

MEASURES OF EXAMINER JOB SATISFACTION AS PREDICTORS OF INTENTION TO CONTINUE EXAMINING

Michelle Meadows

EXECUTIVE SUMMARY

To inform the retention of current examiners and the recruitment of new examiners, a survey of examiners' attitudes to examining was conducted. The anonymous questionnaire included: items to elicit background information about the respondents' examining experience; 58 closed response items measuring respondents' attitudes to a variety of aspects of examining; and open-ended questions asking why and how they became examiners; how the role of examiner could be made more attractive and so on. Two thousand five hundred questionnaires were sent to potential examiners with their invitation to examine for the Summer 2004 examination series; 40 *per cent* (992) of examiners returned the questionnaire.

Examiners' responses to the closed response attitude items showed that the majority of respondents were satisfied with their experience of examining, but wanted to be paid more for their work. Key findings included:

- 92 *per cent* expected to continue examining for the AQA in the foreseeable future;
- 77 *per cent* believed employing postgraduate students and the like as markers undermines the status of experienced examiners;
- 64 *per cent* thought that they were not paid enough for the marking they do;
- 59 *per cent* thought incentive payments to do extra marking were inadequate;
- 42 *per cent* thought variation in examining fees across subjects is unfair;
- 28 *per cent* thought payment takes an unacceptably long time;
- 27 *per cent* found the location of standardisation meetings inconvenient;
- 27 *per cent* sometimes found contacting AQA staff difficult;
- 24 *per cent* had difficulties using mark schemes in the past;
- 14 *per cent* found the timing of standardisation meetings inconvenient;
- 12 *per cent* had difficulties returning work to AQA;
- 13 *per cent* had difficulties receiving scripts from AQA;
- 7 *per cent* had received the incorrect allocation of scripts.

Factor analysis of the examiners' responses to the attitude items produced four factors which comprised items relating to: the pressure and stress of examining; insight gained from examining; support from AQA and senior examining staff; and pay. The items in each of the four factors were summed to produce scales.

The relationships between intention to continue examining and examiner background variables, and respondents' scores on the attitudes to examining scales were investigated. Respondents who found examining stressful were less likely to intend to continue examining. This seems to suggest that care must be taken not to overload examiners, but only a small proportion of respondents thought they had too much marking to do. However, approximately one quarter of respondents felt that their employers provided inadequate support for their examining duties

and that increased work pressure makes fulfilling their examining role difficult. It is likely, therefore, that a large amount of stress is caused by examiners balancing their work commitments with their examining role. Examiners may need to be given relief from their everyday work commitments to examine.

Respondents who reported experiencing problems with support from the AQA or Senior Examiners were less likely to intend to continue examining. This suggests that the support offered to examiners could be improved. The clarity of marking procedures and the competency of the Senior Examiner were most strongly associated with intention to continue and perhaps this is where improvements should first be sought. However, very few respondents reported problems with the support they had received either from the AQA or their Senior Examiner, so improvements would require increasing the satisfaction levels of examiners who are already relatively satisfied. This is likely to be relatively difficult and expensive.

Most respondents were dissatisfied with the amount they were paid for examining and it is likely that an attractive level of pay is important in recruiting new examiners (although research with potential examiners would be required to test this empirically). However, examiners' responses to the Pay Scale items were significantly less associated with intention to continue examining than their responses to the Pressure, Insight and Support Scale items. Further, once examiner background variables were taken into account, examiners' satisfaction with pay had no significant association with intention to continue examining.

The conclusions of this study are that if the AQA's priority is to retain examiners, resources would be better used to reduce the amount of pressure examiners experience (perhaps by lobbying for examiners to be given time away from teaching) and to improve the level of support offered to examiners, than increasing the amount examiners are paid. If, on the other hand, the AQA's goal is to increase the job satisfaction of examiners, offering increased remuneration would help achieve this objective. It would be incorrect to assume, however, that increasing examiners' job satisfaction would decrease the likelihood of their giving up examining. The link between job satisfaction and employee turnover is not simple, nor direct.

KEYWORDS

Examiner recruitment, job satisfaction, attitudes to examining.

INTRODUCTION

There is no published research on examiners' attitudes to examining, except for a survey focused on examiners' attitudes to standardisation meetings (Pinot de Moira, 1999). To inform the retention of examiners who have marked in the past and the recruitment of new examiners, a survey of examiners' attitudes to various aspects of examining was conducted. The following report outlines analyses of the examiners' responses to the closed and open response questions included in the survey. The examiners canvassed include those who currently examine or who have examined in the recent past for the AQA.

Questionnaire construction

The anonymous questionnaire consisted of three sections, the first section elicited background information about the respondents' examining experience, including the following:

- When they first began examining for the AQA (or its predecessor Boards);
- How many examination series they had examined for the AQA (or its predecessor Boards);
- Which other Awarding Body(s) they had examined for either currently or in the past;
- Their examining role within the AQA;
- The qualifications they had examined during summer 2003;
- The AQA office(s) they had dealt with during the 2003 examinations;
- Their occupation;
- If they taught, the type of centre they worked at;
- The subject they examined (if they felt it would not threaten the anonymity of their responses).

The second section of the questionnaire consisted mostly of 58 closed response items measuring respondents' attitudes to a variety of aspects of examining on a four point scale. The anchor points of the response scale were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. To control for response bias approximately half of the items were phrased positively and half negatively. Example items were:

- My employers see my role as examiner as an important part of my professional development;
- It takes an unacceptably long time for AQA to pay me for my work.

The following open-ended questions were also asked:

- Why did you decide to become an Examiner?
- How were you recruited by AQA?
- How do you think AQA could make the role of examiner more attractive to new teachers?
- How do you think AQA could encourage experienced examiners to continue in their role?

The final section of the questionnaire gave respondents the opportunity to make further, open-ended, comments about any aspect of their experience of examining.

SAMPLE CHARACTERISTICS

Two thousand and five hundred questionnaires were sent to an opportunity sample of potential examiners with their invitation to examine during the Summer 2004 examination series. These were individuals who either examined for the AQA currently or had done in the recent past.

A copy of the questionnaire can be seen in Appendix 1. One thousand questionnaires were sent out by Examinations Administration staff at the Manchester and Guildford offices, 250 by staff at each of the Harrogate and Newcastle offices. Questionnaires were distributed to potential examiners marking GCE and GCSE in a range of subjects, but in particular those marking English and ICT, where there is an examiner shortage.

The response rate was 39.7 *per cent* (N=992). It is unlikely that the views of these respondents perfectly represent the views of the population of AQA examiners. It is likely that examiners who responded to the survey have particularly strong views which they wish to express. Examiners' responses were anonymous, allowing them to express their opinions openly. However, their motivations in responding, especially with regards to issues like pay, must be borne in mind.

Respondents had been examining for the AQA or its predecessor boards for an average of nine years. On average, however, respondents had examined for eight examination series, suggesting that they had not all examined every year. The sample included examiners who had been examining for just one year to those who had been examining for up to 42 years.

Surprisingly few respondents examined for other Awarding Bodies either currently or in the past (Table 1). Respondents were also asked if they examined for any other Awarding Bodies not included in Table 1. They cited a range of Awarding Bodies, including the International Baccalaureate (7), the West African Examination Council (3), and City and Guilds (2). The views of those respondents who have worked for other Awarding Bodies will be coloured by these experiences.

Table 1. The Percentage Of Respondents Employed As Examiners For Other Awarding Bodies Either In The Past Or Currently (Number Of Respondents Is Given In Parentheses)

	OCR	CCEA	Edexcel	WJEC
Currently	9.6 (95)	1.1 (11)	10.4 (103)	1.9 (19)
In past	6.5 (64)	0.4 (4)	3.3 (33)	0.7 (7)

Most respondents were Assistant Examiners or Team Leaders (Table 2). It had been intended that the sample would contain examiners of all types. The views of examiners higher up the examining hierarchy are not represented in this survey.

Table 2. The Number And Percentage Of Respondents In Various Examining Roles

Examining Role	% (N)
Chair of Examiners	0.1 (1)
Chief Examiner	0.0 (0)
Principal Examiner	0.7 (7)
Assistant Principal Examiner	0.8 (8)
Examiner Team Leader	6.0 (60)
Assistant Examiner	83.3 (826)
No response	9.1 (90)

Most respondents examined GCSEs (Table 3), although GCE examiners were also well represented. The views of examiners marking scripts from other qualifications are not well represented in this survey.

Table 3. The Number And Percentage Of Respondents Examining Various Qualifications During Summer 2003

Qualifications examined*	% (N)
GCE	27.9 (277)
AEA	0.1 (1)
GCSE	56.9 (564)
VCE	0.6 (6)
GNVQ	0.3 (3)
Key Skills	0.2 (2)
ELC	0.2 (2)
Other	7.5 (74)
No response	12.3 (122)

* Respondents indicated all qualifications examined, so figures exceed 100 *per cent*

Examiners were asked which offices they dealt with during the Summer 2003 examinations (Table 4). Examiners could select more than one office and an unexpectedly high percentage of respondents reported that they had dealt with the Harrogate office. It is not clear why this was the case although it is possible that this was caused by the historical relocation of subjects between offices.

Table 4. The Number And Percentage Of Respondents Dealing With Different AQA Offices During Summer 2003

Office*	% (N)
Guildford	24.5 (243)
Manchester	16.2 (161)
Harrogate	57.8 (573)
Newcastle	15.9 (158)
No response	3.0 (30)

*Respondents indicated all offices dealt with, so figures exceed 100 *per cent*

Respondents were asked to indicate their occupation (Table 5). As one might expect, the vast majority of respondents were teachers, although a significant proportion were retired. Almost 10 *per cent* of the respondents were not teachers. Common responses in the 'Other' category included supply teacher (39), private tutor (11), university lecturer (14), and mother (6). Most respondents worked at comprehensive schools (Table 6).

Table 5. The Number And Percentage Of Respondents With Various Occupations

Occupation	% (N)
Full-time teacher	55.5 (551)
Part-time teacher	16.0 (159)
Retired	18.1 (180)
Other	9.5 (94)
No response	0.8 (8)

Table 6. The Number And Percentage Of Respondents Working At Different Types of Centres

Centre Type	% (N)
Comprehensive School	47.6 (472)
Independent / Selective School	12.5 (124)
Sixth Form College	3.8 (38)
F.E. College	6.5 (64)
Other	6.1 (61)
N.A.	4.7 (47)
No response	18.8 (186)

Respondents were asked to indicate which subject(s) they examined. Their responses were classified according to the scheme presented in Appendix 2. The number and percentage of respondents examining different subject areas can be seen in Table 7. Respondents had examined a wide range of subjects.

Table 7. The Number And Percentage Of Respondents Examining Different Subject Areas

Subject Area	% (N)
English	15.1 (150)
Languages	14.8 (147)
Science	14.7 (146)
Design and Technology	13.1 (130)
No response	11.1 (110)
Mathematics and Computing	7.8 (77)
ICT	7.1 (70)
History	5.4 (54)
Business Subjects	4.2 (42)
Social Sciences	3.7 (37)
General Studies	2.2 (22)
Home Economics	1.7 (17)
Classics and Religious Studies	1.7 (17)
Performing Arts	1.6 (16)

*Respondents indicated all subjects examined, so figures exceed 100 per cent

RESULTS AND DISCUSSION

A scale to measure intention to continue examining for the AQA was computed from the mean of three items: '*I expect to continue examining for the AQA for the foreseeable future*'; '*I want to continue examining for the AQA for the foreseeable future*;' and '*I intend to continue examining for the AQA for the foreseeable future*.' Responses to these items were quantified as follows; strongly disagree = 1, disagree = 2, agree = 3, strongly agree = 4. A reliability statistic for this composite score was computed. The Cronbach's alpha coefficient was 0.83, thus the scale was deemed to have a satisfactory degree of internal coherence. Respondents' mean score on this scale was 3.32 (SD=0.60) meaning that most intended to continue examining. There was, however, sufficient variation in examiners' responses (Table 8) for the scale to provide a useful measure of respondents' commitment to continuing examining for the AQA.

