank the participant for participating in the study.

    b. Interviewer will review purpose of the interview.

    c. Interviewer will review the confidentiality protocol for the participants answers.

    d. Interviewer will review how the participant will be contacted to review their interview transcript for validity of their responses upon their request.

    e. The tape recorder will be turned off.

Closing:

Thank you for your time and your willingness to assist me in collecting data as a part of my coursework. If you have any questions or concerns, feel free to contact me via email or by phone. Upon your request, you can receive a copy of the audio-recording (in-person) video-recording (via Zoom) and the interview transcript of your interview. The audio-recording and/or video-recording and transcript will be destroyed after 5 years per Walden University policy.