Table 8. The Number And Percentage Of Respondents Agreeing/Disagreeing With Items Measuring Respondents Intention To Continue Examining

Anchor	Mean Score	% (N)
Strongly Disagree	1.00	1.6 (15)
Strongly Disagree - Disagree	1.33-1.67	0.6 (6)
Disagree	2.00	2.4 (23)
Disagree - Agree	2.33-2.67	4.2 (40)
Agree	3.00	37.0 (354)
Agree- Strongly Agree	3.33-3.67	24.5 (234)
Strongly Agree	4.00	29.7 (284)

Examiners' scores on the intention scale were correlated with closed response items regarding their attitude to examining. Responses to the latter items were quantified as follows; strongly disagree = 1, disagree = 2, agree = 3, strongly agree = 4. A positive correlation with intention can therefore be interpreted as meaning that the more respondents agreed with the item, the more likely they were to intend to continue examining. A negative correlation with intention means that the more they disagreed with the item, the more likely they were to intend to continue examining.

Table 9 contains these correlations and the frequency with which examiners agreed or disagreed with the items. The items are in descending order of the percentage of examiners strongly agreeing with them. It is heartening that 92.0 *per cent* of respondents expected to continue examining for the AQA in the foreseeable future and that 88.7 *per cent* reported that AQA staff are competent. Only 5.5 *per cent* of respondents felt that the AQA provides inadequate support for their examining duties. However, care must be taken that initiatives to encourage atypical groups, postgraduate students for example, to examine, do not alienate current examiners; 76.5 *per cent* of respondents believed that these initiatives undermine the status of experienced examiners.

Over two thirds (68.0 *per cent*) of respondents reported that the main reason they examined was to earn extra income. However, 63.9 *per cent* thought that they were not paid enough for the marking they do, 59.0 *per cent* believed that incentive payments to take on extra marking loads were inadequate and 42.1 *per cent* thought the variation in examining fees across subjects is unfair.

Turning to what the AQA can do to improve examiners' experiences of marking, 28.6 *per cent* of respondents believed that standardisation meetings are held in inconvenient locations and 13.9 *per cent* thought that they were scheduled at inconvenient times. Approximately a quarter (24.2 *per cent*) reported that they have had difficulties in using the mark scheme in the past, although only 7.2 *per cent* reported that marking procedures were unclear. Further, 12.3 *per cent* have had difficulties returning work to AQA and 13.0 *per cent* have had difficulties receiving scripts from AQA, although only 6.8 *per cent* reported receiving the incorrect allocation of scripts. More than a quarter (28.0 *per cent*) thought that the AQA takes an unacceptably long time to pay them and 26.5 *per cent* reported that contacting AQA staff can sometimes be difficult.

Most of the attitude items were significantly, but not strongly, correlated with intention to continue examining. At best, the correlations were low, producing coefficients approximately equal to 0.3. Coefficients of this size may be interpreted as indicating that approximately ten *per cent* of the variance in intention to continue examining can be accounted for by the variance in

the attitudes measured by the particular item¹. This leaves approximately ninety *per cent* of the variance in intention to continue unaccounted for. However, when one considers the multitude of factors that are likely to affect an examiners intention, it is unsurprising that any one individual attitude has a weak relationship with intention to continue examining.

The five attitude items with the strongest correlations with intention to continue examining were:

- *The extra income I earn through examining is now less important to me than it once was;*
- *Personal commitments will prevent my examining for the AQA in the future;*
- *Work commitments will prevent my examining for the AQA in the future;*
- *Examining is too time consuming;*
- *The number of scripts I am expected to mark is realistic.*

Examiners who feel that they are expected to do too much marking and/or that it takes too much time are less likely to intend to continue examining.

Only four of the attitude items did not significantly correlate with intention to continue examining, these were:

- *I intend to examine for another Awarding Body in the future;*
- *The main reason I examine is to earn extra income;*
- *My examining experience will increase the likelihood of promotion at work;*
- *My employers view my examining experience as a “feather in my cap”.*

The extent to which respondents believed that their employers saw their examining role as part of their professional development correlated positively with intention to continue examining and yet the extent to which they believed that their employers were likely to reward their examining experience had no relationship with their intention to continue examining.

¹ If $r=0.03$ then $r^2=0.009$, therefore the percentage of variance accounted for = $0.009 \times 100 = 9\%$.

Table 9. The Number And Percentage Of Respondents Agreeing/Disagreeing With Items Measuring Respondents Attitudes to Examining, And The Correlation Between These Items And Intention To Continue Examining

Attitude item	Strongly Disagree	Disagree	Agree	Strongly Agree	No response	Spearman correlation (1 tailed)
Examining gives me invaluable insight into the way scripts are marked	5 0.5	10 1.0	407 41.0	552 55.6	18 1.8	0.26***
Examining allows me to better prepare students	11 1.1	11 1.1	335 33.8	550 55.4	85 8.6	0.14***
My Senior Examiner is competent in doing his/her job	5 0.5	13 1.3	445 44.9	503 50.7	26 2.6	0.26***
I expect to examine for the AQA for the foreseeable future	29 2.9	40 4.0	420 42.3	493 49.7	10 1.0	
Marking provides an insight into the specification	8 0.8	9 0.9	516 52.0	435 43.9	24 2.4	0.19***
When unsure of how to apply the mark scheme I have received support from my Senior Examiner	13 1.3	38 3.8	513 51.7	403 40.6	25 2.5	0.25***
Examining has broadened my understanding of the specification	4 0.4	25 2.5	551 55.5	393 39.6	19 1.9	0.25***
The employment of postgraduate students and the like as markers, undermines the status of experienced examiners	27 2.7	173 17.4	369 37.2	390 39.3	33 3.3	0.10**
I want to continue examining for the AQA for the foreseeable future	24 2.4	40 4.0	514 51.8	390 39.3	24 2.4	
I intend to examine for the AQA for the foreseeable future	34 3.4	64 6.5	522 52.6	350 35.3	22 2.2	
Examining has increased my understanding of the assessment of the specification	5 0.5	26 2.6	614 61.9	323 32.6	24 2.4	0.23***
The number of scripts I am expected to mark is realistic	8 0.8	58 5.8	606 61.1	300 30.2	20 2.0	0.34***
Examining gives me invaluable insight into grading procedures	29 2.9	158 15.9	499 50.3	281 28.3	25 2.5	0.16***
AQA staff are competent in doing their jobs	10 1.0	69 7.0	657 66.2	223 22.5	33 3.3	0.24***
The main reason I examine is to earn extra income	41 4.1	259 26.1	458 46.2	217 21.9	17 1.7	0.01
Meeting other teachers through examining is of great benefit to me	20 2.0	150 15.1	561 56.6	208 21.0	53 5.3	0.27***
Involvement in examining allows the dissemination of good teaching practice	11 1.1	149 15.0	582 58.6	194 19.6	56 5.6	0.19***
Examining prevents my approach from becoming insular	15 1.5	90 9.1	631 63.6	187 18.9	69 7.0	0.25***
Examining allows me to see how other teachers approach the subject	17 1.7	174 17.5	570 57.5	176 17.7	55 5.5	0.12***
Examining is an important part of my professional development	30 3.0	115 11.6	579 58.4	153 15.4	115 11.6	0.20***
I am not paid enough for the complex marking I do	16 1.6	292 29.4	481 48.5	153 15.4	50 5.0	-0.12***
My employers see my role as examiner as an important part of my professional development	42 4.2	184 18.5	458 46.2	135 13.6	173 17.4	0.15***
My employers view my examining experience as a "feather in my cap"	31 3.1	201 20.3	455 45.9	114 11.5	191 19.3	0.06
The variation in examining fees across subjects is unfair	22 2.2	351 35.4	306 30.8	112 11.3	201 20.3	-0.12***

Attitude item	Strongly Disagree	Disagree	Agree	Strongly Agree	No response	Spearman correlation (1 tailed)
The incentive payments to take on larger loads of marking are inadequate	22 2.2	310 31.3	477 48.1	108 10.9	75 7.6	-0.11***
The benefits AQA Examiners receive are as good as other Awarding Bodies offer	14 1.4	119 12.0	469 47.3	82 8.3	308 31.0	0.19***
The marking standardisation meetings are held in an inconvenient location	223 22.5	466 47.0	204 20.6	80 8.1	19 1.9	-0.15***
I believe examining should be an integral part of a teacher's job	146 14.7	395 39.8	327 33.0	75 7.6	49 4.9	0.07*
It takes an unacceptably long time for AQA to pay me for my work	94 9.5	598 60.3	205 20.7	73 7.4	22 2.2	-0.11***
Marking puts me under extreme time pressure	94 9.5	438 44.2	363 36.6	70 7.1	27 2.7	-0.27***
My employers do not provide adequate support for my examining duties	83 8.4	459 46.3	202 20.4	65 6.6	183 18.4	-0.14***
Increased work pressure makes fulfilling my examining role difficult	107 10.8	430 43.3	284 28.6	50 5.0	121 12.2	-0.32***
Contacting staff at the AQA is sometimes difficult	151 15.2	557 56.1	222 22.4	41 4.1	21 2.1	-0.17***
I intend to examine for another Awarding Body in the future	217 21.9	484 48.8	175 17.6	39 3.9	77 7.8	-0.00
Changes to the National Curriculum make fulfilling my examining role difficult	88 8.9	595 60.0	179 18.0	39 3.9	91 9.2	-0.19***
The marking standardisation meetings are held at an inconvenient time	132 13.3	700 70.6	104 10.5	34 3.4	22 2.2	-0.20***
Increased administration at work makes fulfilling my role as examiner difficult	71 7.2	490 49.4	256 25.8	34 3.4	141 14.2	-0.23***
The specification I examine will no longer be taught by my centre in the future	230 23.2	382 38.5	98 9.9	33 3.3	249 25.1	-0.18***
I find examining stressful	170 17.1	508 51.2	264 26.6	29 2.9	21 2.1	-0.28***
Examining is too time consuming	102 10.3	569 57.4	259 26.1	28 2.8	34 3.4	-0.35***
In the past I have had difficulties using the mark scheme	173 17.4	555 55.9	213 21.5	27 2.7	24 2.4	-0.25***
I find marking boring	167 16.8	570 57.5	204 20.6	26 2.6	25 2.5	-0.28***
Marking procedures are unclear	348 35.1	548 55.2	49 4.9	22 2.2	25 2.5	-0.27***
I have experienced difficulties returning marked work to the AQA	344 34.7	516 52.0	100 10.1	22 2.2	10 1.0	-0.23***
The extra income I earn through examining is now less important to me than it once was	164 16.5	491 49.5	286 28.8	20 2.0	31 3.1	-0.19***
I have experienced difficulties receiving scripts from the AQA	241 24.3	602 60.7	111 11.2	18 1.8	20 2.0	-0.18***
Work commitments will prevent my examining for the AQA in the future	319 32.2	506 51.0	72 7.3	15 1.5	80 8.1	-0.47***
I risk neglecting my own students whilst fulfilling my role as an examiner	243 24.5	511 51.5	90 9.1	15 1.5	133 13.4	-0.28***
I have too much marking to do	187 18.9	659 66.4	93 9.4	14 1.4	39 3.9	-0.29***
The monitoring of my marking puts me off examining	241 24.3	649 65.4	70 7.1	14 1.4	18 1.8	-0.30***

Attitude item	Strongly Disagree	Disagree	Agree	Strongly Agree	No response	Spearman correlation (1 tailed)
I am concerned that I will be pressured to mark more scripts than I intended	259 26.1	640 64.5	65 6.6	13 1.3	15 1.5	-0.31***
I intend to give up examining completely	486 49.0	441 44.5	21 2.1	13 1.3	31 3.1	-0.60***
My examining experience will increase the likelihood of promotion at work	173 17.4	461 46.5	161 16.2	10 1.0	187 18.9	0.06***
Personal commitments will prevent my examining for the AQA in the future	291 29.3	566 57.1	62 6.3	10 1.0	63 6.4	-0.54***
I have received an incorrect allocation of scripts from the AQA	300 30.2	606 61.1	58 5.8	9 0.9	19 1.9	-0.21***
Time pressure means that I cannot do justice to candidates' work	237 23.9	632 63.7	90 9.1	8 0.8	25 2.5	-0.33***
Negative media reporting of the examinations system has put me off examining	303 30.5	603 60.8	53 5.3	7 0.7	26 2.6	-0.31***
The AQA does not provide adequate support for my examining duties	276 27.8	636 64.1	52 5.2	3 0.3	25 2.5	-0.30***

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Principal components analysis of the 58 attitude items was conducted to examine their internal structure. An oblimin rotation gave rise to four factors which correlated from 0.28 to 0.05 and were thus retained (Table 10). These factors had eigenvalues of 9.51, 4.24, 2.46 and 1.94. Although 10 further factors had eigenvalues greater than unity, these dimensions were not conceptually distinct. Examination of the scree plot (Cattell, 1966) suggested the retention of three factors, but the fourth factor was clearly related to pay and was therefore considered useful for policy considerations. The output of this interpretation is summarised in Table 11.

Table 10. Correlations Between Factors

Factor	2 (Insight)	3 (Support*)	4 (Pay)
1 (Pressure)	-0.18	0.28	0.17
2 (Insight)		-0.21	-0.11
3 (Support)			0.05

* A high score on the Support factor indicates a low level of perceived support

Table 11. Factor Analysis Of Attitude To Examining Items

Factor 1: Pressure	
Number of items: 13	
Accounts for 17.30 <i>per cent</i> of the variance	
Items with factor loadings ² >0.40	
	Factor Loading
Increased work pressure makes fulfilling my examining role difficult	0.776
Work commitments will prevent my examining for the AQA in the future	0.702
Marking puts me under extreme time pressure	0.649
Personal commitments will prevent my examining for the AQA in the future	0.638
I find examining stressful	0.575
Increased administration at work makes fulfilling my role as examiner difficult	0.574
I have too much marking to do	0.560
Time pressure means that I cannot do justice to candidates' work	0.559
I risk neglecting my own students whilst fulfilling my role as an examiner	0.552
I intend to give up examining completely	0.514
My employers do not provide adequate support for my examining duties	0.482
Changes to the National Curriculum make fulfilling my examining role difficult	0.481
I find marking boring	0.462

Factor 2: Insight	
Number of items: 14	
Accounts for 7.71 <i>per cent</i> of the variance	
Items with factor loadings >0.40	
	Factor Loading
Examining is an important part of my professional development	0.715
Examining has increased my understanding of the assessment of the specification	0.657
Examining has broadened my understanding of the specification	0.647
Involvement in examining allows the dissemination of good teaching practice	0.618
Examining prevents my approach from becoming insular	0.595
Examining allows me to see how other teachers approach the subject	0.578
Meeting other teachers through examining is of great benefit to me	0.564
Examining gives me invaluable insight into grading procedures	0.551
My employers see my role as examiner as an important part of my professional development	0.535
Marking provides an insight into the specification	0.530
Examining gives me invaluable insight into the way scripts are marked	0.505
Examining allows me to better prepare students	0.502
My employers view my examining experience as a "feather in my cap"	0.486
My examining experience will increase the likelihood of promotion at work	0.416

² A measure of the unique relationship between each item and the factor

Factor 3: Support	
Number of items: 9	
Accounts for 4.47 <i>per cent</i> of the variance	
Items with factor loadings >0.40	
	Factor Loading
I have received an incorrect allocation of scripts from the AQA	0.475
AQA staff are competent in doing their jobs	-0.454
The AQA does not provide adequate support for my examining duties	0.446
I have experienced difficulties receiving scripts from the AQA	0.443
When unsure of how to apply the mark scheme I have received support from my Senior Examiner	-0.434
Marking procedures are unclear	0.433
My employers see my role as examiner as an important part of my professional development	0.420
My examining experience will increase the likelihood of promotion at work	0.419
My Senior Examiner is competent in doing his/her job	-0.410

Factor 4: Pay	
Number of items: 4	
Accounts for 3.53 <i>per cent</i> of the variance	
Items with factor loadings >0.40	
	Factor Loading
I am not paid enough for the complex marking I do	0.662
The variation in examining fees across subjects is unfair	0.543
The incentive payments to take on larger loads of marking are inadequate	0.536
The employment of postgraduate students and the like as markers, undermines the status of experienced examiners	0.452

Items loading on the first factor related to the stresses and pressures associated with examining. Hence this factor was labelled 'Pressure'. Items loading on the second factor related to the positive aspects of examining, such as meeting other teachers and the insight it allows into the specification, assessment and so on. This factor was named 'Insight'. The items with the highest factor loadings on the third factor related to examiners' experiences of dealing with the AQA. There were also a group of items relating more generally to support from Senior Examiners and the clarity of mark schemes with weak loadings on the factor. Given the nature of the items with the highest loadings on this factor, the factor was named 'Support'. The fourth factor was made up of items relating to pay, so this factor was named 'Pay'.

Items with factor loadings greater than 0.40 on the Pressure, Insight, Support and Pay factors were summed and the total divided by the number of items included to produce scales measuring the constructs comprised by the factors. The following items: *Work commitments will prevent my examining for the AQA in the future; I intend to give up examining completely; and Personal commitments will prevent my examining for the AQA in the future;* were not included in the Pressure Scale because they directly measure intention to continue examining, making any relationship between this scale and intention to continue examining difficult to interpret. Any item loading on more than one factor was included in the scale with which it had the largest loading. Items with negative factor loadings were reversed prior to summing.

Reliability statistics for these composite scores were then computed. Cronbach's alpha coefficients were at least 0.68 (Table 12). Thus the scales were deemed to have a satisfactory degree of internal coherence.

Table 12. Cronbach's Alphas Of The Attitude To Examining Scales

Pressure	Insight	Support	Pay
0.84	0.85	0.68	0.84

Respondents' scores on the scales varied from 1.00, meaning that they disagreed strongly with every item making up the scale, to 4.00, meaning they agreed strongly with every item. Means and standard deviations of examiners' scores on the scales can be found in Table 13. Respondents' scores on the four scales were compared using paired t-tests. The difference between each pair of means was statistically significant. Respondents were least likely to agree that the AQA had made mistakes or had been unsupportive and were most likely to agree that examining gave them insight into the specification and so on. On average, respondents did not agree that they were not paid enough, that variation in marking fees are unfair and so on.

Table 13. Mean And Standard Deviation Of Respondents' Scores On The Attitude To Examining Scales

Pressure	Insight	Support	Pay
2.17 (0.44)	3.18 (0.38)	1.73 (0.35)	2.85 (0.52)

The Relationship Between Examiner Background And Attitude to Examining Scales

The relationships between examiner background variables and the 'attitude to examining scales' were initially investigated using univariate analyses. These analyses do not take into account the confounded nature of some of the examiner background variables; for example, a relationship between qualification examined and perceived support may be caused by the subject rather than qualification examined. Univariate analyses should not be taken at face value, but nonetheless provide a useful description of the variation in attitudes to examining. The findings of the univariate analyses are briefly described below. More detailed statistical information can be found in Tables 3i to 3ix in Appendix 3. Multivariate analyses which help disentangle the confounded relationships between the examiner background variables are reported later.

There were weak but significant correlations between the number of years examining for the AQA or its predecessor boards and scores on the Pressure and Support Scales (Table 3i). The longer respondents had been examining for the AQA the less likely they were to view examining as pressurised and stressful and to report mistakes made by the AQA. Examiners who find the job stressful and experience mistakes may quit examining or examiners who do the job for many years become accustomed to the pressures involved and focus less on mistakes made.

Most respondents were either Team Leaders or Assistant Examiners. Team Leaders were significantly more likely to report that they gained insight into the specification, assessment and so on from their examining role than Assistant Examiners (Table 3ii). They were also

significantly more likely to be unhappy with the amount they are paid but were no more likely to find their examining duties stressful or to report problems with support.

The relationship between subject examined and respondents' scores on the attitude to examining scales was examined (Table 3iii). Respondents examining ICT, Languages and Mathematics and Computing were less likely to be dissatisfied with pay than other respondents. Conversely, respondents examining Design and Technology were more likely to be dissatisfied with pay than other respondents. On average, respondents tended not to find examining pressured and stressful, but those respondents who examined English reported finding it more pressured than those who did not examine English. Respondents who had examined Languages and Mathematics and Computing, on the other hand, reported finding it less pressured than those who did not. It is possible that the shortage of examiners in English has meant that existing examiners have been allocated a larger marking load which has increased the pressure and stress they feel.

Respondents generally agreed that examining gave them insight into the specification, assessment and so on. However, respondents who had examined Languages, Mathematics and Computing and Science were less likely to feel this way than those who examined other subjects. Conversely, those respondents who examined English were more likely to agree that they gained insight from their examining role than those who did not examine English. Hopefully the pressure and stress experienced by English examiners is compensated for by this increased insight, or perhaps this is an example of cognitive dissonance (Festinger, 1957). Holding conflicting beliefs creates cognitive dissonance, an unpleasant state of arousal that motivates the individual to reduce the dissonance. This can be done by adding, removing or changing beliefs. For example, the cognition "I find examining pressured and stressful" would be dissonant with the cognition "I examine a large allocation of scripts". This dissonance can be reduced by adding further cognitions to make the cognitive system more consistent overall. The cognition "Examining gives me great insight into the subject I teach" should reduce the dissonance and allow the person to maintain a positive attitude toward examining.

Most respondents did not report experiencing problems with support; however, respondents who examined History and the Performing Arts were more likely to report problems than other respondents. To make specific recommendations to improve support in these subject areas, the responses of examiners to the individual items comprising the Support Scale were compared for those examiners' marking and not marking these subjects (Table 3iv). Although on average both groups agreed that their Senior Examiner was competent, examiners who marked History were significantly less likely to agree with this than examiners marking other subjects. Again, although on average both groups disagreed that they had experienced difficulties receiving scripts, examiners who marked History were significantly less likely to disagree with this than examiners marking other subjects. There were no significant differences between the responses to individual Support items of examiners who did and did not mark Performing Arts scripts.

The scores of respondents who did and did not report dealing with an AQA office were compared (Table 3v). One must be cautious in interpreting these findings, given the disproportionately high percentage of respondents reporting that they had dealt with the Harrogate office. Examiners who had dealt with the Harrogate office were more likely to report pressure and stress due to their examining role than those who had not dealt with this office. Respondents dealing with the Newcastle office were more likely to have pay concerns than other respondents.

Although most respondents did not report experiencing problems with support, respondents who had dealt with the Guildford office were more likely to report experience of problems with support than other respondents. To inform specific recommendations to improve support, examiners' responses to the individual items comprising the Support Scale were compared for examiners who did and did not deal with the Guildford office (Table 3vi). Although both groups disagreed that they had experienced difficulties receiving scripts or had received an incorrect allocation of scripts, examiners who had dealt with the Guildford Office were significantly less likely to disagree than examiners who had not.

Examiners who had dealt with the Manchester office were less likely to report pressure and stress, problems with support, or to have concerns regarding pay than other respondents. To investigate further the difference in support offered by the Manchester office, the responses to the Support Scale items of examiners who did and did not deal with this office were compared (Table 3vii). Examiners who dealt with the Manchester office were significantly more likely to agree that their Senior Examiner is competent and to disagree that marking procedures are unclear. It is possible, however, that this is a reflection of the subjects dealt with by the Manchester office rather than a difference the quality of Senior Examiners or marking procedures.

The effect of qualification examined during the 2003 examinations on respondents' scores on the attitude to examining scales was examined (Table 3viii). Respondents who examined GCE qualifications were more likely to believe that their examining role gave them insight into the specifications, mark schemes and so on than those who examined GCSE qualifications. Qualification examined had no significant effect on respondents' scores on the other attitude scales.

Finally, the effect of centre type on respondents' scores on the attitude to examining scales was assessed (Table 3ix). Respondents from independent/selective schools associated feelings of stress and pressure with examining more than respondents who did not teach at a centre, that is, those respondents who had selected the 'not applicable' response. This latter group of respondents were almost all retired (29 out of 31).

To further examine the relationship between the examiners' background and their attitudes to examining, a stepwise multiple regression was computed (Tables 14, 15, 16 and 17). This analysis allowed the *independent* relationship between predictor variables and scale scores to be measured, hence allowing the confounded nature of the examiner background variables to be disentangled.

The variables used to predict respondents' scores on the attitude scales were:

- Length of examiner experience (in years);
- Examiner role (Team Leader or Assistant Examiner);
- Qualification examined (GCE or GCSE);
- Office dealt with (Guildford, Manchester, Harrogate or Newcastle);
- Centre type (Comprehensive school, Independent/selective school, Sixth form college, F. E. College, Other or N. A.);
- Subject examined (Business Subjects, Design & Technology, English, General Studies, Home Economics, History, ICT, Languages, Mathematics & Computing, Performing Arts, Science, Social Sciences or Classics & Religious Studies).
- Pressure Scale score (as a predictor of Insight, Support and Pay Scale scores);
- Insight Scale score (as a predictor of Pressure, Support and Pay Scale scores);

- Support Scale score (as a predictor of Pressure, Insight and Pay Scale scores);
- Pay Scale score (as a predictor of Pressure, Insight and Support Scale scores).

For the purpose of the regression categorical variables (examiner role, qualification examined, office dealt with, centre type and subject examined) were converted into a set of dummy variables.

Thirty-four *per cent* of the variance in examiners' responses to the Pressure Scale items could be accounted for by the variance in the predictor variables (Table 14). Respondents' scores on the Support, Pay and Insight Scales significantly and independently predicted Pressure Scale scores. Respondents who reported dissatisfaction with support were more likely to report finding examining pressured and stressful. It is not possible to determine the causal direction of the relationships between the predictor variables and respondents' Pressure Scale scores. It seems likely, however, that inadequate support makes examining more stressful. Respondents who reported dissatisfaction with Pay were more likely to report finding examining stressful. Examiners who find their role stressful are likely to expect greater remuneration for their work. Respondents who reported gaining relatively little insight through examining were also more likely to find examining pressured. Marking under pressure may prevent examiners gaining insight into the subject, specification and so on.

Respondents who examined Mathematics and Computing and/or Science had lower scores on the Pressure Scale than other respondents, whereas respondents who examined English had higher Pressure Scale scores than other respondents. As hypothesised earlier, the shortage of English examiners may have led to large marking allocations for existing examiners, hence increasing the pressure on them. The marking of scripts in Mathematics, Computing and Science may be comparatively straightforward because of the short answer nature of assessment of these subjects.

Respondents who work in Comprehensive and Independent/Selective schools were more likely to report finding examining pressured and stressful. It seems that the demands associated with teaching in these kinds of centres make the examining role particularly stressful. Further, the qualification examined significantly and independently predicted Pressure Scale scores such that examiners who marked GCE scripts were more likely to report experiencing pressure than those who marked GCSE scripts. The kind of marking required at GCE is likely to be more complex and demanding than that required at GCSE.

Table 14. Stepwise Multiple Regression Predicting Pressure Scale Score

Variables	B	β	
Support	0.328	0.262***	R ² =0.342 Adj. R ² =0.325 R =0.585***
Pay	0.217	0.258***	
English	0.140	0.126**	
Insight	-0.229	-0.201***	
Comprehensive	0.211	0.241***	
Independent/Selective	0.200	0.158***	
Mathematics & Computing	-0.212	-0.143**	
Qualification	-0.049	-0.106*	
Science	-0.121	-0.103*	
Harrogate	0.094	0.107*	

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

Finally, respondents who had dealt with the Harrogate office were more likely to report finding examining pressured and stressful compared to those examiners who did not deal with this office. It is important to note that this effect is independent of the other variables included in the regression analysis, Support, subject marked and so on. The effect must be related to variables not included in this study, size of script allocation, for example.

Twenty-one *per cent* of the variance in examiners' responses to the Insight Scale items could be accounted for by the variance in the predictor variables (Table 15). Respondents who reported satisfaction with support were more likely to report that examining gave them insight into the subject, specification and so on, as were respondents who tended to report relatively little pressure associated with examining. Respondents who examined Mathematics, Computing, Languages and/or Science had lower scores on the Insight Scale than other respondents, meaning that they reported gaining comparatively little insight from their examining. Qualification examined significantly and independently predicted Insight Scale scores such that examiners who marked GCE scripts were more likely to report gaining insight than those who marked GCSE scripts.

Table 15. Stepwise Multiple Regression Predicting Insight Scale Score

Variables	B	β	
Support	-0.322	-0.294***	R ² =0.211
Science	-0.203	-0.195***	
Pressure	-0.169	-0.193***	Adj. R ² =0.199
Mathematics & Computing	-0.205	-0.157***	
Languages	-0.170	-0.137**	R =0.460***
Qualification	-0.039	-0.097*	

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

Twenty-seven *per cent* of the variance in examiners' responses to the Support Scale items could be accounted for by the variance in the predictor variables (Table 16). Respondents' scores on the Pressure and Insight Scales significantly and independently predicted Support Scale scores. Respondents who reported finding examining pressured and stressful were more likely to report dissatisfaction with support. As hypothesised earlier, it is likely that inadequate support makes examining more stressful. Respondents who reported gaining insight through examining were less likely to be dissatisfied with support. Perhaps inadequate support prevents examiners gaining insight into their subject, specification and so on.

Experienced examiners were less likely to report dissatisfaction with support compared to less experienced examiners. It is likely that experienced examiners require less support than inexperienced ones. Examiners who had marked History or Performing Arts scripts were more likely to report problems with support than other examiners, whereas examiners who marked Classics and Religious Studies scripts were less likely to report problems with support. Earlier analyses showed that History examiners were less likely to agree that their Senior Examiner was competent and were more likely to have experienced difficulties receiving scripts.

Table 16. Stepwise Multiple Regression Predicting Support Scale Score

Variables	B	β	
Pressure	0.217	0.272***	R ² =0.269 Adj. R ² =0.258 R =0.519***
Insight	-0.269	-0.295***	
Performing Arts	0.300	0.123**	
History	0.181	0.123**	
Experience	-0.006	-0.123**	
Classics & Religious Studies	-0.201	-0.087*	

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

Seventeen *per cent* of the variance in examiners' responses to the Pay Scale items could be accounted for by the variance in the predictor variables (Table 17). Respondents who reported finding examining pressured and stressful were more likely to report dissatisfaction with pay. Experienced examiners were more likely to report dissatisfaction with pay compared to less experienced examiners. This finding highlights the usefulness of multivariate analyses; there was no significant bivariate correlation between experience and satisfaction with pay (Table 3i), but when other variables are taken into account, such as subject area and qualification, a relationship becomes apparent. Examiners who had dealt with the Manchester office were less likely to report dissatisfaction with pay than examiners who had not. This may be caused by historical differences in pay between offices. Examiners who had marked Mathematics, Computing or English scripts were less likely to report dissatisfaction with pay than other examiners.

Table 17. Stepwise Multiple Regression Predicting Pay Scale Score

Variables	B	β	
Pressure	0.405	0.340***	R ² =0.169 Adj. R ² =0.158 R =0.411***
Experience	0.011	0.144**	
Mathematics & Computing	-0.236	-0.133**	
Manchester	-0.218	-0.134**	
English	-0.141	-0.106*	

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

The Relationships Between Intention To Continue Examining, Examiner Background And Attitude to Examining Scales

Again the relationships between intention to continue examining, examiner background variables and the attitude to examining scales were first investigated using univariate analyses. The findings of these analyses are briefly described below. More detailed statistical information can be found in Tables 4i to 4iv in Appendix 4. Multivariate analyses are reported later.

There was a statistically significant but weak positive correlation between intention to continue examining for AQA and examiner experience ($r=0.091$, $df=944$, $p=0.005$, two-tailed). The longer respondents had examined for AQA the more likely they were to intend to continue doing so. Team Leaders were significantly more likely to intend to continue examining than Assistant Examiners ($t(851)=2.146$, $p=0.032$, two-tailed). However, there was no significant difference in intention to continue between those respondents who examined GCE and GCSE qualifications or between respondents from different centre types.

The attitude scale scores of respondents who did and did not report examining a subject were compared (Table 4i). Respondents who had examined English, Home Economics or History were less likely to intend continuing to examine than those who examined other subjects. On the other hand, respondents who had examined Languages were more likely to intend continuing to examine than those who examined other subjects.

The effect of office dealt with during the summer 2003 examinations on respondents' intention to continue examining was assessed (Table 4ii). Respondents who had dealt with the Manchester office were more likely to intend to continue examining for the AQA than respondents who had not dealt with this office.

Respondents' scores on the attitude to examining scales were correlated with their scores on the intention to continue examining scale (Table 4iii). The pattern of correlations between respondents' scores on the attitude to examining scales and the intention to continue examining scale was as one would predict. The more respondents reported finding examining pressured and stressful and the more they reported concerns regarding the pay received for examining and the level of support offered to them by the AQA, the less likely respondents were to intend to continue examining. The more respondents reported gaining an insight into the teaching of their subject through examining the more likely they were to intend to continue examining.

What is more interesting is the relative strength of the relationships. Respondents' scores on the Pressure Scale were more strongly associated with intention to continue examining than their scores on the Pay Scale. William's (1959) modification of Hotelling's T was used to test whether the strength of the association between the attitude scales and intention to continue examining varied significantly between the scales (Table 4iv). Respondents' scores on the Pressure and Support Scales had significantly stronger associations with intention to continue examining than their scores on the Insight Scale. Moreover, respondents' scores on the Pressure, Insight and Support Scales had significantly stronger associations with intention to continue than their scores on the Pay Scale.

The correlations between the individual Support items and intention to continue examining (Table 9) highlight where an improvement in Support might influence examiners' decisions to continue. Unfortunately, the rather general item *'The AQA does not provide adequate support for my examining duties'* has the strongest correlation with intention. The items with the next strongest correlations are *'Marking procedures are unclear'* and *'My Senior Examiner is competent in doing his/her job'*.

To examine the relationships between intention to continue examining, examiner background variables and respondents' attitudes to examining, a stepwise multiple regression was computed (Table 18). This analysis allowed the *independent* relationship between predictor variables and intention to be measured. This is informative because the relationship between respondents' scores on the attitude scales and intention, for example, might be a reflection of the subject being examined, the AQA office dealt with and so on.

The variables used to predict intention were:

- Length of examiner experience (in years);
- Examiner role (Team Leader or Assistant Examiner);
- Qualification examined (GCE or GCSE);
- Office dealt with (Guildford, Manchester, Harrogate or Newcastle);

- Centre type (Comprehensive school, Independent/selective school, Sixth form college, F. E. College, Other or N. A.);
- Subject examined (Business Subjects, Design & Technology, English, General Studies, Home Economics, History, ICT, Languages, Mathematics & Computing, Performing Arts, Science, Social Sciences or Classics & Religious Studies);
- Pressure Scale score;
- Insight Scale score;
- Support Scale score;
- Pay Scale score.

For the purpose of the regression categorical variables (examiner role, qualification examined, office dealt with, centre type and subject examined) were converted into a set of dummy variables.

Respondents' scores on the Pressure Scale significantly and independently predicted intention to continue examining such that respondents who reported experiencing relatively high pressure and stress whilst examining were less likely to intend to continue. In subjects where there are examiner shortages, the AQA must be careful not to overload existing examiners and should consider increased flexibility in marking allocations, for example. This said, only 10.8 *per cent* of respondents thought they had too much marking to do and only 7.9 *per cent* were concerned that they would be pressured to mark more scripts than they intended. Most (91.3 *per cent*) thought that they were expected to mark a realistic amount. It is likely, therefore, that a great deal of the pressure and stress is caused by examiners' balancing their work commitments with their examining role. Indeed 26.9 *per cent* of examiners reported that their employers don't provide adequate support for their examining duties and 33.7 *per cent* thought that increased worked pressure makes fulfilling their examining role difficult. Occupational role conflict has been shown to be linked to turnover, stress and ill-health (Warr, 1982). Unfortunately the role conflict experienced by examiners is not directly under the AQA's control. Looking to the future, it may be that examiners need to be given relief from their everyday work commitments to fulfil their examining role.

Respondents' scores on the Support Scale significantly independently predicted intention to continue examining such that respondents who reported experiencing problems with support were less likely to intend to continue. As one would expect, examiners who have received incorrect allocations of scripts, or who perceive AQA staff to be incompetent, or who feel that AQA does not provide adequate support for their examining duties, or who believe that marking procedures are unclear and so on, are less likely to intend to continue examining. This would seem to suggest that AQA should improve the support offered to examiners to increase the likelihood of their continuing to examine. However, only 8.0 *per cent* of examiners disagreed with the statement that AQA staff are competent; only 5.5 *per cent* thought that the AQA doesn't provide adequate support for their examining duties; only 5.1 *per cent* disagreed that they have received support from their Senior Examiner if unsure of how to apply the mark scheme; and only 6.8 *per cent* have received the incorrect script allocation. These findings suggest that AQA already offers a high level of support to examiners. The items with the strongest bivariate correlations with intention were '*Marking procedures are unclear*' and '*My Senior Examiner is competent in doing his/her job*'. The latter may be where improvements should first be sought, but this would require further improving the satisfaction levels of examiners who are already relatively satisfied with the support they receive. This may be a difficult exercise.

Subject examined independently and significantly predicted intention, such that respondents who examined Classics and Religious Studies or History were less likely to intend to continue examining. There is something about examining these subjects, in addition to the other predictor variables included in this analysis (which included the perceived level of support from AQA staff) which is associated with examiners being less likely to intend to continue examining.

Centre type independently and significantly predicted intention such that respondents who taught in centres in the 'Other' category were less likely to intend to continue examining than other respondents. This category of centres might include Secondary Modern schools, HM Forces Training centres, prisons, borstal and so on. There is something about working in these centres, over and above the other predictor variables, such as pressure from other work commitments, which lessens respondents' intention to continue examining.

Together these variables accounted for 46 *per cent* of the variance in intention to continue examining. Hence, 54 *per cent* of the variance in intention must relate to variables not measured in this survey. It is likely however, that a great deal of the variance unaccounted for relates to changes in examiners' personal circumstances over which the AQA has no control.

It is also informative to consider those variables that did not significantly, independently predict intention to continue examining, such as examiner experience, role, qualification examined, the perceived amount of insight gained from examining and contentment with pay. The latter is perhaps most surprising. The analysis suggests that once the other predictor variables included in the analysis are taken into account, contentment with pay is not related to respondents' intention to continue examining.

Table 18. Stepwise Multiple Regression Predicting Intention To Continue Examining

Variables	B	β	
Pressure	-1.085	-0.272***	R ² =0.209 Adj. R ² =0.199 R = 0.458***
Support	-1.116	-0.222***	
Classics & Religious Studies	-1.430	-0.126**	
History	-0.936	-0.127**	
Other centres	-0.859	-0.114*	

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

Examiners' responses to open-ended questions

Respondents were asked the following open-ended questions:

- Why did you decide to become an Examiner?
- How were you recruited by AQA?
- How do you think AQA could make the role of examiner more attractive to new teachers?
- How do you think AQA could encourage experienced examiners to continue in their role?
- Are there any other comments you would like to make about any aspect of your experience of examining?

The results of a content analysis of examiners' responses to these questions are reported below in Tables 19 to 23.

Table 19. Results Of Content Analysis Of Responses To 'Why Did You Decide To Become An Examiner?'

Response	No. (%)	Illustrative quotes
Financial remuneration	500 (50.4)	<i>"Additional income and insight it provided with the examining procedure. I felt that my increased knowledge of what the examiners papers required was of great benefit to my teaching of the course."</i> <i>"At the time, as a young teacher, mainly money. But I learnt so much the first year I decided to stay on. Also I got 'hooked' by assessment issues and remain interested."</i>
Improve teaching skills/be better able to prepare students	342 (34.5)	<i>"Get a better understanding of how to answer exam questions and to help my students."</i> <i>"I see it as an important part of professional development and aid to better preparation of students as increased understanding of levels of achievement and objectives of the examination are better demonstrated."</i>
Insight into the examination process/mark scheme	331 (33.4)	<i>"For better understanding of how exam was marked, help my own candidates prepare better."</i> <i>"For a deeper insight into exam requirements and best practice."</i>
For experience/professional development	147 (14.8)	<i>"Professional development mainly."</i> <i>"Experience, professional development."</i>
Insight into the subject/specification	145 (14.6)	<i>"Extend my own knowledge of the examination process and to extend my own understanding of the syllabus/specifications."</i> <i>"I wanted a greater insight into the subject I was teaching."</i>
Retirement	44 (4.4)	<i>"I got early retirement from teaching. I was glad of the income and wanted to keep some involvement with the subject."</i> <i>"I took early retirement but wanted to keep in contact with the subject."</i>
Maternity leave/caring for small children	28 (2.8)	<i>"As I was going out on maternity leave."</i> <i>"Earn extra income initially when I left teaching to become full time mother."</i>
Enjoyment of examining	26 (2.6)	<i>"I've always enjoyed marking exams and tests, so I thought that I may as well be paid for doing it."</i> <i>"As a way of widening experience, earning a little money, during period of recovery from M.E. (back in 1999). Continued when returned to full time teaching as by then I was "hooked" - I enjoy examining."</i>
Keep in touch with the subject	25 (2.5)	<i>"My school no longer offered the subject I examine, so I decided that it would be a useful way of keeping up to date with developments in the subject if I were to work in a school which offered the subject in the future."</i> <i>"After deciding to stop teaching, while looking after my two children, it was a way of being still in touch with the subject."</i>
Suggested by a colleague	24 (2.4)	<i>"I was persuaded by a colleague to try it."</i> <i>"On the recommendation of my head of department, already AQA examiner."</i>
Teaching part-time	20 (2.0)	<i>"As a result of giving up full time teaching and only looking for part time work. I had the time available."</i> <i>"Because I was working part time (teaching), home circumstances changed, leaving me more time."</i>
Improve career prospects	16 (1.6)	<i>"To enhance my career."</i> <i>"1. To increase promotion prospects through improving my department's results. 2. Improved knowledge of the examining process benefits my candidates and my department's results."</i>
Opportunity to meet other teachers	14 (1.4)	<i>"I was the only qualified teacher of my subject in my school. Examining gave me the opportunity to meet others and gain better understanding of what was required by the specification."</i> <i>"To meet other teachers (small centre)."</i>

Response	No. (%)	Illustrative quotes
Opportunity to see work of candidates from other centres	14 (1.4)	<i>"To make me more aware of expectations in the exam at both GCSE and A level. To see other schools work. To liaise with other teachers."</i> <i>"To see how marks were awarded. What the standards of response were like in other parts of the country. How the specification was interpreted in the questions and mark scheme."</i>

The main reasons given for becoming an examiner were; the remuneration, to improve teaching skills, to gain insight into the subject and examination process/mark scheme and for professional development (Table 19). Pay may be more of an incentive to begin, than to continue, examining. Responses to a question about recruitment showed that most examiners had replied to advertisements either in the press (usually the *Times Educational Supplement*) or in their centre (Table 20). A significant proportion reported that examining had been suggested by a colleague.

Table 20. Results Of Content Analysis Of Responses To 'How Were You Recruited By AQA?'

Response	No. (%)	Illustrative quotes
I applied	197 (19.9)	<i>"By application form and CV."</i>
Responded to advert seen in school	172 (17.3)	<i>"Circular to college."</i>
Responded to advert in press	120 (12.1)	<i>"Advertisement in TES." (Times Educational Supplement)</i>
Suggested by a colleague	98 (9.9)	<i>"A colleague encouraged me to write in."</i>
Responded to an (unspecified) advert	70 (7.1)	<i>"Advertisement."</i>
Examined for a predecessor board	40 (4.0)	<i>"Carried on from predecessor Boards."</i>
Approached at a course-work or teacher support meeting	33 (3.3)	<i>"At a training meeting for preparation and marking of coursework."</i>
Approached by AQA	25 (2.5)	<i>"AQA contacted me."</i>
Cannot recall	24 (2.4)	<i>"Don't remember!"</i>
Responded to website	22 (2.2)	<i>"I recruited myself by downloading an application form from the website."</i>
Approached by Senior Examiner	7 (0.7)	<i>"Through a Senior Examiner for another subject I used to work with."</i>

By far the most common response to a question about how AQA could attract new examiners was to increase the amount they would be paid (Table 21). Other common suggestions were to promote the benefits of examining, offer smaller allocations of marking and allow more time to mark. A small proportion of respondents felt that new teachers are too busy to take on extra examining work. Caution should be applied when drawing conclusions from these suggestions. The examiners surveyed here include those who currently examine or who have examined in the recent past for the AQA. The responses of this group may not be indicative of the beliefs of teachers who have never examined. A survey of new teachers would be a more valid way to investigate the best ways of attracting new teachers to examining.

Table 21. Results Of Content Analysis Of Responses To ‘How Do You Think AQA Could Make The Role Of Examiner More Attractive To New Teachers?’

Response	No. (%)	Illustrative quotes
Increased remuneration	493 (49.7)	<i>“Better pay! The work is very intensive and high standards (not unreasonably) expected. Pay for ordinary examiners does not in my view reflect this.”</i>
Advertise/promote the benefits	132 (13.2)	<i>“Advertise the benefits/possibilities through posters in staffrooms/details sent to schools along with specifications.”</i> <i>“A very good question and one that does not have a slick answer in terms of money. Something that stressed the responsibility and the usefulness of the process to anybody who teaches the subject. It will inform their teaching and the techniques learned (plus the marking scheme) are very useful when practising examination techniques with students. In fact there is no real mystery as to what marks are awarded for.”</i>
Give a reduced script allocation	111 (11.2)	<i>“Allow a smaller allocation of scripts in the first year of marking.”</i> <i>“Be flexible in the number of scripts which people must mark. Allow teachers to start with 150 - 200 until they feel they can cope with more.”</i>
Allow more time to complete marking	91 (9.2)	<i>“Allow extra time for marking e.g. same no of scripts spread over 4 weeks.”</i> <i>“Increase the amount of time to get all marking finished by at least a few days - ideally one week longer - even if it means more smaller batches.”</i>
Encourage schools to release teachers for marking, for example by paying for their time	57 (5.7)	<i>“Board needs to give schools incentives to release teachers. (This is becoming increasingly critical.)”</i> <i>“By liaising with the QCA/government to pay for time off from teaching to enable them to do examining.”</i>
Have employers recognise importance of examining, e.g. through accreditation	49 (4.9)	<i>“Marking it as career development, but ensuring schools allow it to be so.”</i> <i>“Certification/acknowledgement towards Continuing Professional Development portfolios.”</i>
Don't think new teachers should examine	32 (3.2)	<i>“Examining essentially is a job for an experienced teacher. New teachers need encouragement to develop school based skills, including internal examining.”</i> <i>“I do not feel new teachers have enough experience to become examiners initially.”</i>
Provide extra training	29 (2.9)	<i>“Better training... whole day and exchange of sample scripts way in advance of exam with prospective Team Leader. The extra (half) hour before the main meeting is ludicrous.”</i> <i>“Better training and more structured support with regards application of mark scheme and administration - return of scripts, mark sheets etc.”</i>
Improve the location of the standardisation meeting	23 (2.3)	<i>“Meetings in more central locations (city centre etc.) to enable people to use public transport.”</i> <i>“Have more local venues (e.g. Manchester for those in the North).”</i>
New teachers have too much to do already	20 (2.0)	<i>“Teachers are already under too much pressure I only examine because I work part time.”</i> <i>“Cannot imagine how a conscientious teacher can find time to do it at all.”</i>
Have new teachers meet experienced examiners.	16 (1.6)	<i>“Have smaller regional meeting during the year so new recruits can chat to more experienced markers.”</i> <i>“Ask experienced examiners to visit schools to explain the advantages of examining work to their personal development and to their students.”</i>
Offer more support, from Team Leader for example	15 (1.5)	<i>“More support from Team Leaders, they don't all make regular contact through marking period.”</i> <i>“Introduce a 'mentor system'; give new teachers a smaller batch of scripts in their first year or two!”</i>
Cut down administration	13 (1.3)	<i>“Cut out some admin duties. I find particularly and especially taking scripts to the post office tedious.”</i> <i>“Cut down the paperwork!”</i>
Make time of standardisation meeting more convenient	13 (1.3)	<i>“Examiners' meetings on weekdays.”</i> <i>“Holding the standardisation meeting on Friday would make it easier for those teachers who have to travel long distances and work the following day (currently Thursday).”</i>

Again, the most common response to a question about how AQA could encourage experienced examiners to continue was to increase the amount they would be paid (Table 22). The next most popular suggestion was to link pay to experience or performance. This suggestion is supported by the finding that experienced examiners were more dissatisfied with pay than less experienced examiners. Further, Team Leaders were less happy with pay than Assistant Examiners. Another popular suggestion was to allow more time to complete the marking.

Table 22. Results Of Content Analysis Of Responses To ‘How Do You Think AQA Could Encourage Experienced Examiners To Continue In Their Role?’

Response	No. (%)	Illustrative quotes
Increased remuneration	389 (39.2)	<i>“An increase in pay rates for what is a professional job.”</i> <i>“Experienced examiners often find that the higher tax bracket means that the rewards are not beneficial when considering the time and effort that goes into marking.”</i>
Remuneration linked to pay, loyalty or experience	130 (13.1)	<i>“A bonus for additional years.”</i> <i>“Experienced examiners are likely to continue if they feel that they are valued. This could be done by the use of a bonus system, or by an incremental pay structure.”</i>
Allow more time to complete marking	80 (8.1)	<i>“More time as often getting the ‘go-ahead’ can be 3/4 days after meeting (standardising).”</i> <i>“Extend marking time. The time allowed seems to have been cut over the years.”</i>
Offer promotion/more responsibility	45 (4.5)	<i>“Try to encourage a ‘career structure’ for progression to Team Leader, Chief Examiner.”</i> <i>“Bonuses for experienced examiners based on number of worked? Greater chance of promotion?”</i>
Increased involvement in the examination process/increased performance feedback	43 (4.3)	<i>“By providing more feedback on examiners’ performance; I have received some feedback each year, but I do feel that it could have been more detailed.”</i> <i>“Positive feedback to make them feel valued.”</i> <i>“Listen to their ideas and arguments regarding the mark schemes.”</i>
Offer improved support/training	29 (2.9)	<i>“By providing training which would lead to an improved standard of marking. (This year I intend to attend the extra training session for new examiners of one of the components I examine. My objective is to improve my questioning technique and award marks more accurately).”</i> <i>“I felt last year that an extra training session in addition to the standardisation meeting gave much more time for informal discussion, meaning much less pressure of time at the standardisation meeting.”</i>
Improve the location of the standardisation meeting	25 (2.5)	<i>“More flexibility with meeting venues - some examiners stopped marking when the venue was marked from London to Manchester.”</i> <i>“Consider changing the location of the Standardising Meeting; avoid holding it in a congested city centre. Perhaps a conference centre which would have better facilities.”</i>
Have employers recognise the importance of examining	24 (2.4)	<i>“Direct contact with employers outlining the role of examiner to ‘up’ the image.”</i> <i>“Get Heads/schools to be more supportive - after all the work their teachers have put in, the scripts deserve to be marked well.”</i>
Flexible script allocation	24 (2.4)	<i>“Sometimes by better management of allocations so that each examiner is not given an unreasonably large allocation or unreasonably small (both of which have happened to me at GCE level).”</i> <i>“More control over the size allocations.”</i>
Cut down administration	20 (2.0)	<i>“By simplifying the administrative work involved.”</i> <i>“Remove some of the administration procedures.”</i>
Make time of standardisation meeting more convenient	19 (1.9)	<i>“By holding meetings at the time convenient to them.”</i> <i>“Do not hold meetings on Saturdays I very much resent attending on weekends.”</i>

Response	No. (%)	Illustrative quotes
Prompt payment	18 (1.8)	<i>"Pay examiners promptly."</i> <i>"Pay fees and expenses more promptly."</i>
Pay more expenses	14 (1.4)	<i>"Persuade the Chancellor of the Exchequer to raise the threshold of the 40% tax band, increase the travel allowance for using cars (I know there is a tax implication) and avoid pettiness when claims for subsistence, use of telephone and postal expenses are submitted."</i> <i>"Improved pay and flat rate expenses (except for travel) e.g. say £30 per day for meals."</i>
Better catering at the standardisation meetings	13 (1.3)	<i>"Much improved catering at standardising meetings would also increase examiners self worth."</i> <i>"Emphasising the small perks. A nice lunch at the Standardisation Day. A proper thank you at the end of the process."</i>
Better venue for the standardisation meetings	12 (1.2)	<i>"Improve space at venues, often too crowded."</i> <i>"Quality venue, beautifully served meals (some examiners have stayed over night and have long journeys home)."</i>

Finally, respondents were asked if they had any other comments about their experience of examining (Table 23). Few comments were made by more than a few *per cent* of examiners and most related to issues that had been touched upon earlier in the survey. The exception being a small proportion of examiners who took this opportunity to comment how much they enjoyed examining and to praise the support they had received in the past.

Table 23. Results Of Content Analysis Of Responses To 'Are There Any Other Comments You Would Like To Make About Any Aspect Of Your Experience Of Examining?'

Response	No. (%)	Illustrative quotes
Increase remuneration	40 (4.0)	<i>"I am continuing to mark because I would like the income to continue when I retire. The remuneration is currently no incentive at all. AQA have made suggestions regarding additional pay but they have <u>never</u> happened. – i.e. rewards for A grade markers back pay for marking particularly difficult scripts."</i> <i>"I am now a very experienced examiner which does help my teaching. However my main motivation now is financial. I really feel more money should be available especially double rates once you mark about 400."</i>
Improve the location of the standardisation meeting	37 (3.7)	<i>"Centralise the standardisation meeting may enable more teachers to attend."</i> <i>"I have always been impressed by the standard of marking at AQA, my only complaint would be why hold the meeting in the centre of Manchester which is a nightmare to get to (from any direction) by car (1st thing in the morning). Why not use a hotel bordering a motorway junction as the other boards do?"</i>
Enjoyable experience	36 (3.6)	<i>"A very positive experience, I actually enjoyed the process and my students benefited."</i> <i>"Enjoyed meeting other teachers and applying knowledge in my teaching."</i> <i>"Glad of the opportunity, experience, variety, privilege, stimulus of the work."</i>

Response	No. (%)	Illustrative quotes
Good relationships with other examiners/Team Leaders/Principal Examiner	36 (3.6)	<p><i>"I find each examining period useful. There is always something new to pass onto students. I find my Team Leader of great support. It's a good opportunity to exchange ideas with other subject staff and the payment always has its uses. Thank you!"</i></p> <p><i>"I generally enjoy marking. I appreciate the way I'm treated by staff at AQA, which is much better than the treatment I've got from some schools and colleges I've worked for. I like meeting other examiners; there is camaraderie amongst them. The only nerve-racking bit is when your first sample is being assessed by your Team Leader, and on occasion, having to do a second one!"</i></p>
Problems with mark scheme	30 (3.6)	<p><i>"I found some of the answers changed part way through marking which was a little confusing."</i></p> <p><i>"The mark scheme was extremely badly presented - even the Chief Examiner complained. The mark scheme was also extremely vague and left examiners with too many subjective judgements."</i></p> <p><i>"I would like to have the marks scheme explained in more detail and to be given more specific guidance on how to deal with answers not given in the marks scheme."</i></p>
Poor relationships with other examiners/Team Leaders/Principal Examiner	29 (2.9)	<p><i>"I found it very frustrating that managing examiners would not listen to junior examiners. Some of the answers we all disagreed about but were over ridden especially not allowing "is it a P" when P was the answer. I marked every paper I saw wrong when I believed them to be right."</i></p> <p><i>"Bad experience with a Team Leader that did not answer phone (give feedback/mark your sample until she was up to date on her own marking which resulted in me missing my deadlines. Simply not good enough, poor role model in first year of working for AQA."</i></p>
Good support	28 (2.8)	<p><i>"The support I had from my Team Leader and the AQA is commendable."</i></p> <p><i>"I received excellent support from my Team Leaders which greatly facilitated the learning process."</i></p>
Need more time to mark	28 (2.8)	<p><i>"More time to mark needed 250 scripts in three weeks in unnecessary pressure. Limiting the number of scripts to 20 per day would help people to do a better job."</i></p> <p><i>"The current time allocations are really too tight. The need for the postal interchange really slows the whole process down and you often have to 'back track' over many dozens of scripts once your reply from the Team Leader is received. This takes time and you find the time remaining being eroded away, the process becomes very stressful. I'm just beginning to feel that the stress levels involved are not rewarded by the new (not so attractive) rate of pay. Now seriously thinking of putting away my red pen and enjoying the summer."</i></p>
Payment takes too long	25 (2.5)	<p><i>"Would like to be paid more promptly!"</i></p> <p><i>"Guidelines concerning payment were unclear (is this intentional). I was not paid for nearly 4 months after deadline! AQA would probably never have paid me if I had not contacted their office."</i></p> <p><i>"Payment is very late - Edexcel pay at intervals, as scripts are sent in, AQA just about pay up before the new term starts - hardly encourages positive feelings about a tiring, relentless experience."</i></p>

Response	No. (%)	Illustrative quotes
Improves teaching and helps students	24 (2.4)	<p><i>"A very positive and useful experience definitely improved my teaching and preparation of pupils."</i></p> <p><i>"I thoroughly enjoyed it and would recommend it to anybody who wants to find out how to fine-tune their teaching."</i></p>
Problems with postal system	21 (2.1)	<p><i>"Nonsense with parcel force trying to arrange for this to be picked up is extremely time wasting and frustrating. Paying for post, then claiming it back can leave us vastly out of pocket for long periods. Why can't we have a system using pre paid labels, for posting at any post office?"</i></p> <p><i>"One of the main difficulties is the new postal system for returning scripts. Not all of the post offices accept the parcels, forcing one to travel to another post office. Even then there is much deliberation between staff as to what to do. I have also had scripts sent to me by special delivery, enforcing a 40 mile trip to collect them - clear posting guidelines for centres and the post office may help."</i></p>
Administration problems	20 (2.0)	<p><i>"The administrative tasks which have to be completed have increased enormously. I think I spent more time on these administrative tasks than on the actual marking and I receive no payment for that work. The people in administration at AQA should try to realise that classroom teachers are under enormous pressure in their schools. There should be less administration and there should be more time allowed for marking."</i></p> <p><i>"Administration has become increasingly time consuming over the years. Feel that there should be an additional fee for this aspect of the marking process."</i></p>
Make time of standardisation meeting more convenient	19 (1.9)	<p><i>"Could meetings be held on a Friday, very hard to go to work after long journey back home? If anything puts me off it is this."</i></p> <p><i>"Do not have meetings on a Saturday."</i></p>
Too slow to receive scripts/to be cleared to mark	11 (1.1)	<p><i>"Minor problems: delay in getting my first sample approved (my Senior Examiner was waiting for her clearance) meant I did not meet target dates, although I was not criticised for this."</i></p> <p><i>"The demands on time to get specimen scripts marked and being given the 'all clear' to continue marking often wastes valuable and precious time."</i></p>
Problem balancing marking and teaching responsibilities	11 (1.1)	<p><i>"Time is the most difficult aspect especially as a full time teacher."</i></p> <p><i>"Examining adds an incredible workload to teachers who teach full time. I feel it is important to retain current teachers as examiners. The time scale for marking scripts is fine if you work part-time or are marking during a career break, otherwise it is a very tight deadline to meet."</i></p>
Examinations dates leave insufficient time to mark	10 (1.0)	<p><i>"My subject - Physics - is usually of the last in the timetable. The timescale for the return of scripts is often very tight, especially after allowing for the postal interchange."</i></p> <p><i>"Changing the timing of papers in the calendar makes marking rushed. It was easier to manage when papers were before Spring Bank Holiday. The change last year, without prior notice, made a full months difference."</i></p>

The prevailing theme throughout the examiners' responses to the open-ended questions was that they wanted to feel their work was *valued* and that this was undermined by a number of factors, for example; low pay, pay not linked to performance/experience, examining not being valued by their main employers, their views not being listened to during standardisation meetings, poor catering/venues for meetings. The extent to which employees feel that their work is valued is an important determinant of job satisfaction (Herzberg, 1957).

CONCLUSION

A simple perusal of the examiners' responses to the survey shows that the majority of respondents were satisfied with their experience of examining, but want to be paid more for their work. However, statistical analysis of the predictors of intention to continue examining suggest where resources are best used to reduce examiner turnover.

Respondents who find examining stressful are less likely to intend to continue examining. This seems to suggest that care must be taken not to overload examiners, but only a small proportion of respondents thought they had too much marking to do. However, approximately one quarter of respondents felt that their employers provide inadequate support for their examining duties and that increased work pressure makes fulfilling their examining role difficult. It is likely, therefore, that a large amount of stress is caused by examiners balancing their work commitments with their examining role. Examiners may need to be given relief from their everyday work commitments to examine. Stress and pressure are likely to affect the quality of examiners' marking as well as their motivation to continue examining. The introduction of marking centres would seem to tackle these issues, but have not been popular with all examiners (*Times Educational Supplement*, 2002) and may create new pressures caused by being away from home.

Respondents who reported experiencing problems with support were less likely to intend to continue examining. This suggests that the support offered to examiners needs to be improved. The clarity of marking procedures and the competency of the Senior Examiner were most strongly associated with intention to continue and perhaps this is where improvements should first be sought. However, very few respondents reported problems with the support they had received either from AQA or their Senior Examiner, so improvements would require increasing the satisfaction levels of examiners who are already relatively satisfied. While this may be worthwhile, it is likely to be relatively difficult and expensive.

Most respondents were dissatisfied with the amount they were paid for examining and it is likely that an attractive level of pay is important in recruiting new examiners (although research with potential examiners is required to test this empirically). However, this survey's findings suggest that pay does not influence examiner turnover. Examiners' responses to the Pay Scale items were significantly less associated with intention to continue examining than their responses to the Pressure, Insight and Support Scale items. Further, once examiner background variables were taken into account, examiners' attitudes to pay had no significant association with intention to continue examining.

If AQA's goal is to retain examiners, resources would be better used to reduce the amount of pressure that examiners experience (perhaps by lobbying for examiners to be given time away from teaching) and to improve the level of support offered to examiners, than increasing the amount examiners are paid. If, on the other hand, AQA's goal is to increase the job satisfaction of examiners, offering increased remuneration would help achieve this objective. However, it would be incorrect to assume that increasing examiners' job satisfaction would decrease the likelihood of their giving up examining. Research has shown that the link between job satisfaction and turnover is not simple nor direct (Tett and Meyer, 1993).

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Michelle Meadows, 2-4-04

Examiners' Satisfaction

The AQA is keen to ensure the retention of examiners who have marked in the past and the recruitment of new, appropriately qualified examiners. To inform this undertaking, the AQA would be most grateful if you could spare a few minutes to respond to this questionnaire.

You will be asked about your experience of examining. Please try to give an honest and fair impression of both the positive and the negative aspects of examining. Your answers are **anonymous** and will be used by the AQA to consider overall patterns rather than individual responses.

Please return the questionnaire to the AQA in the pre-paid envelope provided within the next two weeks. Thank you very much in anticipation of your assistance and co-operation in this matter.

Dr. Michelle Meadows
Senior Research Officer

Section 1. About Yourself and Your Examining Experience

a. When did you first begin examining for AQA (or its predecessor Boards)? _____.

b. In approximately how many examination series have you examined for AQA (or its predecessor Boards)? _____ series.

c. For which other Awarding Body(s) have you examined either currently or in the past? (Please tick all that apply)

OCR	In the past <input type="checkbox"/>	Currently <input type="checkbox"/>	CCEA	In the past <input type="checkbox"/>	Currently <input type="checkbox"/>
Edexcel	In the past <input type="checkbox"/>	Currently <input type="checkbox"/>	WJEC	In the past <input type="checkbox"/>	Currently <input type="checkbox"/>

Other, please state... _____.

e. Are you a... (please tick all that apply)

Chair of Examiners	<input type="checkbox"/>	Chief Examiner	<input type="checkbox"/>
Principal Examiner	<input type="checkbox"/>	Examiner Team Leader	<input type="checkbox"/>
Assistant Principal Examiner	<input type="checkbox"/>	Assistant Examiner	<input type="checkbox"/>

f. Which qualifications, if any, did you examine during summer 2003? (please tick all that apply)

GCE	<input type="checkbox"/>	VCE	<input type="checkbox"/>	ELC	<input type="checkbox"/>
AEA	<input type="checkbox"/>	GNVQ	<input type="checkbox"/>	Other, please state...	_____.
GCSE	<input type="checkbox"/>	Key Skills	<input type="checkbox"/>		

g. Which AQA office(s) did you deal with during the 2003 examinations? (please tick all that apply)

Guildford	<input type="checkbox"/>	Harrogate	<input type="checkbox"/>
Manchester	<input type="checkbox"/>	Newcastle	<input type="checkbox"/>

h. Are you ...

...a full-time teacher	<input type="checkbox"/>	...a part-time teacher	<input type="checkbox"/>
...retired	<input type="checkbox"/>	...other, please state...	_____.

i. If you teach, what kind of centre do you work at?

Comprehensive School	<input type="checkbox"/>	F.E. College	<input type="checkbox"/>
Independent / Selective School	<input type="checkbox"/>	Other	<input type="checkbox"/>
Sixth Form College	<input type="checkbox"/>	N.A.	<input type="checkbox"/>

j. Which subject do you examine? (**Please do not answer this question if you feel it threatens the anonymity of your responses**) _____.

Section 2. Your Thoughts and Feelings about Examining

Please tick the box that comes closest to reflecting your opinion about each item	Strongly Disagree	Disagree	Agree	Strongly Agree
I expect to examine for the AQA for the foreseeable future				
I find marking boring				
Examining allows me to better prepare students				
My Senior Examiner is competent in doing his/her job				
The number of scripts I am expected to mark is realistic				
The benefits AQA Examiners receive are as good as other Awarding Bodies offer				
I have too much marking to do				
Marking procedures are unclear				
The marking standardisation meetings are held in an inconvenient location				
Marking provides an insight into the specification				
My employers view my examining experience as a "feather in my cap"				
Work commitments will prevent my examining for the AQA in the future				
I find examining stressful				
I intend to examine for another Awarding Body in the future				
Examining is too time consuming				
The monitoring of my marking puts me off examining				
AQA staff are competent in doing their jobs				
Examining allows me to see how other teachers approach the subject				
Changes to the National Curriculum make fulfilling my examining role difficult				
Examining gives me invaluable insight into the way scripts are marked				
I am concerned that I will be pressured to mark more scripts than I intended				
Examining has broadened my understanding of the specification				
I risk neglecting my own students whilst fulfilling my role as an Examiner				
Negative media reporting of the examinations system has put me off examining				
The AQA does not provide adequate support for my examining duties				
The main reason I examine is to earn extra income				
Involvement in examining allows the dissemination of good teaching practice				
Time pressure means that I cannot do justice to candidates' work				
Examining gives me invaluable insight into grading procedures				
I have experienced difficulties returning marked work to the AQA				

Please tick the box that comes closest to reflecting your opinion about each item	Strongly Disagree	Disagree	Agree	Strongly Agree
My employers see my role as examiner as an important part of my professional development				
It takes an unacceptably long time for AQA to pay me for my work				
I intend to give up examining completely				
The extra income I earn through examining is now less important to me than it once was				
Marking puts me under extreme time pressure				
My employers do not provide adequate support for my examining duties				
My examining experience will increase the likelihood of promotion at work				
The marking standardisation meetings are held at an inconvenient time				
Examining is an important part of my professional development				
The variation in examining fees across subjects is unfair				
I have experienced difficulties receiving scripts from the AQA				
Examining has increased my understanding of the assessment of the specification				
Increased administration at work makes fulfilling my role as examiner difficult				
The incentive payments to take on larger loads of marking are inadequate				
The specification I examine will no longer be taught by my centre in the future				
Personal commitments will prevent my examining for the AQA in the future				
I intend to examine for the AQA for the foreseeable future				
I am not paid enough for the complex marking I do				
I have received an incorrect allocation of scripts from the AQA				
When unsure of how to apply the mark scheme I have received support from my Senior Examiner				
Contacting staff at the AQA is sometimes difficult				
I believe examining should be an integral part of a teachers job				
The employment of postgraduate students and the like as markers, undermines the status of experienced examiners				
Increased work pressure makes fulfilling my examining role difficult				
Meeting other teachers through examining is of great benefit to me				
In the past I have had difficulties using the mark scheme				
I want to continue examining for the AQA for the foreseeable future				
Examining prevents my approach from becoming insular				

Why did you consider Education Research Examining Policy

How were you recruited by AQA?

How do you think AQA could make the role of examiner more attractive to new teachers?

How do you think AQA could encourage experienced examiners to continue in their role?

Section 3. Additional Comments

Are there any other comments you would like to make about any aspect of your experience of examining? (Please insert an extra sheet if necessary)

The AQA is very grateful to you for completing this questionnaire.
Please return it as soon as possible in the pre-paid envelope provided to:

The Research & Statistics Group
AQA Devas Street
Manchester
M15 6EX

Appendix Two

The Categorisation Of Subject Areas

Classics & Religious Studies: <ul style="list-style-type: none"> • Religious studies; • Classical Civilisation. 	English: <ul style="list-style-type: none"> • English Language; • English Literature. 	Media Studies	Languages: <ul style="list-style-type: none"> • French; • German; • Spanish.
Design & Technology: <ul style="list-style-type: none"> • Design & Technology; • Electronic Products; • Electronics; • Food Technology; • Textiles Technology; • Product Design; • Graphic Products; • Systems & Control. 	Home Economics: <ul style="list-style-type: none"> • Health & Social Care; • Child Development; • Food & Nutrition; • Textiles. 	Business Subjects: <ul style="list-style-type: none"> • Business Studies; • Economics; • Accounting; • Finance; • Law. 	Social Science: <ul style="list-style-type: none"> • Sociology; • Psychology; • Geography; • Travel & Tourism; • Leisure & Tourism; • Humanities; • Politics.
Science: <ul style="list-style-type: none"> • Biology; • Human Biology; • Chemistry; • Physics; • Science. 	Performing Arts: <ul style="list-style-type: none"> • Music; • Physical Education; • Drama; • Theatre Studies. 	History: <ul style="list-style-type: none"> • History; • Modern World History; • Archaeology. 	Mathematics & Computing: <ul style="list-style-type: none"> • Computing; • Mathematics; • Statistics.
General Studies	ICT		

Appendix Three

Univariate Analyses Of The Relationship Between Examiner Background And Attitude To Examining Scales

Table 3i. The Correlation Between Examiner Experience and Scores On The Attitude To Examining Scales

	Pressure	Insight	Support	Pay
Experience	-0.137**	-0.012	-0.154**	0.020

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 3ii. A Comparison Of Team Leader And Assistant Examiners' Scores On The Attitude To Examining Scales (examined using independent t-tests)

Pressure		Insight*		Support		Pay*	
Team Leader	Assistant Examiner						
2.06 (0.47)	2.18 (0.43)	3.29 (0.38)	3.16 (0.38)	1.69 (0.37)	1.75 (0.35)	3.00 (0.61)	2.83 (0.51)

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 3iii. The Effect of Subject Area Examined On Examiners' Scores On The Attitude To Examining Scales (examined using independent t-tests)

Subject	Marked?	Pressure	Insight	Support	Pay
Business Subjects	No	2.17 (0.44)	3.17 (0.38)	1.73 (0.35)	2.85 (0.52)
	Yes	2.13 (0.40)	3.26 (0.36)	1.77 (0.33)	2.88 (0.54)
Design and Technology	No	2.16 (0.44)	3.17 (0.39)	1.74 (0.35)	2.83 (0.52)
	Yes	2.21 (0.44)	3.24 (0.34)	1.71 (0.37)	2.97 (0.54)*
English	No	2.14 (0.42)	3.16 (0.38)	1.74 (0.35)	2.85 (0.52)
	Yes	2.33 (0.50)***	3.26 (0.38)*	1.71 (0.37)	2.85 (0.55)
General Studies	No	2.17 (0.44)	3.18 (0.38)	1.74 (0.35)	2.86 (0.52)
	Yes	2.12 (0.35)	3.14 (0.30)	1.61 (0.36)	2.62 (0.61)
Home Economics	No	2.16 (0.44)	3.18 (0.38)	1.73 (0.35)	2.85 (0.52)
	Yes	2.27 (0.56)	3.22 (0.38)	1.87 (0.28)	2.95 (0.49)
History	No	2.16 (0.44)	3.18 (0.38)	1.73 (0.35)	2.85 (0.52)
	Yes	2.31 (0.45)	3.14 (0.39)	1.85 (0.32)*	2.98 (0.56)
ICT	No	2.16 (0.44)	3.18 (0.38)	1.73 (0.35)	2.86 (0.52)
	Yes	2.22 (0.41)	3.19 (0.36)	1.77 (0.32)	2.72 (0.53)*
Languages	No	2.19 (0.45)	3.19 (0.37)	1.74 (0.35)	2.87 (0.52)
	Yes	2.03 (0.37)***	3.10 (0.42)*	1.69 (0.34)	2.73 (0.54)*
Mathematics & Computing	No	2.19 (0.44)	3.19 (0.38)	1.73 (0.35)	2.87 (0.53)
	Yes	1.94 (0.41)***	3.07 (0.35)*	1.73 (0.33)	2.69 (0.43)**
Performing Arts	No	2.17 (0.44)	3.18 (0.38)	1.73 (0.35)	2.86 (0.52)
	Yes	2.18 (0.23)	3.17 (0.35)	1.94 (0.45)*	2.75 (0.53)
Science	No	2.17 (0.45)	3.19 (0.37)	1.74 (0.35)	2.85 (0.53)
	Yes	2.12 (0.39)	3.10 (0.43)*	1.72 (0.34)	2.86 (0.50)

Subject	Marked?	Pressure	Insight	Support	Pay
Social Sciences	No	2.16 (0.44)	3.18 (0.38)	1.73 (0.35)	2.86 (0.53)
	Yes	2.26 (0.52)	3.25 (0.35)	1.75 (0.38)	2.77 (0.44)
Classics & Religious Studies	No	2.17 (0.44)	3.18 (0.38)	1.74 (0.35)	2.85 (0.52)
	Yes	2.07 (0.32)	3.27 (0.39)	1.66 (0.42)	2.83 (0.44)

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 3iv. A Comparison of History And Non-History Examiners' Scores On The Support Items (examined using independent t-tests)

Item	Marked History	
	No	Yes
My Senior Examiner is competent in doing his/her job	3.50 (0.55)	3.30 (0.67)**
I have experienced difficulties receiving scripts from the AQA	1.89 (0.65)	2.11 (0.66)*

Key: * = $p < 0.05$, ** = $p < 0.01$, two-tailed

Table 3v. The Effect of Office Dealt With During 2003 Examinations on Examiner Scores On The Attitude To Examining Scales (examined using independent t-tests)

Office dealt with?		Pressure	Insight	Support	Pay
Guildford	No	2.16 (0.45)	3.18 (0.38)	1.72 (0.35)	2.86 (0.53)
	Yes	2.18 (0.43)	3.18 (0.38)	1.78 (0.36)*	2.84 (0.52)
Harrogate	No	2.12 (0.42)	3.17 (0.39)	1.76 (0.36)	2.84 (0.52)
	Yes	2.20 (0.46)*	3.18 (0.38)	1.72 (0.35)	2.86 (0.52)
Manchester	No	2.20 (0.44)	3.18 (0.37)	1.75 (0.35)	2.87 (0.52)
	Yes	1.99 (0.38)***	3.17 (0.44)	1.67 (0.35)*	2.73 (0.55)**
Newcastle	No	2.16 (0.45)	3.18 (0.39)	1.74 (0.35)	2.83 (0.52)
	Yes	2.18 (0.42)	3.19 (0.34)	1.72 (0.35)	2.96 (0.50)**

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 3vi. A Comparison of Support Item Scores For Examiners Who Did And Did Not Deal With The Guildford Office (examined using independent t-tests)

Item	Dealt with Guildford Office?	
	No	Yes
I have experienced difficulties receiving scripts from the AQA	1.87 (0.64)	2.00 (0.68)**
I have received an incorrect allocation of scripts from the AQA	1.73 (0.57)	1.89 (0.65)***

Key: ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 3vii. A Comparison of Support Item Scores For Examiners Who Did And Did Not Deal With The Manchester Office (examined using independent t-tests)

Item	Dealt with Manchester Office?	
	No	Yes
My Senior Examiner is competent in doing his/her job	3.48 (0.56)	3.59 (0.49)*
Marking procedures are unclear	1.76 (0.67)	1.61 (0.59)**

Key: * = $p < 0.05$, ** = $p < 0.01$, two-tailed

Table 3viii. The Effect Of Qualification Examined During 2003 Examinations on Examiner Scores On The Attitude To Examining Scales (examined using independent t-tests)

Pressure		Insight*		Support		Pay	
GCE	GCSE	GCE	GCSE	GCE	GCSE	GCE	GCSE
2.17 (0.39)	2.17 (0.46)	3.22 (0.35)	3.15 (0.39)	1.72 (0.34)	1.75 (0.35)	2.86 (0.51)	2.87 (0.52)

Key: * = $p < 0.05$, two-tailed**Table 3ix. The Effect Of Centre Type on Examiner Scores On The Attitude To Examining Scales (examined using one-way ANOVAs with Tukey post-hoc comparisons)**

Centre Type	Pressure	Insight	Support	Pay
Comprehensive school	2.21 (0.46)	3.18 (0.36)	1.74 (0.35)	2.88 (0.52)
Independent/selective school	2.27 (0.39)*	3.18 (0.40)	1.79 (0.38)	2.93 (0.55)
Sixth form college	2.18 (0.34)	3.14 (0.31)	1.79 (0.36)	2.86 (0.51)
F. E. College	2.09 (0.37)	3.21 (0.36)	1.74 (0.32)	2.75 (0.51)
Other	2.03 (0.46)	3.15 (0.39)	1.69 (0.36)	2.84 (0.56)
N. A.	1.97 (0.32)*	3.18 (0.51)	1.71 (0.33)	2.78 (0.53)

Key: * = $p < 0.05$

Appendix Four

Univariate Analyses Of The Relationships Between Intention To Continue Examining, Examiner Background And Attitude to Examining Scales

Table 4i. The Effect of Subject Area Examined On Examiners' Scores On The Intention To Continue Examining Scale (examined using independent t-tests)

Subject marked?	No	Yes
Business Subjects	9.95 (1.81)	10.46 (1.43)
Design & Technology	10.00 (1.75)	9.80 (2.08)
English	10.03 (1.79)	9.63 (1.80)*
General Studies	9.96 (1.79)	10.50 (2.11)
Home Economics	10.00 (1.76)	8.59 (3.06)***
History	10.03 (1.76)	8.92 (2.23)***
ICT	9.97 (1.82)	10.04 (1.57)
Languages	9.88 (1.84)	10.49 (1.48)***
Mathematics & Computing	9.94 (1.79)	10.31 (1.84)
Performing Arts	9.98 (1.80)	9.50 (1.90)
Science	9.95 (1.84)	10.09 (1.56)
Social Sciences	9.97 (1.82)	10.05 (1.20)
Classics & Religious Studies	9.98 (1.79)	9.47 (2.10)

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed

Table 4ii. The Effect of Office Dealt With During 2003 Examinations on Examiner Scores On The Intention To Continue Examining Scale (examined using independent t-tests)

Office dealt with?	No	Yes
Guildford	9.94 (1.86)	10.06 (1.62)
Harrogate	10.03 (1.66)	9.93 (1.89)
Manchester	9.86 (1.83)	10.55 (1.50)***
Newcastle	9.97 (1.79)	9.95 (1.88)

Key: *** = $p < 0.001$, two-tailed

Table 4iii. The Correlation Between Examiner Scores On The Attitude To Examining Scale And Their Scores On The Intention To Continue Examining Scale

	Pressure	Insight	Support	Pay
Intention	-0.388***	0.269***	-0.311***	-0.107**

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

Table 4iv. Comparison Of The Strength Of Association Between Respondents' Scores On The Attitude Scales And Their Intention To Continue Examining

	Insight	Support	Pay
Pressure	t=3.312***	t=1.249	t=6.110***
Insight		t=-2.406*	t=1.985*
Support			t=4.225***

Key: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$, two-tailed